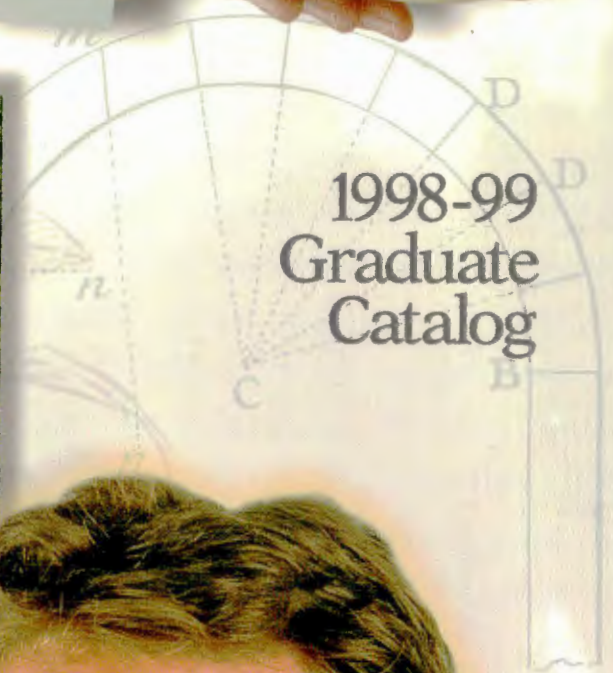
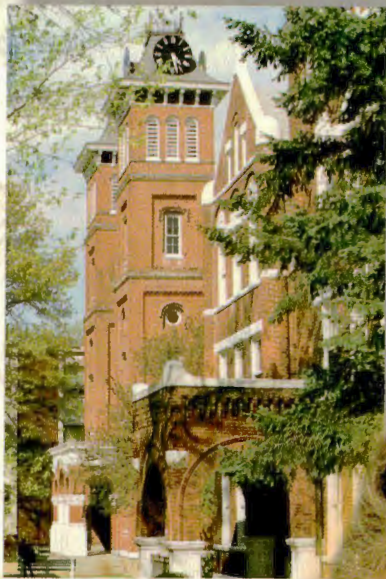


U  
N  
I  
V  
E  
R  
S  
I  
T  
Y  
  
california

U N I V E R S I T Y



1998-99  
Graduate  
Catalog



OF PENNSYLVANIA



# **California University of Pennsylvania**

**250 University Avenue  
California, PA 15419-1394  
(724) 938-4000  
[www.cup.edu](http://www.cup.edu)**

## **Graduate Catalog 1998-1999**

Volume 95

Number 1

California University of Pennsylvania is a member of  
the Pennsylvania State System of Higher Education

**California University of Pennsylvania**  
**is**  
**a member of**  
  
**The Association of State Colleges and Universities**  
**and of**  
**The American Association of Colleges for Teacher Education**  
  
**and is Accredited by**  
**The Middle States Association of Colleges and Secondary Schools**  
**by**  
**The National Council for Accreditation of Teacher Education**  
**by**  
**The American Speech-Language-Hearing Association**  
**by**  
**The National Council for Exceptional Children**  
**and by**  
**National Athletic Trainers Association**

## **Equal Opportunity**

California University of Pennsylvania acknowledges that equality of opportunity is the cornerstone of a free and democratic society. As a state-owned institution, it accepts the duty of putting the principle of equal opportunity into practice. As an institution of higher education, it accepts the responsibility of teaching that principle by its policies and actions. Consequently, California University of Pennsylvania commits itself, ethically and legally, to the equal opportunity policies of a system of fair and open recruitment and acceptance of students regardless of sex, race, color, religious creed, lifestyle, affectional or sexual preference, disability, present or previous military service, ancestry, national origin, union and political affiliation, and age. Nevertheless, mindful of the reality of past injustices and present societal needs, the university reserves the right to employ a limited use of racial, ethnic, and sexual criteria to accomplish remedial objectives when necessary.

Once students are admitted to California University of Pennsylvania, the same rights, privileges, programs and activities are made available to all without regard to arbitrary and irrelevant criteria. Financial aids, especially scholarships, guaranteed loans, grants, work study programs, assistantships, and internships, are provided on an equal opportunity basis. Likewise, advisors and counselors are available to all students. Special programs have been established to meet the needs of students and are available on a first-come, first-served basis to all students without regard to race, national origin, or religion. However, in the case of living arrangements, sex and disability distinctions are made to better serve and accommodate all students. Finally, in accordance with recent federal and state legislation, architectural and programmatic modifications have been implemented to ensure that no qualified student is prevented from succeeding at California University of Pennsylvania because of disability.

In addition, California University of Pennsylvania engages in an open and equitable system of recruitment and employment of faculty and staff candidates. It practices a non-discriminatory system of compensation, including pay, promotion, tenure, transfer, education, training and other benefits of employment.

California University of Pennsylvania prides itself on having created a workplace and learning environment free from discrimination and harassment. If situations or conditions to the contrary occur, an immediate and appropriate redress will take place. Persons aware of such situations or conditions are encouraged to contact the Social Equity Officer (724-938-4014), the Title IX Coordinator (724-938-4351), or the Section 504 ADA Coordinator (724-938-4076).

## From the President...

California University of Pennsylvania is in the opportunity business. Since 1852, thousands of students have seized the opportunity we offer to improve, not only their lives, but the lives of the people they have touched.

Our alumni are practicing professionals in health care, education, law, public service, business, environmental studies, and government, and the list doesn't stop there. From South American rain forests to the Hubble space telescope, California University graduates are using their education to continue the never-ending search for knowledge. In all walks of life, California University graduates are helping make the world a better place.

At California, we place great emphasis on people. We have a dedicated faculty, a caring and concerned staff, excellent facilities, an exemplary educational program, and a variety of extra-curricular activities, all dedicated to helping students get the most from their college experience.

Learning is not confined to the classroom. The university experience should be a broad one. Personal growth is proportionate to the wise use of the many resources available. So we encourage our students to become involved in the total life of the university and its surrounding communities.

We also foster a family atmosphere. We are small enough to care about individuals, and yet large enough to be able to offer a variety of programs.

You should take time to read through this catalog. It can tell you much about the university and its programs. I hope each of you will become more interested in California University and make a personal visit.

You and your family are welcome any time.



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

Angelo Armenti Jr., President

# TABLE OF CONTENTS

<b>Message from the President .....</b>	<b>3</b>	<b>ACADEMIC PROGRAMS AND COURSE DESCRIPTIONS .....</b>	<b>66</b>
<b>Graduate Programs (Directory) .....</b>	<b>5</b>	ACC- Accounting .....	66
<b>Goals and Objectives .....</b>	<b>6</b>	ANT- Anthropology .....	66
<b>About Cal U .....</b>	<b>7</b>	ADP- Administrative Program for Principals .....	66
<b>Application and Admission .....</b>	<b>8</b>	ATE- Athletic Training .....	66
<b>Fees and Expenses .....</b>	<b>16</b>	BIO- Biology .....	67
<b>Financial Aid .....</b>	<b>19</b>	BUS- Business .....	68
<b>Academic Policies .....</b>	<b>26</b>	CED- Counselor Education .....	68
<b>Departments, Majors, Programs .....</b>	<b>29</b>	CMD-Communication Disorders .....	69
<b>Course Descriptions .....</b>	<b>66</b>	CMG-Communication Studies .....	70
<b>University Services .....</b>	<b>90</b>	CSC- Computer Science .....	73
<b>University Advancement .....</b>	<b>97</b>	EAS- Earth Science .....	73
<b>Student Development and Services .....</b>	<b>98</b>	ECE- Early Childhood Education .....	75
<b>Faculty .....</b>	<b>107</b>	ECO- Economics .....	76
<b>Maps .....</b>	<b>114</b>	EDE- Elementary Education .....	75
<b>Tentative Academic Calendar .....</b>	<b>118</b>	EDP- Professional Education .....	88
<b>Index .....</b>	<b>119</b>	ENG- English .....	76
		ESP- Special Education .....	78
		FIN- Finance .....	79
		GEE- General Education .....	87
		GEO- Geography .....	79
		GMA- Mathematics .....	80
		HIS- History .....	81
		IMT- Industrial Management .....	81
		MGT- Management .....	81
		MKT- Marketing .....	81
		MMT- Multimedia Technology .....	82
		POS- Political Science .....	82
		PSY- Psychology .....	82
		RES- Research .....	84
		RSP- Reading Specialist .....	84
		RSU- Reading Supervisor .....	84
		SLE- Superintendent's Letter of Eligibility .....	84
		SOS- Social Sciences .....	85
		SWK- Social Work .....	85
		TED- Technology Education .....	86

# GRADUATE PROGRAMS

Administrative Program for Principals .....	49
Athletic Training .....	29
Biology .....	30
Business and Economics .....	33
Communication Disorders .....	34
Communication Studies .....	35
Counselor Education .....	36
Earth Science .....	40
Early Childhood Education .....	38
Elementary Education .....	43
English .....	45
Geography and Regional Planning .....	41
Mathematics and Computer Science .....	47
Multimedia Technology .....	64
Reading Specialist .....	53
School Psychology .....	57
Social Sciences .....	55
Social Work .....	59
Special Education .....	60
Superintendent's Letter of Eligibility .....	62
Technology Education .....	63
General Education Courses .....	87
Professional Education Courses .....	88
Research Courses .....	84

## 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.

Email: [gradschool@cup.edu](mailto:gradschool@cup.edu)

Phone: (724) 938-4187

An answering service will take your message after office hours which are 8 am to 4 pm, Monday through Friday

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

# California University of Pennsylvania



## GOALS AND OBJECTIVES

The School of Graduate Studies and Research at Cal U offers three advanced degrees: The Master of Arts (M.A.), the Master of Education (M.Ed.), and the Master of Science (M.S.).

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.

## CERTIFICATES

The university also 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.

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;

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

California University of Pennsylvania  
1998-1999 Graduate Catalog  
July 1998 • Vol. 95, No. 1  
Edited by: Office of Academic Affairs  
Layout and Design:  
Amy Gardner, Intern, Office of Public Relations  
Cover Design: Lorish, Inc.  
Printer: Nittany Valley Offset



The university is in the Borough of California, a community of approximately 6,000 residents, located on the banks of the Monongahela River, about an hour's drive south of Pittsburgh. It is accessible via Interstate 70, Exits 15 (PA 43), 16 (Speers), or 17 (PA 88, Charleroi) or via U.S. 40 (PA 43 or 88). The Mid-Mon Valley/ Fayette Expressway (PA 43) links California to the federal Interstate Highway system. The university is approximately 30 minutes from Exit 8 (New Stanton) on the Pennsylvania Turnpike, and an hour from Greater Pittsburgh International Airport.

The main campus consists of 38 buildings situated on 80 acres. An additional 104-acre recreation complex, George H. Roadman University Park, is located one mile from campus. This complex includes a football stadium, an all-weather track, tennis courts, a baseball diamond, a softball diamond, soccer and rugby fields, a cross country course, areas for intramural sports, and picnic facilities.

The geographic location of the university gives the resident student opportunities to explore and pursue a wide variety of activities.

Located on the Appalachian Plateau, an area of rolling hills, the university is a short drive from camping, hiking, fishing, hunting, white water rafting, and canoeing, and skiing activities in the Laurel Mountains. In addition to cultural activities provided on campus, the student has easy access to the Pittsburgh metropolitan area, located only 30 miles from campus.

This provides an opportunity to enjoy the Pittsburgh Symphony, the Pittsburgh Ballet, the Civic Light Opera, the David L. Lawrence Convention Center, the Pittsburgh Steelers, Penguins, and Pirates, various museums and all of the excitements and attractions of a metropolitan area.

The institution that is now California University of Pennsylvania began as an academy more than 140 years ago. It has evolved over the years until now it is a multi-purpose university. One of the fourteen state-owned institutions of higher education in the Pennsylvania State System of Higher Education, it has the strength and stability of a university system, but it retains its own flavor and unique history.

1852: A two-story Academy, offering education from kindergarten through college was established in the recently founded community of California. The institution was supported by local taxes and the donations of some residents of the community.

1864: A ten-acre plot for the Academy, still the center of the university, was purchased.

1865: The Academy obtained a charter as a Normal School for its district and became a teacher-preparatory institution.

1874: The institution was renamed the South-Western Normal School.

1914: The Commonwealth acquired the institution and renamed it the California State Normal School. The curriculum became exclusively a two-year preparatory course for elementary school teachers.

1928: The institution became California State Teachers College, returning to its previous status as a four-year-degree-granting institution, with increasing opportunities for liberal arts education. Under the presidency of Robert Steele (1928-1951), California began to concentrate on industrial arts and atypical education (what is now called special education) and otherwise expanded its curricula. The campus grew to 35 acres, and a number of new buildings were erected.

1959: During the presidency of Michael Duda (1956-68), liberal arts curricula were introduced, and the college became California State College. In 1962 a graduate program was introduced. The degrees of M.A. and M.S. were initiated in 1968. During Dr. Duda's presidency, more than a dozen new buildings were completed, and the size of the student body and faculty increased more than four-fold.

1974: During the presidency of George H. Roadman (1969-1977), the college developed a special mission in Science and Technology, to complement its traditional roles in Liberal Arts and Education.

1983: On July 1, 1983, the college became a part of the State System of Higher Education and changed its name to California University of Pennsylvania. Under the leadership of President John P. Watkins (1977-1992), the College of Science and Technology became fully operational, offering programs in such varied areas as mathematics and computer science, industrial management, nursing, energy technology, robotics, and electrical engineering technology.

1992: Angelo Armenti Jr. appointed president of California University.

1996: College of Science and Technology renamed Eberly College of Science and Technology in honor of the Eberly Foundation for its philanthropic generosity.

1997: Cal U Southpointe Center in the Southpointe Technology Center in Canonsburg, PA, opened in January, offering a variety of courses and programs. Ground broken for the new Eberly Science and Technology Center—a state-of-the-art facility for the study of science and technology scheduled to open during 1998-99 academic year.

(Additional information may be found in the book by Regis J. Serinko, *California University of Pennsylvania: The People's College in Monongahela Valley*, published in 1992).

# Admissions

## Application for Admission

If you would like an application for admission to graduate study, you may return the prepaid postal card at the back of this catalog. If someone has used it before you, you can write or telephone the office of the School of Graduate Studies and Research. Phone (724) 938-4187—an answering service will take your message after office hours.

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

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.

If you are interested in doing so, you may write or telephone the School of Graduate Studies and Research (724) 938-4817 or the College of Education (724) 938-4125 or (724) 938-4126 at the university for specific information.

You should apply for admission to the School of Graduate Studies and Research as early as possible, preferably no later than three weeks before the session in which you plan to enroll.

Applications may be obtained from the  
School of Graduate Studies and Research  
California University of Pennsylvania  
250 University Avenue  
California PA 15419-1394  
(724) 938-4187

They should be returned, with the \$25.00 application fee, to the same address. At the same time, official transcripts of all graduate and undergraduate work should be sent by the granting institution 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, you may write, telephone, or ask for an appointment with either the chairperson or the graduate studies coordinator of the department offering that program or with the Dean of the School of Graduate Studies and Research.

## Required Steps in Application Process:

1. You must present evidence of a bachelor's degree from a college or university that is accredited by the National Commission on Accreditation or the appropriate regional accrediting agency.
2. You must present an official transcript of your 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.
3. If you are applying for admission to the graduate program in Business Administration, you must take the Graduate Management Admission Test (the GMAT). If you are applying for admission to the graduate program in Biology, Communication or Communication Disorder you must take the Graduate Record Examination (GRE).
4. If you do not have a 3.0 undergraduate average, you will have to take the Miller Analogies Test for conditional admission (in programs other than the ones in Business Administration, Communications, Communications Disorders and Biology.)
5. For the Master of Education degree in most fields, you must already have a teaching certificate in the field in which you also wish to enroll for graduate study.
6. For the Master of Arts and Master of Science degrees, you will have to present evidence of adequate undergraduate preparation in the field in which you enroll.

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), Technology Education Supervision, Reading Supervision, School Psychology, and Superintendent's Letter of Eligibility.

Those interested in any of these programs may want to speak with the chairperson or the graduate studies coordinator of the department, or with the Dean of Graduate Studies and Research. Applicants for these certification programs must have completed all the prerequisites and any special requirements, as follows. Applicants to the Administration Programs for Principals must have their graduate work and professional experiences evaluated in order that the necessary learning standards of the program. Applicants for the Technology Education Supervisory program must have completed the Master's degree. Applicants for the Reading Supervisory program must have completed the Master's degree and have obtained the Reading Specialist Certificate. Applicants for the School Psychologist certification program must have completed a Master's degree in School Psychology or a related field and must obtain a minimum of thirty credits in special experiences and courses in the School Psychology program.

## 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, 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, and 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 "transient 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 to any of their programs 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. An official transcript, sent by the institution, of all undergraduate work;
3. An official copy of a teaching certificate (if application is being made to certain Master of Education programs);
4. TOEFL scores, sent by the testing agency, attesting to competency in the use of the English language;
5. A statement of financial support; and
6. 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.

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

## ADMISSIONS Applications and Schedules

If you would like an application for admission to graduate study or a copy of the new schedule or the next one, please return the prepaid postal card included inside the back cover of this catalog.

If someone has used it before you, you can phone the School of Graduate Studies and Research at (724) 938-4187—an answering machine will take your message after normal office hours.

Or write:

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

## Registration by Mail

After you have been accepted and first enrolled in graduate studies at California University, you may schedule for the next semester or summer session by mail.

Graduate students should consult with their academic advisers before scheduling their courses. Registration cards must be signed by the adviser. After such approval has been obtained, the registration forms may be returned by mail (or in person) to the School of Graduate Studies and Research.

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).

You may pay your fees by Visa or by MasterCard. 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.

## 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, both during the day and in the evenings. 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, 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 over-all 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. Permission is granted through the School of Graduate Studies and Research.

## 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.

## Appeal Procedure

If you believe that compelling, persuasive, and unusual circumstances may give you sufficient reason to have certain rules or regulations waived or altered in some particular case, you may appeal for an exception or exemption, to the Dean of the School of Graduate Studies and Research. In many cases, the Dean may make such decisions but sometimes may seek the advice and consent of affected faculty members or advisers, the Graduate Council, or the department chairpersons. In some cases, none of these administrators or bodies are empowered to alter general university policy. A special procedure, described below in this section of this catalog, is followed in cases of grade appeals.  
Change of Address or Name

Students should inform the School of Graduate Studies and Research promptly of any change of name or address by means of appropriate forms available in that office.

## 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. Copies of these manuals and other manuals may be purchased in the bookstore or consulted in the Manderino Library.

## 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 the Dean of Graduate Studies and Research.

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.

## Permanent Certification for Teachers

If you already have a Pennsylvania teaching certificate, you can also use the credits you earn in a graduate program at California University towards the post-baccalaureate requirements for permanent certification in the Commonwealth.

Some graduate programs lead to specialized initial certification, at the graduate level, in certain fields; but it is often possible, in other fields, to combine graduate study towards a Master's degree and pursuit of initial teaching certification. If you are interested in doing so, you may write or telephone the School of Graduate Studies and Research or the College of Education and Human Services.

## University Fees

Changes in university fees may be made without notice. See above, under Registration Procedures, for other information about the payment of fees. Payment must always be in the form of a check, money order, or bank draft payable to California University of Pennsylvania. All fees must be paid, or other arrangements made, before the beginning of classes. The University will honor all customary deferment policies for financial aid recipients, military veterans, etc.

## Cap and Gown Fee

Candidates who have been approved for the Master's degree 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.

## Transcripts

Transcripts of academic records and certificates of good standing and honorable dismissal are issued by the Office of Academic Records, Room 103 in the Administration Building. Each transcript costs \$3.00, and payment must be received before the transcript is issued.

## Privacy

All transcripts are issued according to the provisions of the Family Education Rights and Privacy Act of 1974 as amended (the so-called "Buckley Amendment"). A request for a transcript must be made in writing. To ensure that academic information is not improperly disclosed, telephone requests for transcripts cannot be honored. The request may be made on a form in the Office of Academic Records or by writing a letter to that office indicating the number of transcripts required, the types of transcripts (graduate, undergraduate, or both), the name and address of the person making the request, and the name and address of the person or institution to whom the transcripts are to be sent. (Transcripts are issued to a third party on condition that the recipient will not permit any other party to have access to them without the written consent of the student.)

See also the section on Confidentiality of Records in this catalog.

If a transcript is issued to a student, a notation to that effect appears on the transcript; transcripts issued in this way are sometimes not considered "official" when presented to a third party by a student.

Transcripts are issued as quickly as possible, but during busy periods of the academic year there is necessarily some delay. Requests should therefore be made well before the transcript is due elsewhere.

No transcript will be issued to a student whose financial obligations to the University have not been met in full.

## Course Load

A full-time student is normally one who has scheduled nine to fifteen hours of work in the fall or spring 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 obtain approval from his/her program adviser and from the Dean of Graduate Studies and Research at California before enrolling at the other institution.

Applications for such transfer of credits are available in the office of the School of Graduate Studies and should be completed and returned before taking the course. An official transcript from the institution at which the course was offered must be submitted to the School of Graduate Studies 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 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 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 a 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 to the Vice-president for Academic Affairs, 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. (However, if a student withdraws from a course or from the University after the first six weeks and is earning a grade of D or F at the time, the grade of WF is recorded, and no quality points are earned.)

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.

### GRADE APPEAL

If you consider that a grade you have received in a graduate course is unreasonable or unjust, you should first

discuss the matter with the professor who awarded the grade. If you are not satisfied with the result of this conference, you should confer further with the chairperson of the department in which you are enrolled. If you do not reach accord at this level, you may appeal to the Dean of the School of Graduate Studies and Research, and then, as the last source of appeal, to the Vice-President for Academic Affairs of the University, who will make a final decision in the case.

This last step should be taken only if you are convinced that you can demonstrate that arbitrary and/or capricious standards were applied in your particular case and there was no possibility for a resolution at an earlier stage. Although the university seeks to provide all students, graduate and undergraduate, with the opportunity to express their concerns on all matters, including grades, it is not customary for the university administration to change a grade properly assigned by a professor.

### 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 is administered by the department and are scheduled together, 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 department examinations should be obtained from the faculty adviser or chairperson.

### 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, you may choose between a 30-credit degree program which requires a Research Project or Master's Thesis, and a 36-credit program, which permits you 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 is required.) General information about the 30-credit option and what it entails is given below, but fuller details concerning these options will be found in the program descriptions in this catalog or may be obtained from the department concerned or from the Dean of the School of Graduate Studies and Research.

### 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, 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, and 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 "transient 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 to any of their programs more than six semester credits taken elsewhere.

### 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 "B" average 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 who receive their degrees in August or December may participate in the Commencement exercises of the following May, but their diplomas and official university records and transcripts record the date when their degrees were conferred.

Attendance at the Commencement exercises is appropriate, unless particular circumstances warrant graduation in absentia. Permission to graduate in absentia is granted only upon formal request, by the President of the University or by the designee of the President, the Graduate Dean.

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 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.

## **UNDERGRADUATE CREDIT FOR GRADUATE COURSES**

Undergraduate students may enroll in graduate courses for undergraduate credit provided they meet the necessary requirements for those courses. Individual departments decide what the prerequisites for each course are. Graduate status may be a prerequisite for admission to some courses.

## **GRADUATE CREDIT FOR SENIORS**

Undergraduate students in their last term on campus who have completed or are completing all the requirements for an undergraduate degree may enroll in a limited number—usually one or two—of graduate courses for graduate credit. With the exception of the undergraduate degree and teaching certification requirements, they must meet all other entrance requirements for admission to the School of Graduate Studies and Research; and such courses may not be credited to both undergraduate and graduate programs.

## Tuition

### Pennsylvania Residents

#### Full Time Graduate (per semester)

for 9 to 15 Credits	\$1,734.00
for each additional Credit	193.00

#### Part Time Graduate (per semester)

for each Credit (less than 9)	193.00
-------------------------------	--------

### Non-Pennsylvania Residents

#### Full Time Graduate (per semester)

for 9 to 15 Credits	\$3,118.00
for each additional Credit	346.00

#### Part Time Graduate (per semester)

for each Credit (less than 9)	346.00
-------------------------------	--------

Transcript Fee (per transcript)	\$3.00
---------------------------------	--------

NOTE: Summer tuition is billed at part time rates on a per credit basis.

### Room and Board

#### Room (per semester)

Single	\$1,423.00
Double	1,059.00
Triple	851.00

#### Board (per semester)

19 meals	\$1,075.00
14 meals	1025.00
125 meal block	1085.00

### Off-Campus Dining Plans

#### Board (per semester)

19 meals	\$1,075.00
14 meals	1025.00
7 meals	660.00
125 meal block	960.00
Dine Dollars Plan	\$50.00

(minimum starting balance)

## Fees

### Student Association Fee

#### Graduate

9 or more credits	\$78.00
6 to 8 credits	\$52.00
1 to 5 credits	\$32.00

### Student Union Building Fee (Undergraduate and Graduate)

12 or more credits	\$75.00
6 to 11 credits	38.00
1 to 5 credits	19.00

### 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	\$75.00
6 to 8 credits	52.00
1 to 5 credits	38.00

### Academic Support Fee

#### Fall/Spring

12+ credits	\$168.00
11 credits	154.00
10 credits	140.00
9 credits	126.00
8 credits	112.00
7 credits	98.00
6 credits	84.00
5 credits	70.00
4 credits	56.00
3 credits	42.00
2 credits	28.00
1 credit	14.00

Summer/Special Sessions (per credit)	\$5.00
--------------------------------------	--------

### Southpointe Center Fees

#### (Undergraduate and Graduate)

9 or more credits	\$182.25
1 to 8 credits (per credit)	20.25

### Off-Campus Center Fees

#### (Undergraduate and Graduate)

9 or more credits	\$135.00
1 to 8 credits (per credit)	15.00

NOTE: All tuition, fees and room and board rates are subject to change without notice to students upon proper approval of the Council of Trustees and/or the Board of Governors.

## 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 criteria will have their university charges calculated according to the following schedule:

<b>Time of withdrawal or drops:</b>	<b>Refund</b>
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

<b>Time of withdrawal or drop:</b>	<b>Refund</b>
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 the 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 the Azorsky Administration Building. The office hours are 8:00-4:00, 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 voice mail and question/answer box telephone system is available to assist students and parents with general financial aid information or to request financial aid materials.

## Application and Awarding Information

### Application Process

In order to qualify for assistance from federal and university financial aid programs, a student must complete a paper or electronic version (see "Electronic FAFSA Options" section for information on filing electronically) of the *Free Application for Federal Student Aid* (FAFSA) and forward it to the Federal processor as soon as possible after January 1 of each year. Prior year aid recipients will receive a renewal version of the FAFSA which can be used to apply for financial aid for the new award year. Students who file their FAFSA (paper or electronic version) by April 1 will receive priority consideration for all Federal financial aid programs available at California University. Students can obtain a paper version of the FAFSA form from the Financial Aid Office (FAO), high school guidance counselor office, or local college/university.

## Electronic FAFSA Options

### Internet Application

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 1998-99 Free Application for Federal Student Aid (FAFSA)** directly to the federal processor. The "*FAFSA on the Web*" site uses the (domestic) version of Netscape NAVogator 3.0 or higher, which keeps a student's information private and secure during transmission over the Internet. Students wanting to complete their 1998-99 FAFSA via the Web can do so **after January 1, 1998**. After transmitting an application over the Internet, students mail their signed signature page to the Department. The CPS will determine their eligibility for financial aid within 72 hours after receiving the completed application. FAFSA on the Web has a customer service line (1-800-801-0576) where users may check the status of their applications and receive assistance with hardware, software, and transmission. The FAFSA on the Web site is located at: [www.fafsa.ed.gov](http://www.fafsa.ed.gov).

### FAFSA on the Web benefits

- FAFSA on the Web is free.
- Students can save their application information to diskette so that it can be completed and transmitted later.
- FAFSA on the Web does not require software to be installed, so it takes less time before students can actually use the application.
- FAFSA on the Web automatically edits applicant answers before transmitting, resulting in better information and fewer applications rejected by the CPS.
- FAFSA on the Web uses skip logic, so it will only ask students those questions that they need to answer.
- FAFSA on the Web can support an unlimited number of users, allowing thousands of students to apply at once.

### Financial Aid Formula/Eligibility

When you apply for Federal student aid (graduate students are only eligible for assistance from the Federal Stafford Loan Program), 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.

In addition, household size and number of family members enrolled at least half-time in college are also reflected in the calculation of the student's EFC. 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:

$$\begin{aligned} &\text{Cost of Attendance} \\ &\text{less: Expected Family Contribution} \\ &\text{less: Other Aid Received} \\ &= \text{Stafford Loan Eligibility} \end{aligned}$$

## Elements in the Cost of Attendance

Each year the university establishes a total "cost of attendance" budget based on a student's housing status (commuter, dormitory, or off-campus), enrollment status (full-time or part-time), and residency status (in-state or out-of-state). The cost of attendance budget represents the total educational expenses a student may incur while attending our university, and is a critical element in determining a student's eligibility for financial aid assistance. The elements of this budget are both "direct" institutional expenses (tuition/fees and/or university room/board), as well as "indirect/living costs" (off-campus housing, books/supplies, and/or personal expenses) not billed by the university. *Please Note: The indirect/living expenses a student actually incurs will vary significantly from student to student. A student's program of study, year-in-school, housing/board arrangements, student's budgeting skills, and many other variables will impact the total expenses within this budget element. The university determines the indirect/living costs for each student based on data collected from students, local bookstores, and local landlords. This data is analyzed to arrive at "average" expenses incurred by most students.*

## Awarding Process

The following steps are involved in the need analysis and awarding process:

1. Within 10 to 14 days after the student submits the completed FAFSA form (paper or electronic version) to the Federal processor, the Department of Education will send a Student Aid Report (SAR) to the student. This document includes the student's Expected Family Contribution (EFC). This is the amount the student's family is expected to contribute toward the student's educational costs.
2. The Financial Aid Office (FAO) will electronically receive the information contained on the student's SAR in order to determine the student's eligibility for financial aid.

## Verification Process

Approximately 30% of all 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. Copies of student's federal tax returns and the completed verification form will be requested the FAO. As mentioned earlier, a student's Federal

Stafford Loan will not be finalized until the verification process has been completed.

\* **Reapply Each Year** Financial aid is not renewed automatically. Federal requirements and/or the student's and/or family's financial situation may change, therefore, students must reapply each year.

## Revisions, Cancellations, Repayments

California University reserves the right to review, revise, or cancel a financial aid award at any time due to: (1) a change in the student's enrollment status at California University and/or a change in the student's financial aid eligibility; (2) failure to comply with policies, procedures, or laws pertaining to these programs; and (3) the availability of federal, state, and university funds for each program. Students will be notified of any revision and/or cancellation. Students who fail to meet the financial aid requirements may be required to repay all or a portion of the assistance used during any affected semester(s). See "How Registration Affects Financial Aid Eligibility" for additional information regarding adjustments to financial aid awards.

## Rights and Responsibilities of Financial Aid Applicants

Every student has the right to apply for financial aid and to request and receive reconsideration of any financial aid decision. Students also have the right to know how their financial need and family contributions are calculated. Students and parents are expected to provide accurate information on all application materials and may be asked to provide photocopies of their latest federal income tax returns.

The Federal Government requires the Financial Aid Office to insure that financial information from all sources is accurate and truthful. When forms are used to establish eligibility for federal student aid funds, false statements or misrepresentations may subject those providing the information to a fine, imprisonment (or both) under provisions of the U.S. Criminal Code. Students also have the responsibility to notify the Financial Aid Office of any change occurring in their financial position from that which was reported on the application, e.g., eligibility for Social Security or veteran's benefits, receipt of scholarships, grants or other assistance, change in residency, etc.

# FINANCIAL AID PROGRAMS

Graduate students at Cal U 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 Cal U.

## Federal Aid Programs

**Federal Stafford Loans** provide low-interest loans to students regardless of income or financial need. A student who applies for a Stafford Loan and demonstrates financial need will be eligible for a “Subsidized” Stafford Loan. The federal government will pay the interest on this loan while the student is enrolled in school. A student who applies for a Stafford Loan but does not demonstrate sufficient or remaining financial need will qualify for an “Unsubsidized” Stafford Loan. The borrower is responsible for the interest on this loan while enrolled in school. For students whose loans were first disbursed after July 1, 1994 and who have no outstanding balance on a Stafford, PLUS, or SLS Loan, the interest rate is variable, but not higher than 8.25%. **Please note: Students must be enrolled at least half-time in order to be eligible for assistance from the Stafford Loan program.**

### Graduate Loan Borrowing Chart

**Base Subsidized & Unsubsidized Yearly Maximums:**

Graduate: \$8,500

**Subsidized & Unsubsidized Lifetime Maximums:**

Graduate only: \$42,500

Combined Undergraduate & Graduate: \$65,500

**Additional Unsubsidized Yearly Maximums:**

Graduate & Professional: \$10,000

**Additional Unsubsidized Lifetime Maximums:**

Combined Undergraduate & Graduate: \$73,000

## University Programs

### 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. Both paid and unpaid assistantships are available for interested students. 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. Guidance counselors, local civic leaders or local librarians are of great help in researching such avenues of financial assistance. For additional information, see “Financial Aid World Wide Web (WWW) Sites” for help in locating assistance from these agencies/organizations.

**Payment Plans** - California University offers payment plans which enable you to pay college costs in specified increments on a monthly basis. Many families find monthly payment plans make paying for college more manageable. Contact the Bursar’s Office at 724-938-4431 for additional information.

**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. The results of the FAFSA are not used in determining eligibility for these programs. Contact the Financial Aid Office for additional information.

**CitiAssist Loans** - Application and information regarding this alternative loan can be obtained by contacting the Financial Aid Office, or Citibank at 1-800-692-8200 or by visiting their Website at: [www.studentloan.citibank.com](http://www.studentloan.citibank.com)

**PNC Resource Loan** - Application and information regarding this alternative loan can be obtained by contacting the Financial Aid Office, or PNC Bank at 1-800-649-6867 or by visiting their Website at: [www.eduloans.pncbank.com](http://www.eduloans.pncbank.com)

## IMPORTANT STEPS IN APPLYING FOR A STAFFORD LOAN

1. File the electronic or paper version of the FAFSA.
2. Obtain a Stafford Loan application from a lender or the Financial Aid Office.
3. Complete the borrower section of the application. The amount of the loan request cannot exceed the student’s annual loan limit under the Stafford Loan Program (see “Stafford Loan Borrowing Chart” listed below). Please be sure that all questions are complete and that the student signs and dates the application.
4. Submit the completed loan application to the lender if the loan is being processed by a Pennsylvania lender or a PHEAA-approved, non-Pennsylvania lender. If applying for a Stafford Loan through a non-PHEAA-approved lender, submit the application to the Financial Aid Office at California University.
5. The certification step is the most important step in the application process. During this step the Financial Aid Office determines the student’s actual loan amount and type of Stafford (subsidized and/or Unsubsidized) based

on the student's financial need. If the application is filed with a Pennsylvania lender or PHEAA-approved, non-Pennsylvania lender, this certification process will be completed electronically through the Financial Aid Office's computer system. The non-PHEAA-approved loan will be certified and returned via the mail.

6. Once the application has been certified by the Financial Aid Office, the lender will authorize the disbursement of loan proceeds (Electronic Funds Transfer (EFT) or check) at the appropriate time. *First-year, first-time* Stafford Loan borrowers will not receive their loan proceeds until thirty days after the first day of classes. The lender will send a "Disclosure Statement" informing the student of the amount, type, and expected disbursement date of the loan proceeds. All first-time Stafford Loan borrowers are required to attend an "Entrance Interview" before receiving the loan proceeds.

## 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, Stafford Loan applications are 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 Financial Aid Eligibility

Federal regulations and institutional guidelines require students to be registered before any financial aid monies can be disbursed. In addition, all 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	
FULL-TIME	9 CREDITS OR MORE*
THREE-QUARTER TIME	7-8 CREDITS*
HALF-TIME	5-6 CREDITS*
LESS THAN HALF-TIME	LESS THAN 5 CREDITS*

\*Number of graduate credits registered

### Financial Aid Refunds

Financial aid which 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 to cover indirect educational costs such as books and supplies,

off campus housing and transportation. These refunds will be available starting with the second week of the semester for Stafford Loan refunds and all other student financial aid refunds if the student has satisfied the eligibility requirements for each award.

### Financial Planning

Students planning to attend California University of Pennsylvania should be aware that the cash from many of the financial aid programs is 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 term 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 or certificate of those students applying for or receiving assistance from those programs. All California University graduate students applying for Federal Student 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 completion of 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 earned credit hour standards based on his/her enrollment status:

### **Enrollment Status\* Total Earned Credits Per Year**

**Full-time (9 or more credits) 18 credits**

**Three-quarter time (7 to 8 credits) 14 credits**

**Half-time (5 to 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 has established **minimum** grade point averages that students must maintain in order to achieve "good academic standing". The university requires that all graduate students maintain a minimum g.p.a. 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):** All withdrawal categories do not 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 eliminate the deficiency. Students may take course work at another college or university to resolve the minimum credit-hour deficiency, provided that the credits earned at that institution are transferable to California University and the student's college dean or appointed designee has authorized the transient course work. Students who make up their credit-hour deficiency at an institution other than California University **must** have a Financial Aid Transcript sent to the Financial Aid Office.

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 their deficiency status can be cleared. **Please Note:** Only successfully earned credits, not grades, are transferable back to California from another approved institution. Students can only improve their grade point average by taking and successfully completing course work at California University.

## 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 with a written explanation of the reason(s) the student failed to meet the Satisfactory Academic Policy Standards. 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 officially notified within 7 to 10 days after filing the appeal form. If the appeal is denied, final appeal must be made to the Director of Financial Aid within 10 working days of the date of the denial letter.

## Refund/Repayment Policies

### Definition of "Refund"

The term "refund" is defined as financial aid and/or cash payments minus the amount retained by the institution for the student's actual period of enrollment. Any student who withdraws from the university may be eligible for a refund of university charges, according to the published refund policy. However, a student who receives financial aid and withdraws from the university may be required to refund all or a portion of the financial aid awards to the appropriate financial aid program(s). to a refund of university fees. The amount of the refund of university fees will be based on one of two refund policies: **Pro-Rata or Federal Policy.**



## University Refund Policies

Official withdrawal from the university may entitle the student. The student's enrollment status at the time of withdrawal from the university will determine which refund policy will be used. Listed below is the definition of each policy and appropriate schedule.

### Definition of 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 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

If the student withdraws:	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 the 60% (in time) of the enrollment period	0%

### Definition of "Federal Refund" Policy

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

### Schedule of Federal Refunds

If the student withdraws during:	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%

**NOTE:** Federal regulations require the university to use the refund policy (Pro Rata or Federal) that provides the largest refund to the federal aid program(s). Therefore, both the formulas are applicable in determining a refund for a federal aid recipient who withdraws during his/her first semester of attendance.

### Distribution Policy

If it is determined that a portion of a student's eligible refund of university charges consists of student financial aid, the Federal Government requires that aid be returned to the financial aid program(s) in the following priority order:

1. Federal Stafford Loans
2. University Scholarships/Grants/Waivers
3. Other Student Aid Programs

### Repayment Policy

Definition of "Repayment"

Repayment is defined as the amount a student must repay of student financial aid that is given directly to the student as a cash disbursement to cover non-institutional costs.

### Repayment Procedures

A student who withdraws and receives a cash disbursement of student financial aid for non-institutional charges may be required to pay all or a portion of the student financial aid to the appropriate financial aid program(s). The following policies are used in determining the amount to be repaid by the student, if any:

1. Non-institutional housing/board costs are pro-rated based on the remaining months in the semester.
2. One half of the academic year allowance for books, supplies and personal/miscellaneous expenses is considered to be expended when a student begins classes.
3. Transportation costs are pro-rated based on the remaining weeks in the semester.
4. Once pro-rated expenses are determined for that semester, the institution will subtract this amount from the total cash disbursed to the student for the payment period. If it is determined that a repayment is necessary, the appropriate program will be refunded and the student will be billed. **Please Note:** If the repayment owed is \$100 or less, the student will not be billed.

## Financial Aid Resource Information

### Financial Aid World Wide Web (WWW) Sites

The World Wide Web provides a wealth of information through the culmination of thousands of computers internationally. Many Web sites also provide links to other relevant information.

#### Scholarship Search Sites

#### FastWEB

Scholarship resource locator created in 1995. You will be given an on-line questionnaire and personal mailbox ID. Scholarships will be posted to you and updated periodically. Location: <http://www.fastweb.com>

#### Mach 25

Mach 25 is a simple and fast scholarship resource locator. Students develop a profile of themselves to locate scholarships that best match their qualifications. Location: <http://www.mach25.com>

#### Federal Financial Aid Sites

#### HEATH Resource Center's 1996 Financial Aid for Students with Disabilities

The Heath Resource Center of the American Council on Education operates a national clearinghouse on post-secondary education for individuals with disabilities. Disabled students may call 1-800-544-3284 or e-mail at [heath@ace.nche.edu](mailto:heath@ace.nche.edu).

**Project EASI (Easy Access for Students and Institutions)**

Provides information regarding "Planning for Your Education, Applying to School, Receiving Financial Aid, Repaying Your Loan," and various other pertinent financial aid information.

Location: <http://www.easi.ed.gov/>

**The Student Guide**

This site provides general information regarding Federal financial aid programs, eligibility, application process, deadlines, special circumstances and a glossary. The Department of Education provides this site.

Location: [http://www.ed.gov/prog\\_info/FSA/StudentGuide/](http://www.ed.gov/prog_info/FSA/StudentGuide/)

**Financial Institution Sites****National City**

This Web site provides helpful resource information on the Federal Family Educational Loan Program, helpful tips on managing your money, paying for college and a college planner.. <http://www.national-city.com/natcity/affordit/student>

**PHEAA**

This site provides financial aid options available to parents and students. <http://www.pheaa.org/>

**Sallie Mae Home Page**

Sallie Mae is a provider of financial services and operational support for higher education. <http://www.slma.com/>

**PNC Bank Education Loan Center**

This web site provides an introduction to educational financing, a college savings plan calculator, an education loan payment calculator, education loan programs, a glossary, and other related web sites.

<http://www.eduloans.pncbank.com/>

**Financial Aid Resource Sites****College Board On-Line**

This site attempts to orient parents and students to the process of applying to college and the financial aid process. <http://www.collegeboard.org>

**Financial Aid Informaion Page**

Subject Index - Provides an alphabetical subject index to the resources listed in the Financial Adi Information Page.

Copyright 1995 by Mark Kantrowitz. [http://](http://www.finaid.org/)

[www.finaid.org/](http://www.finaid.org/)

**Mapping Your Future**

This site provides students and families with information about college, career, and financial aid choices through a state-of-the-art public service Website.

<http://www.mapping-your-future.org>

**PASFAA**

This site was developed by the Pennsylvania Association of Student Financial Aid Administrators to provide helpful financial aid resource information to parents and students. Visitors to this site will find information on college planning, listing of Pennsylvania universities and colleges, preparing your child for college, and the NCAA Guide for College Bound Athlete.

<http://www.sru.edu/pasfaa>

**Important Financial Aid Telephone Numbers  
Federal Government**

Federal Student Aid Information	1-800-433-3243
Federal Student Aid Hotline TDD	1-800-730-8913
Pell Grant (Duplicate SAR)	1-319-337-5665
Immigration and Naturalization Services	1-415-705-4205
IRS Tax Listing (Form 1722)	1-800-829-1040
Selective Service	1-708-688-6888
Social Security Administration	1-800-772-1213

**PHEAA**

Grant Division	1-800-692-7435 1-717-720-2800
Loan Division	1-800-692-7392 1-717-720-2860

**Student Loan Servicing Center**

SLSC	1-800-233-0557
------	----------------

**Financial Aid Glossary**

**1040 Form, 1040A Form, 1040E 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 a student's unusual circumstances which may affect the student's aid eligibility (i.e., death of a parent, unemployment, etc.)

**Award Letter:** An official letter issued by the Financial Aid Office that lists the financial aid awarded to the student. Students are required to check the award(s) they 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, receives loan proceeds and issues refund checks.

**Campus-Based Aid Programs:** There are three financial aid programs funded by the Federal Government but administered by the school, using Federal Guidelines. These programs are the Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Perkins Loan Program, and the Federal Work-Study Program.

**College Work-Study:** College Work-Study is a part-time job for undergraduate students. This is often referred to as the Federal Work-Study Program.

**Commuter Student:** A student who resides at home and commutes to school daily.

**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.

**Custodial Parent:** In the event a student's parents are separated or divorced, the custodial parent is the one who is providing more than 1/2 of the student's support. If both parents provide equal support, then the Custodial Parent is designated by the one with whom the student lived the most during the past 12 months.

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

**Disbursement:** Disbursement is the release of loan proceeds 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 most 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. This is based on the Federal Methodology need analysis formula dictated by Congress.

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

**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 their education.

**Free Application for Federal Student Aid (FAFSA):** The FAFSA is used to apply for all need-based aid. The information contained within this document is used to calculate all financial aid for the student.

**Gift Aid:** Gift aid is financial aid which 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:** Loans are borrowed money that a student must repay with interest.

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

**Pell Grant:** A Pell Grant is a federal need-based grant.

**Scholarship:** A scholarship is gift aid which 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 which the government pays the interest on the loan 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.

**Supplemental Educational Opportunity Grant (SEOG):** The SEOG is a Federal grant program.

**Unmet Need:** Unmet need is the difference between the student's financial need and the total need-based aid.

**Unsubsidized Loan:** An Unsubsidized loan is a loan which 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 SEOG, the Federal Work-Study, 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.

# ACADEMIC POLICIES

## Student Responsibilities and Academic Advising

Students are responsible for securing current information about university policies and for meeting all relevant requirements. Students follow the requirements and provisions of the catalog that is in effect at the time of their initial enrollment. Students who have interrupted their education for more than one year are subject to the provisions of the catalog which is current at the time of their readmission to the university. The university reserves the right to change policies, curriculum requirements, and other provisions as needed.

Faculty advisors are available to assist students in planning their academic program, but students have the responsibility for meeting all requirements for their degrees. Students are urged to take advantage of the advisory and consultation services available at the university. They should feel free to consult with professors, academic advisors, department chairpersons, the deans, and the Provost. All of these university representatives maintain regular office hours for student consultations.

## Attendance

Regular class attendance is a prerequisite to successful class performance. University policy permits class absence for cause but places an obligation for successful completion of course work on the student. There is no single, university-wide policy on class attendance or on cuts; but professors may establish their particular policies on absences, assess reasonable penalties if students do not observe these policies, and treat unexplained absences as unexcused absences. The student must, in all cases, arrange to make up examinations or other work missed because of absence, according to terms and a schedule agreeable to the professors.

It is the student's responsibility to inform professors of the cause of any absence, if possible, in advance. Students should notify their college Dean of lengthy absences due to illness or other causes, and appropriate documentation may be required in such cases. The Dean will in turn notify the professors concerned. Requests for absence due to official university activities, such as field trips or athletic contests, must be made to the appropriate university official.

The Health Center does not issue medical excuses. Under certain circumstances the Health Center will notify professors about students' absences (or other failure to fulfill academic obligations) due to medical conditions; on the basis of this notification, individual professors in turn will determine whether or not to excuse the absences.

The temporary grade of Incomplete is not automatically awarded even if excused or explained absences have prevented completion of required work by the end of the semester.

## Semester System

California University operates on a semester system with Fall and Spring semesters of approximately 15 weeks. In addition, there is a Summer term which typically includes a 10 week session and two five week sessions which run from June to August in addition to special sessions in May and August.

## Admission to a Closed Section

A student seeking admission to a closed section should obtain a schedule adjustment form and consult with the instructor or chairperson of the department which offers the course. Admission to a closed section requires the signature of the instructor or department chair and the dean of the college which offers the course.

## Repeating a Course

A student may repeat a course previously taken at California University. In such cases, only the later grade will be counted in the student's QPA. The original grade, however, will remain on the student's transcript. Some courses may be repeated for credit and are exempt from this policy.

# ACADEMIC POLICIES 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 which 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.

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.

## 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. Inactive records may be reviewed by a student upon request.

# DEPARTMENTS, MAJORS, PROGRAMS

## 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 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 meet the following general requirements:

1. A bachelor's degree from a four year, accredited college or university.
2. A minimum 3.00 undergraduate grade point average, based on a 4.00 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 NATA in order to be considered as a candidate for admission into the program.

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

### Graduate Assistantships

Graduate assistantships are available with the athletic training intern 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 more assistantship programs 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.

### 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

### Faculty

Professor William B. Biddington, chair; Professor Robert H. Kane, Jr.; Professor Bruce D. Barnhart; Assistant Professor, Joni L. Cramer-Roh.

# 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 mineral 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.
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 Graduate Committee).
7. Student must write a letter to 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 900 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 two to 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 will not count towards graduation.

### Three Options in the Master of Science Program

Option A: Thirty-three credits including the Master's Thesis.  
Option B and C: Students enrolling in the Nurse Anesthesiology Program at Washington Hospital, Washington, PA

Option B: Student must have a nursing degree and be admitted into the Nursing Anesthesiology Program at Washington Hospital, Washington, PA. Student must complete 40 credits (four for the Master's Thesis), 18 credits will be taken at Washington Hospital.

Option C: Student must possess a Degree in Nursing and be a Certified Registered Nurse Anesthetist. Student must be accepted as qualified by Washington Hospital and possess the nursing requisites for entrance into the Biology Graduate Program.

Student must complete 40 credits (four for the Master's Thesis), and pass 16 credits of examination at Washington Hospital, Washington, PA.

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.

### Faculty

Associate Professor David F. Boehm, chair; Associate Professor Brian K. Paulson, assistant chair; Professors Foster E. Billheimer, Thomas P. Buckelew, Barry B. Hunter, William G. Kimmel, C. Allan Miller, Thomas C. Moon, Marc A. Sylvester; Edwin M. Zuchelkowski; Associate Professor William M. Giuliano



# Curriculum

(An asterisk indicates a requirement.)

## I. Biological Science: Two credits from the following Biology courses:

BIO 700	Cellular Ultrastructure	3
BIO 706	Bacteriology	4
BIO 708	Microbial Ecology and Physiology	4
BIO 717	Population Genetics	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 738	Herpetology	4
BIO 740	Ornithology	4
BIO 741	Advanced Research Studies	1-4
BIO 742	Scientific Photography	2-4
BIO 745	Entomology	4
BIO 746	Parasitology	4
BIO 750	Terrestrial Ecology	4
BIO 751	Economic Botany	4
BIO 757	Plant Systematics	4
BIO 758	Plant Anatomy and Morphogenesis	4
BIO 765	Design and Analyses	3
BIO 768	Techniques in Electron Microscopy	4
BIO 788	Cell Biology	4
BIO 795	Seminar in Biology	2
BIO 800	Methods of Research in Science	2

## II. Research: Six credits

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

## Master of Education Degree in Biology

The Master of Education is a professional degree designed primarily to improve biology in the public schools. In-service biology educators are encouraged to become more effective in their profession by taking course work and participating in other life science experiences in the Department of Biological and Environmental Sciences and in several other departments of the School of Graduate Studies and Research of California University.

This program offers a broad variety of academic, pedagogical, and research opportunities for the biology teacher.

Graduate students, in close consultation with the department's graduate committee and their advisers, select academic courses which will best broaden each student's understanding in biology. Certain other courses are aimed at updating curriculum and instruction methodologies of the life sciences. Research opportunities are provided to all graduate students, either in an academic or in a pedagogical area.

## 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.
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 900 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 will not count towards graduation.

## Three Options in the Master of Education Program

Option A: Thirty-three credits, with the Master's Thesis.  
Option B: Thirty-three credits, with the Research Project.  
Option C: Forty credits, with research-oriented courses (determined by advisor).

After twenty credits have been accumulated, a change in option requires permission of the student's advisor and the Graduate Committee.

# BIOLOGICAL AND ENVIRONMENTAL SCIENCES Curriculum

(An asterisk indicates a requirement.)

## I. Professional Education: Ten credits required in all options:

### 1. Required:

*EDP 600 Statistical Methods	2
*EDP 620 Curriculum & Methods of Teaching Biology in High School	2

### 2. Four credits to be chosen from among:

EDP 605 Philosophy of Education	2
EDP 606 General History of Education	2
EDP 607 Advanced Educational Psychology	2
EDP 608 Comparative Education	2
EDP 610 Educational Sociology	2
EDP 637 Development and Organization of the Curriculum for Secondary Schools	2

### 3. Two credits from among:

EDP 607 Advanced Educational Psychology	2
EDP 617 Psychology of Growth and Development	2
EDP 628 Psychology of the Disadvantaged Child	2
EDP 636 Advanced Psychology of Learning	2

## II. Biological Science: Field of Specialization

Option A: 17 credits

Option B: 19 credits

Option C: 24 credits

BIO 700 Cellular Ultrastructure	3
BIO 706 Bacteriology	4
BIO 708 Microbial Ecology and Physiology	4
BIO 713 Applied and Theoretical Concepts in Modern Biology	3
BIO 717 Population Genetics	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 738 Herpetology	4
BIO 740 Ornithology	4
BIO 741 Advanced Research Studies	1-4
BIO 742 Scientific Photography	2-4
BIO 745 Entomology	4
BIO 746 Parasitology	4
BIO 750 Terrestrial Ecology	4
BIO 751 Economic Botany	4
BIO 757 Plant Systematics	4
BIO 758 Plant Anatomy and Morphogenesis	4
BIO 765 Design and Analyses	3
BIO 768 Techniques in Electron Microscopy	4
BIO 788 Cell Biology	4
BIO 795 Seminar in Biology	2
BIO 800 Methods of Research in Science	2

## III. Research: 4-6 credits, according to the Option selected:

### Option A:

*BIO 800 Methods of Research in Science	2
*RES 849 Master's Thesis	4

### Option B:

*BIO 800 Methods of Research in Science	2
*RES 829 Research Project	4

### Option C:

*BIO 800 Methods of Research in Science	2
*BIO 795 Seminar in Biology	2
*Either Statistics beyond EDP 600 or GEE 537 or Computer Science	2

# BUSINESS AND ECONOMICS

## Master of Science Degree in Business Administration

The demand for skilled managers in the business community today far outstrips 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)

CSC 105	Microcomputer & Application Software	3
ACC 601	Survey in Accounting*	3
ECO 601	Survey in Economics*	3
MAT 225	Business Statistics	3
MKT 301	Principles of Marketing	3

### ii. Master's Degree Curriculum (39 Credits)

#### (a) Core Curriculum (30 credits)

ACC 711	Managerial Accounting	3
MGT 712	Organizational Behavior	3
MGT 721	Production Management	3
or		
MGT 751	International Business Management	3
MGT 731	Industrial Relations	3
FIN 711	Financial Management	3
MKT 711	Marketing Management	3
ECO 711	Microeconomic Analysis	3

ECO 712	Macroeconomic Analysis	3
BUS 771	Quantitative Methods	3
BUS 799	Strategic Management	3

#### (b) Electives (9 credits)\*\*

Choose any three (3) 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
ECO 741	Industrial Organization	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 726	Management of Technological Innovation	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
MKT751	Advertising Management	3
MKT761	Business Marketing Strategy	3
IMT707	Industrial Safety	3
IMT709	Time and Motion Study	3
IMT765	Operations Research	3
IMT790	Management Internship	3
BUS795	Seminar	3
BUS797	Research Studies in Business	3

\*Students who have completed Principles of Economics and Accounting with a B or better grade can be exempted from taking ECO 601 and ACC 601.

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

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

## Faculty

Professor Burrell Brown, chair; Associate Professor Clyde Roberts, assistant chair; Professors Ismail Cole, Karen L. LeMasters, Mahmood A. K. Omarzai, Young J. Park, P. Ronald Tarullo; Associate Professors William F. Bloesel, Debra Clingerman, David T. Jones, Robert J. Kopko, Susan J. Mongell, Louise E. Serafin, Jerzy Zderkowski; Assistant Professor Edward Mendola.

# COMMUNICATION DISORDERS

## Master of Science Degree in Communication Disorders

The Master of Science Degree in Communication Disorders is intended for post-baccalaureate students who are seeking specialized training in this discipline. It is fashioned for those interested individuals who are preparing to become certified by the American Speech, Language and Hearing Association, as well as for those who wish to become more proficient speech-language pathologists.

The Department of Communication Disorders (CMD) is accredited by the Council of Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA). The department is located in the modern Learning Research Center. The facilities lend themselves to ample space for study, clinical therapy, and research.

### Admission Requirements

Consideration for admission to the graduate program in CMD requires the bachelor's degree and the completion of an undergraduate program in CMD/speech-language pathology (such as the undergraduate program at California University). A minimum 3.0 (overall and in the major) GPA is necessary for consideration of the applicant for admission to the graduate program. All applicants must submit official Graduate Record Examination Scores and three letters of recommendation from their undergraduate professors to be considered for admission.

Admission to the Communication Disorders Program is competitive, and only a limited number of students are selected for admission. The Communication Disorders Department has fall admission only. Application deadline is February 15.

Students who wish to continue in the graduate program in CMD must maintain a 3.0 or better GPA and must receive satisfactory evaluations from their practica supervisors.

A total of 42 graduate credit hours is required for the Master of Science degree in Communication Disorders. A passing score on the Speech-Language Pathology Praxis Series Test is a requirement for graduation.

Students who choose a research option (Research Project or Thesis) will have two credit hours (Research Project) or four credit hours (Thesis) applied toward their total number of credits for the Master's Degree.

### 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 704	Articulation Disorders*	3
CMD 705	Voice Disorders*	3
CMD 708	Neurology*	3
CMD 710	Advanced Clinical Methods***	6-12
CMD 718	Advanced Audiology	3
CMD 725	Aural Rehabilitation	3
CMD 762	Non-Vocal Communication	3
CMD 763	Communication Problems of Special Groups	3
CMD 764	Instrumentation	3
CMD 765	Dysphagia*	3
CMD 766	Traumatic Brain Injury	3
EDP 600	Statistical Methods **	3
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.

## Faculty

Associate Professor Albert E. Yates, chair; Professor R. Michael Feldman; Associate Professors Barbara Bonfanti, Charles A. Gismondi, Richard R. Nemec, Nancy Hepting.

# COMMUNICATION STUDIES

## Master of Arts Degree in Communication

The Master of Arts in Communication provides advanced interdisciplinary study in the communication field and serves as (1) a professionally-oriented terminal masters degree or (2) preparation for advanced graduate study or professional study.

The program is jointly sponsored by the Departments of Communication Studies, English, and Theatre and is administered by a Coordinating Committee and an Advisory Committee consisting of representatives from each sponsoring department.

### Admission to the Program

To be admitted to the graduate program in Communication, an applicant must:

1. Verify successful completion of a baccalaureate degree;
2. Verify an acceptable undergraduate quality-point average;
3. Submit scores from the Graduate Record Exams;
4. Document any appropriate experience relevant to this program including but not limited to prior course work and professional experience; and
5. Provide samples of his or her writing.

Applications will be evaluated by the Coordinating Committee as they are received, and applicants may be admitted to the program at the beginning of the Fall or Spring Semesters or the Summer Sessions.

### Structure of the Program

The program of study is divided into (1) a Core, (2) an Emphasis, (3) A Thesis, and (4) Comprehensive Examinations. Thirty six semester credits are required for the degree.

#### Core: 15 Credits

- CMG 800 Introduction to Graduate Study in Communication
- CMG 701 Communication Perspectives and Paradigms
- CMG 702 Rhetoric and Linguistics
- CMG 703 Dramatic Theory and Criticism
- CMG 704 Seminar in Communication

#### Emphasis: 18 Credits

In addition to the core, each student will develop an emphasis as his or her major area of study. A student's emphasis will be designed by the student in consultation with his or her advisor and submitted to the Coordinating Committee as the student's Tentative Degree Plan.

The emphasis for each student must adhere to the following guidelines:

- All graduate level courses designated with the CMG prefix may count toward the degree.
- No more than 12 credits in dual-listed CMG courses may count toward the degree.
- No more than six credits of graduate level courses from other departments or institutions may count toward the degree.
- No more than six credits of directed study may count toward the degree.
- No more than six credits of internship or practica may count toward the degree.
- Compensatory or prerequisite courses taken in preparation for graduate level work will not count toward the Masters degree.

#### Thesis: Three Credits

The Thesis can be (1) a systematic investigation of a research problem designed to make an original contribution to the student's field of study (Option 1) or (2) a practical or applied demonstration of the student's mastery of information, skills, procedures, or techniques connection to his or her field of study (Option 2).

#### Comprehensive Examinations:

Each student will complete comprehensive examinations consisting of a written component and an oral defense designed to test his or her (1) knowledge base, (2) ability to synthesize content, (3) capacity for problem solving, and, (4) ability to effectively communicate orally and in writing.

Comprehensive examinations are administered by the Coordinating Committee. Tentative Degree Plan and Application for Candidacy

Before a student has completed 12 graduate credits, he or she must submit to the Coordinating Committee a Tentative Degree Plan outlining the Emphasis and Thesis Option. After a student has completed a minimum of 18 credits with a minimum QPA of 3.0 and before completing 27 credits, he or she must submit an application for Admission to Candidacy. Students who fail to submit these documents or who do not receive approval from the Coordinating Committee will not be allowed to register for subsequent courses in this program.

## Faculty

Program Coordinators: Richard Helldobler, William Yahner, Dencil Bakus

# COUNSELOR EDUCATION

If you would like further information about any of these programs, call or write the Department of Counselor Education, California University of Pennsylvania, 250 University Avenue, California PA 15419-1394 (724) 938-4123, or the Graduate School, at (724) 938-4187.

The Department of Counselor Education offers graduate programs 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 with specialization in Community Agency Counseling; (3) Certification as an elementary- or secondary-school counselor; (4) a cooperative program with the Pittsburgh Pastoral Institute that leads to eligibility as a Pastoral Counselor.

## Admission to the Programs

Besides meeting the general requirements for admission into the Graduate School, the prospective graduate student in the guidance programs must also:

- (1) have a 3.0 undergraduate quality-point average, or a score of 45 on the Miller Analogies Test;
- (2) have earned 36 quality points in psychology or a related field; and
- (3) submit, in typewritten form, the following three kinds of documents: (a) three letters of recommendation; (b) a 1,000-word psychobiography, and (c) a one-page résumé of work and education. (See CED Student Handbook for details).

Graduate students may not register for more than nine Counselor Education (CED) credits before admission to the department for any of the programs offered.

Within the first 12 hours the graduate student must have successfully completed CED 701 Organization and Administration of Counseling Services, CED 702 Counseling Theory, and CED 714 Experiential Group Process.

Candidacy is determined by a majority of the faculty of the program; a meeting with the faculty may be required of the candidate.

## Practicum Requirements

The Department of Counselor Education requires a minimum of two days per week for a fifteen week term of professional experience at a field site appropriate to the graduate student's program and career goals. Customarily, this assignment will be during the hours of the normal working day. Only grades of A or B in practicum will be counted towards successful completion of the Master's degree.

Elementary and Secondary Guidance students must do practicum at the grade levels appropriate for their certification. Time adjustments may be made for those holding current Pennsylvania school certifications.

## Comprehensive Examinations

In order to achieve certification, a graduate student must satisfactorily pass each part of a two-part examination and be recommended by a majority of the department faculty. Consequently, a graduate student pursuing a program in Elementary or Secondary Guidance may receive a Master of Education degree but not necessarily obtain certification.

Details concerning the comprehensive examination and other procedures are available in the CED Student Handbook.

The National Board of Certified Counselors currently recognizes courses taught in the Counselor Education Department for continuing education credits.

## Master of Education Degree and Certification in Elementary and Secondary Guidance

Area I (Core Courses): 33 credits

CED 701	Organization and Administration \ Counseling Services	3
CED 702	Counseling Theory	3
CED 714	Experiential Group Processes	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

**Faculty** Dept. Chair, William Parnell;  
Professors Robert A. Brown, Gloria Brusoski

Area II: Social & Cultural Foundations: Three credits required

GEE 525 Community Problems of Health & Safety 3

Area III: Psychological Foundations: Six credits required

PSY 721 Advanced Tests & Measurements 3

PSY 752 Fundamentals of School Psychology 3

Area IV: Research: 4 credits required

EDP 600 Statistical Methods 2

RES 800 Methods of Research 2

Area V: Elective (with advisor approval) 2

Master of Education Degree and Certification in Secondary Guidance

This program is for those who intend to counsel students in middle-junior-high or high-school, grades 7 through 12.

Area I (Core Courses): 33 credits

CED 701 Organization and Administration of Counseling Services 3

CED 702 Counseling Theory 3

CED 714 Experiential Group Processes 3

CED 705 Developmental Group Counseling 3

CED 708 Substance Abuse & Addiction 3

CED 710 Counseling Skills and 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 and Cultural Foundations: Three credits required

GEE 525 Community Problems of Health & Safety 3

Area III: Psychological Foundations: Six credits required

ESP 721 Advanced Tests & Measurements 3

PSY 752 Fundamentals of School Psychology 3

Area IV: Research: Four credits required

EDP 600 Statistical Methods 2

RES 800 Methods of Research 2

Area V: Elective (with advisor approval) 2

## Master of Science Degree in Community Agency Counseling

This program is intended for those who desire a professional position in agencies that provide care within the community. Such agencies provide services to the infirm, the handicapped, the aged, the incarcerated, the chemically dependent, and the family.

Area I (Core Courses): 33 credits

CED 701 Organization and Administration of Counseling Services 3

CED 702 Counseling Theory 3

CED 714 Experiential Group Process 3

CED 708 Substance Abuse & Addiction 3

CED 710 Counseling Skills & Techniques 3

CED 705 Developmental Group Counseling 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: Three credits required

GEE 525 Community Problems of Health and Safety 3

Area III: Psychological Foundations: Six credits required

CED 717 Diagnosis and Treatment in Mental Health 3

PSY 721 Advanced Tests and Measurements 3

Area IV Research: Four credits minimum required

EDP 600 Statistical Methods 2

RES 800 Methods of Research 2

Area V: Elective (with advisor approval) 2

Cooperative Program: Pastoral Counseling Certification

In cooperation with the Pittsburgh Pastoral Institute, California University offers courses that lead to certification in Pastoral Counseling. You may obtain further information about this program from the Director of the Pittsburgh Pastoral Institute or from the department chairperson at California.

# EARLY CHILDHOOD EDUCATION

The Master of Education Degree in Early Childhood Education provides three options for interested students. Track A — Master of Education with Early Childhood teaching certification is designed for students seeking certification from Infancy through Grade 3. Track B — Master of Education in Early Childhood Administration and Supervision is available to students already certified in Early Childhood, who are interested in becoming a supervisor or a child care center administrator. This is a non-certifying program. Track C — Master of Education Early Childhood is designed for students already certified in Early Childhood who would like to broaden their knowledge of Early Childhood Education.

Applicants must have a 3.0 QPA or a score of 35 on the Miller Analogies Test for admission to the program.

## Curriculum

Track A: Master of Education with Early Childhood Teaching Certification

### I. General and Professional Education:

EDP 607	Advanced Educational Psychology	2
EDP 636	Advanced Psychology of Learning	2
ECE 748	Child Growth and Development (or)	3
EDP 617	Psychology of Growth and Development	2
ESP 501	Introduction to Exceptionality	3
EDP 610	Educational Sociology	2
EDF 700	History and Background of Elementary Schools	2
EDP 605	Philosophy of Education	2
EDP 606	General History of Education	2
EDE 701	Developing and Organizing Elementary School Curricula	3

### II. Early Childhood Professional Core:

EDE 728	Problems in Health and Physical Ed.	2
ECE 730	Early Childhood Math Seminar	3
ECE 724	Reading and Communication Arts Seminar	3
ECE 745	Instructional Strategies	2
EDE 738	Children's Literature and Reading	2
ECE 728	Early Childhood Education Seminar	2
ECE 726	Early Childhood Field Experience	2
ECE 749	Parent Involvement	2
*EDE 795	Student Teaching Internship	9
GEE 528	Child and the Expressive Arts	3
ECE 732	Adv. Thematic Teaching in EC	3

\*Students must pass the General Knowledge and Communication sections of the National Teachers test prior to student teaching

### III. Research (8-10 credits required)

*RES 800	Methods of Research	2\
*EDE 706	Evaluation and Measurement in the Elementary School	2
*GEE 537	Computer Science	2
EDP 600	Statistical Methods	2
ECE 759	Research in Early Childhood	2
EDP 656	Computer Oriented Research	2
RES 829	Project	2
RES 849	Thesis	4

### \*REQUIRED COURSES

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

Minimum 30 graduate credits with a project or thesis.  
Minimum 36 graduate credits without project or thesis.  
Maximum 59 graduate credits. Students may be required to take undergraduate courses when graduate courses are unavailable.

Track B: Early Childhood Master of Education Degree in Administration and Supervision (This is a non-certifying program.)

I. General and Professional Ed		
EDP 607	Advanced Educational Psychology or	2
EDP 636	Advanced Psychology of Learning	2
ESP 501	Introduction to Exceptionality	3
EDP 610	Educational Sociology	2
EDE 700	Historical Background of the Elementary School	2

### II. Early Childhood Professional Core:

ECE 745	Instructional Strategies	2
ECE 748	Child Growth and Development	3
ADP 720	Elementary Curriculum	2
ECE 728	Early Childhood Education Seminar	2
ECE 729	Language Development & Emerging Literacy	3

### III. Administration: (15 credits)

ECE 727	Administration & Directorship of Early Childhood Centers	3
ADP 762	Supervision	2

## Faculty

Professors: Dorothy Campbell, Elwin Dickerson, Phyllis S. McIlwain, John Shimkanin, Jannene Southworth, John Vargo



ECE 749	Parent Involvement	2	*ECE 759	Research in Early Childhood	2
ECE 726	Early Childhood Field Experience	2	EDP 656	Computer Oriented Research	2
ADP 731	School Law & Regulations	2	RES 829	Project	2
ECE 759	Research in Early Childhood	2	RES 849	Thesis	4
RSU 685	Group Processes	2			

#### IV. Reasearch and Related Disciplines

RES 800	Methods of Research	2
EDE 706	Evaluation and Measurement in the Elementary School	2
GEE 537	Computer Science	2
EDP 600	Statistical Methods	2
EDP 656	Computer Oriented Research	2
RES 829	Research Project	2
RES 849	Thesis	4

#### \*REQUIRED COURSES

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

Master of Education Degree in Early Childhood Education  
Track C: The Master of Education in Early Childhood  
Education track is designed for students already certified in  
Early Childhood who would like to broaden their knowledge  
of Early Childhood Education.

#### I. General & Professional Education (10-15 credits)

EDP 607	Advanced Educational Psychology	2
EDP 636	Advanced Psychology of Learning	2
ESP 501	Introduction to Exceptionality	3
EDE 730	Teaching in Kindergarten Primary	2
EDP 663	Computer Assisted Instruction	2
EDE 700	Historical Background of the Elementary School	2
EDP 605	Philosophy of Education	2
EDP 606	General History of Education	2
RSP 701	Fundamentals of Reading	2
RSP 705	Psychology of Reading	2
ENG 758	Modern American Poetry	3
RSU 685	Group Dynamics	2
GEE 528	Child & the Expressive Arts	3

#### II. Professional Core (10-24 credits)

EDE 728	Problems in Health & Physical Education	2
ECE 723	Early Childhood Math & Science Seminar	3
ECE 724	Reading & Communicative Arts Seminar	3
ECE 725	Social Studies Strategies in Early Childhood	3
ECE 748	Child Growth & Development	3
ECE 745	Instructional Strategies	2
EDE 738	Children's Literature & Reading	2
ECE 728	Early Childhood Education Seminar	2
ECE 726	Early Childhood Field Experience	2
ECE 749	Parent Involvement	2
ECE 729	Language Development & Literacy	3
ECE 732	Thematic Teaching in EC	3

#### III. Research (8-10 credits required)

*RES 800	Methods of Research	2
*EDE 706	Evaluation and Measurement in the Elementary School	2
GEE 537	Computer Science	2
EDP 600	Statistical Methods	2

# 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 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 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 528	Quantitative Applications in Earth Science	3
*EAS 713	Applied Earth Science	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 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 Graduate School, at (724) 938-4187.

## Faculty

Graduate Faculty: Professors Donald J. Conte, William A. Gustin, Anthony P. McGrew, Lawrence L. Moses, Ph.D., William J. Procasky, Ph.D., Robert A. Vargo, Ph.D.

# 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 with this degree 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 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 required 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 required 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.

## Master of Education Degree in Geography and Regional Planning

The Master of Education degree in Geography is intended for those who wish to pursue a career of teaching at either the Elementary or the Secondary School level.

The graduate student must apply for candidacy for the degree immediately after 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 nine to 10 credits of Professional Education and 17 to 19 credits in Geography. Eight to ten of these Geography credits are in Research, including either two credits for the Research Project or four for the Master's Thesis.

Option B requires at least 36 credits, including nine to 10 credits of Professional Education and 18 credits in Geography, of which at least six are in Research, but not the Research Paper or the Master's Thesis.

**Curriculum**

(An astrisk designates a required course.)

I. Professional Education: 9 to 10 credits from the following:

\*EDP 655 The Curriculum and Teaching of Geography 3

One of the two following:

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

One of the following:

EDP 610 \*Educational Psychology 2  
 EDP 636 Advanced Psychology of Learning 2

An additional course in Professional Education (EDP) with the approval of the advisor.

II. Geography:

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

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.

VI. Comprehensive Examination: The graduate student is required to pass a comprehensive examination.

# 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. The graduate student may choose between two options: Option A, a 30 credit program including a Research Project or Master's Thesis, and Option B, a 36 credit program including instead six credits in research-related courses.

### Curriculum

#### I. Research/Evaluation (8-14 credits)

GEE 537	Computer Science	2
EDP 600	Statistical Methods	2
GEE 656	Computer Oriented Research	2
EDE 706	Evaluation and Measurement in Elementary School	2
EDE 800	Methods of Research	2
EDE 829	Research Project	2
EDE 849	Master's Thesis	4

#### II. General and Professional Education (10-24 credits)

CHE 790	Studies in Science Education	3
EDP 663	Computer-assisted Instruction	2
ADP 731	School Law and Regulations	2
EDP 636	Advanced Psychology of Learning	2
EDP 607	Advanced Educational Psychology	2
EDP 617	Psychology of Growth and Development	2
EDP 605	Philosophy of Education	2
EDE 700	Historical Background of the Elementary School	2
EDE 705	Development and Organization of the Elementary School	2
RSP 701	Fundamentals of Reading	2
RSP 705	Psychology of Reading	2
EDE 721	Research and Instructional Strategies	2
EDP 617	Educational Sociology	2
ESP 501	Introduction to Exceptionality	2
ESP 503	Diagnostic Testing and Prescriptive Teaching	2

#### III. Professional Specialty (up to 9 credits)

EDE 728	Problems in Health and Physical Education	2
EDE 730	Teaching in Kindergarten and Primary Grades	2
EDE 738	Children's Literature and Reading	2
EDE 715	Recent Trends in Language Arts	3
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

## Faculty

Graduate Faculty: Professors Dorothy M. Campbell, Ronald A. Christ, Gary W. Kennedy, Phyllis S. McIlwain, J. Gregory Martin, Beverly Melenzyer, Diane H. Nettles, Anthony J. Saludis, John W. Shimkanin, Jannene Southworth, John R. Vargo, Richard Wyman, Chair, Professor Caryl Sheffield

# 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 National Teachers' Examination.

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 (13 credits)		
EDP 607	Advanced Educational Psychology	2
EDP 636	Advanced Psychology of Learning	2
EDP 617	Psychology of Growth and Development	2
ESP 610	Educational Sociology	2
*ESP 501	Introduction to Exceptionality (req)	3
*ESP 000	Multicultural (req)	2
(Minimum: one course)		
EDE 700	Historical Background of the Elementary School	2
EDP 605	Philosophy of Education	2
EDP 606	General History of Education	2
EDE 705	Development and Organization of Curriculum for Elementary School	3

II. Professional Core (30 credits) (required)		
EDE 728	Problems in Health and Physical Education	2
EDE 738	Children's Literature and Reading	2
EDE 715	Recent Trends in Language Arts	3
EDE 721	Research and Instructional Strategies Seminar	2
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
GEE 537	Computer Science (required)	2
EDP 600	Statistical Methods	2
EDP 656	Computer Oriented Research	2
	Research Project	2
	Thesis	4

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

## Master of Arts in English

An applicant for this program should have an undergraduate degree in English or have completed at least twelve credits in undergraduate upper-division courses in English. Upon satisfactory completion of six credits of graduate work in English, the graduate student should apply for candidacy.

Candidates may choose from two Programs:

### Program I

American Literature/ British Literature/ Criticism Concentration

I Research (6 hrs. required)

ENG 800 Eng Research Methods

ENG 849 Thesis

II Linguistics (3 hrs. required)

III Concentration (21 hrs. of the following): American Literature, British Literature, and Criticism

Total Hours: 30

### Program II

English Education

I Research (6 hrs. required)

ENG 800 Eng Research Methods

ENG 849 Thesis

II English Education A (6 hrs. required)

ENG 701 Com. Theory/Practice

ENG 711 Problems in the Teaching of Writing K-13

ENG 714 Evaluation Writ K-13

III English Education B (6 hrs. required)

ENG 707 Linguistics

ENG 708 Advanced Linguistics

ENG 710 History of English Language

IV Literature/Criticism (12 hrs. required—3 hrs. Criticism, 9 hrs. Literature)

Total Hours: 30

All graduate students should take ENG 800, Methods of Research, as early as possible in their course of study. All students must pass a comprehensive examination.

## Curriculum

(An asterisk designates a requirement.)

I: Linguistics courses include:

ENG 701	Composition Theory and Practice	3
ENG 705	Introduction to Old English	3
ENG 706	Middle English	3
ENG 707	Linguistics	3
ENG 708	Advanced Linguistics	3
ENG 710	History of the English Language	3
ENG 715	Chaucer	3

II. Literature courses include:

ENG 715	Chaucer	3
ENG 716	Middle English Drama	3
ENG 717	Shakespeare	3
ENG 718	Sixteenth-Century Non-Dramatic Literature	3
ENG 725	Non-Dramatic English Literature 1600-1660	3
ENG 726	Jacobean and Caroline Drama	3
ENG 727	Milton	3
ENG 735	English Literature 1660-1700	3
ENG 736	English Literature 1700-1744	3
ENG 737	English Literature 1744-1798	3
ENG 738	Eighteenth-Century English Novel	3
ENG 745	Romantic Poetry	3
ENG 746	Victorian Poetry	3
ENG 747	Nineteenth-Century Non-Fictional Prose	3
ENG 748	Nineteenth-Century English Novel	3
ENG 755	Colonial American Literature	3
ENG 756	American Renaissance	3
ENG 757	The Rise of Realism	3
ENG 758	Modern American Poetry	3
ENG 760	Cultural Backgrounds of American Literature	3
ENG 765	Modern American Novel	3
ENG 766	Modern British Novel	3
ENG 767	History of Literary Criticism	3
ENG 768	Modern British Poetry	3
ENG 770	Modern Drama	3
ENG 790	Seminar in Literary Criticism	3
ENG 795	Seminar in English Literature	3
ENG 796	Seminar in American Literature	3
ENG 799	Independent Study	1-4

III. Research

*ENG 800	Methods of Research in English	3
*ENG 849	Master's Thesis	3

## Faculty

Graduate Faculty: Professors Edward J. Chute, Bernard DeFilippo, Robert W. Dillon, Sr., Jack D. Goodstein, John Hanchin, Patricia L. Hartman, William Hendricks, Madelon Jacoba, Robert A. Korcheck, Frederick S. Lapisardi, William Murdick, Pratul Pathak, Horace S. Rockwood, III, Lisa M. Schwerdt, Madeline C. Smith, Carol Waterhouse, William Yahner

# ENGLISH Master of Education in English

An applicant for this program should have a certificate to teach English or Communication and should have completed at least 12 credits in upper-division courses in English.

Upon satisfactory completion of six credits in English, the graduate student should apply for admission to candidacy.

The Master of Education degree requires a minimum of 36 credits. Apart from the sequence of two courses in methodology and research (see below), there is no further research requirement.

All graduate students should take ENG 800, Methods of Research, as early as possible in their course of study. All students must pass a Comprehensive Examination for the Master of Education degree.

The Master of Education program in English is quite flexible, so it is important that graduate students' course selection be coherent. Consequently, all graduate students should, in consultation with the English Graduate Coordinator, draw up their proposed course of study towards the beginning of their graduate work and adhere to it as closely as possible.

## Curriculum

(An asterisk designates a requirement.)

I. Research: 3 credits (See also V below):

\*ENG 800 Methods of Research in English 3

II. English: A minimum of 18 credits, distributed as below

A. Linguistics: At least 6 credits, from among:

ENG 701 Composition Theory and Practice 3  
 ENG 705 Introduction to Old English 3  
 ENG 706 Middle English 3  
 ENG 707 Linguistics 3  
 ENG 708 Advanced Linguistics 3  
 ENG 710 History of the English Language 3  
 ENG 715 Chaucer 3

B. Literature: At least 12 credits, from among:

ENG 715 Chaucer 3  
 ENG 716 Middle English Drama 3  
 ENG 717 Shakespeare 3  
 ENG 718 Sixteenth-Century Non-Dramatic Literature 3  
 ENG 725 Non-Dramatic English Literature 1600-1660 3  
 ENG 726 Jacobean and Caroline Drama 3  
 ENG 727 Milton 3  
 ENG 735 English Literature 1660-1700 3  
 ENG 736 English Literature 1700-1744 3  
 ENG 737 English Literature 1744-1798 3

ENG 738 Eighteenth-Century English Novel 3  
 ENG 745 Romantic Poetry 3  
 ENG 746 Victorian Poetry 3  
 ENG 747 Nineteenth-Century Non-Fictional Prose 3  
 ENG 748 Nineteenth-Century English Novel 3  
 ENG 755 Colonial American Literature 3  
 ENG 756 American Renaissance 3  
 ENG 757 The Rise of Realism 3  
 ENG 758 Modern American Poetry 3  
 ENG 760 Cultural Backgrounds of American Literature 3  
 ENG 765 Modern American Novel 3  
 ENG 766 Modern British Novel 3  
 ENG 767 History of Literary Criticism 3  
 ENG 768 Modern British Poetry 3  
 ENG 770 Modern Drama 3  
 ENG 790 Seminar in Literary Criticism 3  
 ENG 795 Seminar in British Literature 3  
 ENG 796 Seminar in American Literature 3  
 ENG 799 Independent Study 1-4

III. Professional Education: a minimum of 6 credits

A: At least one of the following:

EDP 600 Statistical Methods 2  
 EDP 607 Advanced Educational Psychology 2  
 EDP 616 Guidance and Counseling 2  
 EDP 617 Psychology of Growth and Development 2  
 EDP 618 Social Psychology 2

B: At least one of the following:

EDP 605 Philosophy of Education 2  
 EDP 606 General History of Education 2  
 EDP 608 Comparative Education 2  
 EDP 610 Educational Sociology 2

IV. Cognate Fields: A minimum of six credits (such as History or Psychology), some or all of which may be chosen from II or III above. ENG 711, Problems in the Teaching of Writing, K-13, or ENG 714, Evaluating Writing, K-12, or both can be chosen here.

V. Research: 3 credits (See also I above.)

\*ENG 802 Research 3



# MATHEMATICS AND COMPUTER SCIENCE

## Masters 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.

The program has two options: Option I, which requires at least 36 credits but does not require a Master's Thesis or Research Project; Option II, which requires at least 30 credits (32 credits if the Thesis Option is elected), including a Master's Thesis or Research Project;

### Curriculum

(An asterisk designates a requirement.)

#### A. Professional Education: Option I or II: 9 credits

\*One of the following courses in Psychology:

EDP 607	Advanced Educational Psychology	2
EDP 617	Psychology of Growth and Development	2
EDP 636	Advanced Psychology of Learning	2

\*One of the following courses, dealing with the Multi-cultural:

EDP 610	Educational Sociology	2
EDP 628	Psychology of the Disadvantaged Child	2

\*One of the following courses, dealing with Special Education:

ESP 501	Introduction to Exceptionality	3
ESP 506	Habilitation Training	3
ESP 712	Seminar on Contemporary Trends and Issues in the Education of Exceptional Populations	3

\*One of the two following courses, dealing with Humanistic concerns:

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

## Faculty

Graduate Faculty: Dr. Andrew J. Machusko, Chair., Jerry M. Blackmon, Assistant Chair., William F. Blank, Kaddour Boukaabar, Anette M. DeNardo, Nicholas Ford, John S. Gibson, Jr., Judith I. Hall, Barbara Hess, Karla Hoffman, Robert T. Little, George D. Novak, Anthony S. Pyzdrowski, Lawrence D. Romboski, Elwyn M. Schmidt, John S. Skocik, Jr., Nancy A. Skocik, Virginia Valentino, and Paul D. Williams.

**B. Mathematics and Computer Science:**

Option I: A minimum of 21 credits from the following;

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

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
GEE 537	Computer Science	2
GMA 701	Real Variable Analysis I	3
GMA 702	Real Variable Analysis II	3
GMA 716	Differential Equations I	3
GMA 725	Theory of Numbers	3
GMA 741	Linear Algebra	3
GMA 743	Projective Geometry I	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	2
GMA 786	Computer Science for Teachers	2

**C. Research: Option I: 6 credits; Option II: 6-8 credits**

Option I:

*RES 800	Methods of Research	2
*EDP 600	Statistical Methods	2
*EDP 656	Computer-Oriented Research	2

Option II:

*RES 800	Methods of Research	2
*EDP 600	Statistical Methods	2
*EDP 829	Research Project	2

or

*EDP 849	Master's Thesis	4
----------	-----------------	---

# 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 a minimum of one year professional experience in the elementary or secondary schools; (b) 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; (c) complete the Student Data Sheet; (d) submit a letter of endorsement from their 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:

As explained above, this Administration Program is competency-based, and consequently course credit is allocated through the seven categories listed above. Most of the background will be obtained through classes, special seminars, professional laboratory experiences, independent study projects, and field learning contracts; but some of the knowledge competencies may be fulfilled by enrollment in existing graduate courses, such as those in Psychology and Professional Education.

#### 1. Child Growth and Development

GENERIC COMPETENCY #1 Child Growth 4 Credits

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

#### 2. Curriculum and Co-Curriculum

GENERIC COMPETENCY #2 Curriculum/Cocurricular 4 Credits

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.

#### 3. Laws and Ethics

GENERIC COMPETENCY #3 Law/Ethics 4 Credits

Description: This competency requires the ability to understand the relationship which exists between education and law and apply educational practices.

#### 4. Group Processes and School Community Relations

GENERIC COMPETENCY #4 Group Processes/School Community Interaction 7 Credits

Description: This competency requires an understanding of group dynamics, such as cohesiveness, tensions, learning, problem-solving and leadership.

#### 5. Related Disciplines

GENERIC COMPETENCY #5 Related Disciplines 4 Credits

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

#### 6. Admission

GENERIC COMPETENCY #6 Administration 10 Credits

Description: This competency requires an understanding that

## Faculty

Graduate Faculty: Professors Lizbeth A. Gillette, Program Coordinator and Robert David. The faculty consists of former principals who represent both the Elementary Education and Educational Studies departments.

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.

#### 7. Research and Evaluation

GENERIC COMPETENCY #7 Research and Evaluation 6 Credits

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.

### **Orientation and Assessment Seminar**

An orientation seminar is required of all students in the program. It lasts for one semester, beginning in September and in January. Students in the seminar receive two credits, which are applicable to the Generic Competency, Group Processes and School Community Relations. This seminar provides students with an opportunity to become familiar with the competencies and allows the student to document, according to their previous education or experience, their knowledge, skills and attitudes pertaining to each Generic Competency.

As a result of the documented evidence submitted in this seminar, credit value is determined. In cases where additional competency is deemed necessary, a prescription of learning activities is made for each individual. Total number of credits for the individual program of study will be determined by an assessment of the candidate's previous academic and experiential background.

### **Supervised Field Experience/Internship**

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, students 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.

# SCHOOL PSYCHOLOGY

## Admission to the Degree Program

In addition to the other requirements for admission to the School of Graduate Studies and Research, applicants for the Master of Science degree in the School Psychology Program must also meet the following criteria:

1. Applicants must have an adequate background in undergraduate Psychology courses, with a minimum of 15 such credits required.
2. Adequacy of background will be determined by the Advisory Committee of the School Psychology program.
3. Applicants must have at least a 3.0 quality point average in undergraduate work and at least a B average in Psychology courses to be admitted to this graduate program in School Psychology.
4. Applicants who do not meet the quality point requirement may, at the discretion of the Psychology department, be required to take the Miller Analogies Test or the Graduate Record Examination.
5. Other applicants with less than a B grade average in Psychology courses may also, at the discretion of the Psychology department, be required to take the Miller Analogies Test or Graduate Record Examination.
6. Applicants for admission to graduate study are interviewed by members of the Admission Committee. Admission to graduate study for the M.S. degree does not guarantee admission to the Certification Program.
7. Applicants must present two letters of professional recommendation that attest to the ability of the student to do graduate work in Psychology.
8. Applicants must submit an autobiographical essay which focuses on the applicant's motivation to become a school psychologist.

## Candidacy

To be considered for candidacy, the applicant must submit two letters of recommendation and be interviewed by the Candidacy Committee of the Graduate School Psychology Program. They must also submit an autobiography.

A minimum of thirty graduate credits is required for the Master of Science degree when electing Option A (thesis option).

A minimum of thirty-six graduate credits is required for the Master of Science Degree when electing Option B (non-thesis option).

## Admission to the Certification Program

In addition to the other requirements for admission to the School of Graduate Studies and Research, applicants for the Certification Program in School Psychology must also meet the following criteria:

1. Graduate students who have earned a Master's degree or its equivalent may apply for admission to the Certification phase of the School Psychology Program.
2. Applicants must have an adequate background in undergraduate Psychology courses, with a minimum of 15 such credits.
3. Adequacy of background will be determined by the Advisory Committee of the School Psychology program.
4. All credits earned following admission to the Certification Phase should be earned at California University of Pennsylvania.
5. Applicants for admission to Certification are interviewed by members of the Certification Committee.
6. Applicants must present two letters of professional recommendation that attest to the ability of the student to do graduate work in Psychology.

## Candidacy

To be considered for candidacy, the applicant must submit two letters of recommendation and be interviewed by the Candidacy Committee of the Graduate School Psychology Program.

A minimum of thirty graduate credits is required for the Master of Science degree.

A minimum of sixty-two graduate credits is required for Certification as a School Psychologist.

The residency requirement of the School Psychology program must be met.

## Faculty

Graduate Faculty: Professors Richard G. Cavasina, Gail S. Ditkoff, Kirk R. John, Sam P. Lonich, Elizabeth Mason, Richard D. Scott, Dennis Sweeney, Sylvia S. Williams

**Curriculum**

(A single asterisk signifies that the course is required for the Master's degree; a double asterisk, that the course is required for Certification as a School Psychologist.)

**I. Psychology and Educational Foundations**

For the M.S. Degree: minimum of 12 credits required  
 For Certification: minimum of 12 credits required

**A. Core Courses:**

- \*PSY 702 Psychopathology of Childhood 3
- \*EDP 713 Psychology of Growth and Development 3
- \*EDP 712 Advanced Psychology of Learning 3
- \*PSY 741 Theories of Counseling and Psychotherapy 3

**B. Electives:**

- EDP 605 Philosophy of Education 2
- EDP 606 General History of Education 2
- PSY 711 Advanced Educational Psychology 3

**II. Psychological Methods and Techniques**

For the M.S. Degree: minimum of nine credits required  
 For certification: minimum of 21 credits required

**A. Core Courses:**

- \*PSY 721 Advanced Tests and Measurements 3
- \*PSY 722 Individual Psychological Evaluation I 3
- \*PSY 723 Individual Psychological Evaluation II 3
- \*\*PSY 724 Practicum in School Psychology 3
- \*\*PSY 734 Assessment of Personality and Behavior I 3
- \*\*PSY 742 Techniques of Counseling and Psychotherapy with Practicum 3
- \*\*PSY 756 Consultation and Group Processes with Practicum 3

**B. Elective:**

- \*\*PSY 735 Assessment of Personality and Behavior II 3

**III. School Programs and Organization**

For the M.S. Degree: minimum of three credits required  
 For Certification: minimum of six credits required

**A. Core Courses:**

- \*\*PSY 746 Psychology of Learning Disabilities 3
- \*PSY 752 Fundamentals of School Psychology 3

**B. Electives:**

- EDE 705 Development and Organization of the Curriculum for Elementary Schools 3
- PSY 795 Seminar in Behavior Modification with Practicum 3
- RSP 701 Fundamentals of Reading Instruction 2
- RSP 702 Diagnosis and Treatment of Reading Problems 3
- ESP 704 Diagnostic Testing and Prescriptive Teaching 3

CED 703 Consulting Theory 3

**IV. Research**

(A) Thesis Option (34-credit M.S. degree)  
 For the M.S. Degree: minimum of 10 credits required  
 For Certification: minimum of 10 credits required

**A: Core Courses:**

- PSY 767 Research Methods in Psychology 3
- PSY 766 Psychological Statistics 3
- PSY 849 Thesis 4

**B: Electives:**

- PSY 796 Seminar in Analysis of Research in School Psychology 3
- GEE 537 Computer Science 2

**(B) Alternate Option (36-credit M.S. Degree)**

For the M.S. Degree: minimum of 76 credits required  
 For Certification: minimum of 76 credits required

**A. Core Courses:**

- PSY 767 Research Methods in Psychology 3
- PSY 766 Psychological Statistics 3
- \*PSY 796 Seminar in Analysis of Research in School Psychology 3

**B: Elective:**

- GEE 537 Computer Science 2

**Area V - Clinical Internship**

Minimum credits - Certification (15)

**Core Courses**

- PSY 772 Internship in School Psychology 12  
 (Minimum of 1200 clock hours in supervised experience)
- PSY 798 Internship Seminar 3

# 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 advised by the Reading Program Coordinator for at least one semester.

After completing six (and 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 Reading Program Coordinator, and then submitted to the Graduate School for approval by the Graduate Dean.

Upon being accepted as a candidate for either program, the student will be assigned an advisor. This advisor is responsible for informing the student of program requirements, helping to monitor the students progress, administering for the comprehensive examination questions and checking all graduation requirements.

## Master of Education Degree in Reading

The candidate has the options listed below; namely, Option A, with at least 36 credits, including a Masters Thesis or Research Project, or, Option B, with at least 39 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: 21 credits required

Option B: 24 credits required

(The first four courses must be taken sequentially.)

RSP 701 Fundamentals of Reading Instruction 2

\*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 730 Problems in Secondary Reading 2  
 \*RSP 706 Adult Literacy 3  
 EDE 738 Children's Literature and Reading 2

Electives: (Applies only to Option B. Choose 3 credits)

EDE 715 Recent Trends in Language Arts 3  
 RSP 739 Field Experiences in Reading 1-3 1-3  
 EDP 663 Computer Assisted Instruction 3  
 ESP 501 Introduction to Exceptionality 3

#### II. Psychology:

Option A and B: 4 credits required

EDP 636 Advanced Psychology of Learning 2

Electives:

EDP 607 Advanced Educational Psychology 2  
 EDP 617 Psychology of Growth and Development 2  
 PSY 746 Psychology of Learning Disabilities and Prescriptive Techniques 3

#### III. Educational Research

Option A: 6 credits required, as follows:

RES 800 Methods of Research 2

Either

RES 829 Research Project 2

Or

RES 849 Masters Thesis 4

(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

Electives:

EDP 600 Statistical Methods 2

EDP 706 Evaluation and Measurements 2

EDP 656 Computer Oriented Research

#### IV. Related Courses:

Options A and B: 5 credits required

EDE 701 Development and Organization of Curriculum 3

## Faculty

Graduate Faculty: Professors Ronald A. Christ, Gary W. Kennedy, Diane H. Nettles, Pamela B. Cignetti, Anthony J. Saludis, John R. Vargo

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	Education 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 immediately above. 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

31 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 701	Fundamentals of Reading Instruction	2
*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 730	Problems in Secondary Reading	2
*RSP 706	Adult Literacy	3
EDE 738	Children's Literature and Reading	2

Electives (choose 3 credits):

EDE 715	Recent Trends in Language Arts	3
RSP 739	Field Experiences in Reading	1-3
EDP 663	Computer Assisted Instruction	3
ESP 501	Introduction to Exceptionality	

II. Psychology: 2 credits required

EDP 636	Advanced Psychology of Learning	2
---------	---------------------------------	---

III. Educational Research: 2 credits required

RES 800	Methods of Research	2
---------	---------------------	---

IV. Related Courses: 3 credits required

EDE 701	Development and Organization of Curriculum	3
---------	---	---

## 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 of five years. After the credentials have been received, the prospective student is referred to the Reading Coordinator for an interview before admission into the program.

The purpose of the Reading Supervisor's Program is to prepare the holder of a 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 evaluate 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



# 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.

### 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 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 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 by the Social Science Department (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.

SOS 716	Social, Economic, and Political Order
SOS 717	Analysis of Power Structure
SOS 800	Social Science Research Techniques

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

## Faculty

Graduate Faculty: Professors R. Michael Barber, John F. Bauman, J. K. Folmar, Ronald L. Michael, Margaret A. Spratt, Joseph C. Heim, Sean C. Madden, James C. Wood, Mohamed Yamba.

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.

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

**Social Science Tracks**

Six tracks exist within the social science program. The tracks are designed so that within the same program, flexibility can be maintained to provide all students seeking a Social Science Degree a program that best fits their career goals. The tracks are:

- Track 1: Cultural Resource Management
- Track 2: Political Science
- Track 3: Secondary Education
- Track 4: History
- Track 5: General Social Science
- Track 6: Geography

**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
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 semester.

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

**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-**

EDP 607	Advanced Educational Psychology	2
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- 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 751	Geomorphology	3
GEO 752	Climatology	3
GEO 754	Physical Environment	3
GEO 760	Regional Geography	3
GEO 765	Field Methods	3
GEO 768	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**

EDP 606	General History of Education	2
---------	------------------------------	---

**HUMANISTIC- 2 Credits (minimum)**

EDP 605	Philosophy of Education	2
---------	-------------------------	---

**BEHAVIORAL-**

EDP 607	Advanced Educational Psychology	2
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 752	Climatology	3
GEO 754	Physical Environment	3
GEO 760	Regional Geography	3
GEO 765	Field Methods	3
GEO 768	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

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

**SOCIAL SCIENCE**

**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 751	Geomorphology	3
GEO 752	Climatology	3
GEO 754	Physical Environment	3
GEO 760	Regional Geography	3
GEO 765	Field Methods	3

GEO 768	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 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 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 778	Map and Aerial Photo Interpretation	3
RES 829	Research Project	3
RES 849	Master's Thesis	3

# SOCIAL WORK

**Information:** Call or write - MSW Program, California University of Pennsylvania, Box 90, California, PA 15419 (724) 938-4022.

**Objective:** The MSW Program is a response to the needs of the Southwestern Pennsylvania area. Its primary goal is to develop generalist MSW professionals for the area's agencies and other rural and small town environments.

The program is new, starting Fall term 1998, and is thus not accredited. It will apply for candidacy and seek a site visit from the Commission on Accreditation for the Council on Social Work Education during the 1999-2000 school year. Candidacy is the first stage in the accreditation process.

**Program Admission:** Applicants must meet Graduate School requirements and:

1. Complete an admission packet for the School of Graduate Studies and Research and the MSW Program.
2. Submit a non-refundable application fee of \$25.00.
3. Submit three letters of recommendation.
4. Submit personal portfolio materials following the guide.
5. Have official transcripts sent to the MSW Program by all colleges attended, including California University.
6. Have results sent from general aptitude section of the Graduate Record Exam, showing verbal, quantitative and analytical scores.\*
7. Have completed 30 credits of upper level courses in liberal arts, including human biology content.
8. Have a 3.0 average for the last two years of college work.

**Transfer Credit:** 12 credits of accredited MSW work and three credits from 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.

**Retention:** Continuance in the MSW Program requires:

1. Maintaining a 3.0 GPA.
2. Earning no more than six credits of C (a third C would require raising the grade and an additional C would require dismissal.)
3. Maintaining a professional demeanor, as demonstrated by actions that are in keeping with the NASW Code of Ethics.

4. Incomplete grades are highly discouraged, will be considered only in exceptional circumstances, and on an individual basis. "T" grades must be removed by the end of the next term and in order to move on in a sequence of courses.

**Advanced Standing:** Graduates of accredited undergraduate social work programs may request advanced standing.

Additional requirements include:

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

**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 summers 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.

\*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.

## Faculty

Wilburn Hayden, program director; Edward Brown, Peg Christopher, F. Mel Madden, Virginia Majewski, Lisa Patchner, James Syphers and, Beverly Willison,

# SPECIAL 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 in the past 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 in a single program.

TRACK A: For those without Certification in Special 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.

The student completing this program is licensed to teach all levels of the mentally retarded, learning disabled, behavior disordered, or physically handicapped in Pennsylvania. S/he 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
----------	---	---

TRACK B: For Those with Certification in Special Education

## Faculty

Graduate Faculty: Professors Robert A. Bauman, Peter J. Belch, Robert F. Dickie, Paul L. Lancaster, Regis Lazor, Ben A. Mulé

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	3
or Approved Elective		3
ESP 731	Seminar in Assessment and Prescription	3
ESP 732	Seminar in Special Education Administration and Supervision	3
ESP 734	Seminar in Counseling Parents of Exceptional Children	3
ESP 735	Seminar in Education of the Gifted	3
ESP 737	Seminar in 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
----------	---	---

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 Special 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	2
EDP 610	Educational Sociology	2
EDP 611	History of American Education	2
EDP 607	Advanced Educational Psychology	3
EDP 617	Psychology of Growth and Development	3
EDP 636	Advanced Psychology of Learning	3
EDP 663	Computer-Assisted Instruction	2
GMA 636	Computer Science for Teachers	2

C: Research: 3 credits

*ESP 800	Seminar in Advanced Behavior Analysis and Research Design	3
----------	---	---

Note: Although not required, students in all tracks may complete a two credit research project or a four credit thesis.

# SUPERINTENDENTS 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. The Superintendents Letter of Eligibility Program is offered at three locations: Cal U Campus, Southpointe site and Dixon University Center, Harrisburg.

## 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 (seven credits)

This phase of the program is intended to provide the participant with a more comprehensive and analytical view of central office administration. Students will have an opportunity to become exposed to a variety of educational encounters by such experiences as tours of school districts, seminars on pertinent administrative topics, theories of administrative practices, 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.

## 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.

## Faculty

Program Coordinator: Professor Thomas C. Wilkinson



# 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

EDP 607	Advanced Educational Psychology	2
EDP 617	Psychology of Growth and Development	2
EDP 636	Advanced Psychology of Learning	2
*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 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 765	Special Problems in Technology Education	1-3
TED 766	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. and various computer peripherals used to support multimedia on industry standard platforms. CD-ROMs, 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.

## Faculty

Graduate Technology Education Faculty: Professors Rene' Horath, John R. Kallis, Stanley A. Komacek, John H. Lucy, Mark L. Nowak, Joseph E. Pecosh, Joseph A. Sanfilippo, Associate Professor Larry D. Horath

# MULTIMEDIA TECHNOLOGY GRADUATE CERTIFICATE PROGRAM

The Multimedia Technology (MMT) graduate certificate program is designed to educate students in integrating multimedia technology into their field of study. This program is appropriate for professionals who have backgrounds in education, business, communication, graphics, advertising, marketing, design, and computer science as well as others who wish to learn how to integrate multimedia into their area of expertise.

The university multimedia laboratory is a state-of-the-art facility equipped with Power Macintosh and Pentium PC computers, scanners, printers, CD mastering systems, and software for interactive and non-interactive presentations, animation, web page creation, image editing, multimedia authoring, and illustration. The computers are part of the university network allowing access to many resources located on file and web-based servers.

## 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 can be completed in one year. The multimedia courses are lecture and demonstration courses with assignments to be completed outside of class in the University Multimedia Laboratory or other suitably equipped facilities.

The program of study consists of the following five courses:

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

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.

## Admission Requirements

To be admitted to the Multimedia Technology graduate certificate program, an applicant must:

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

Applications will be evaluated by the Multimedia Technology program committee from the Applied Engineering and Technology Department as they are

## Course Description

### MMT 701 Multimedia Technology 3

This course will introduce the student to the components and terminology of multimedia technology as a basis for subsequent courses. Through a series of research and computer-based activities, the student will experience the role of graphical user interfaces and various computer peripherals used to support multimedia on industry standard platforms.

### MMT 702 Multimedia Systems 3

This course focuses on the application of graphic design theories and the integration of multimedia components including conventional photography/scanned images, digital photography, stock art/images, animation, audio and videography for the purpose of achieving effective presentations. 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;

## Faculty

Graduate Technology Education Faculty: Professors Rene' Horath, John R. Kallis, Stanley A. Komacek, John H. Lucy, Mark L. Nowak, Joseph E. Pecosh, Joseph A. Sanfilippo



**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 control 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 720-1 ELEMENTARY CURRICULUM AND INSTRUCTION**

This course is designed so that students will learn a variety of strategies a principal may use in his/her leadership role in curriculum and instruction in small and large school districts as he/she works with the board, staff, parents, students and other community members.(2 crs)

**ADP 721-1 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 cocurricular, formal and informal, intended and unintended, known and unknown. Primary attention will be given to the intended and unintended curriculum of the school. (2 crs)

**ADP 726-1 INSTRUCTIONAL STRATEGIES**

This course is intended to provide perspective 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.(2 crs)

**ADP 731-1 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.(2 crs)

**ADP 741-1 SCHOOL COMMUNITY SEMINAR**

The purpose of this seminar is twofold: to help school administrators develop an understanding of the conditions and changes that affect school-community interaction and to help administration develop the performance competencies needed in order to anticipate and deal with ever-changing school/community relations issues and demands.(1 cr)

**ADP 746-1 ORIENTATION AND ASSESSMENT SEMINAR**

**ADP 746-2** 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, oral and written communications. (VA)

**ADP 760 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.(VA)

**ADP 761-1 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. (VA)

**ADP 762 SUPERVISION**

The course is intended to acquaint the perspective 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 participant's leadership styles, analysis of teaching, practicing supervisor's perceptions of the supervising function, supervisory models, taxonomy of instruction and mutual goal-setting process.(2 crs)

**ANTHROPOLOGY – ANT**

**ANT 701 ARCHAEOLOGY FIELD SCHOOL.** Acquaints graduate students with basic prehistoric and historical archaeological field and laboratory techniques. (3-6 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 work. (3 crs.)

**ANT 708. HISTORIC SITES ARCHAEOLOGY.**

The techniques, philosophy, work and aims of that branch of history 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.)

**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 theses. Students will defend their proposals in a mock prospectus meeting. (3 crs.)

#### **BIOLOGY – BIO**

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: Organic Chemistry. (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 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 722. BIOCHEMISTRY II. A continuation of Biochemistry I, including fatty acid biosynthesis, fatty acid metabolism, photosynthesis, protein metabolism, vitamins, hormones and immunochemistry. The laboratory includes qualitative and quantitative determination of fats and steroids and work with nucleic acids, enzymes, and vitamins. Prerequisite: Biochemistry I and/or permission of the instructor. (4 crs., 2 hr. lab/3 hr. lecture)

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, and 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 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: Principles of Biology and General Zoology. (4 crs., 3 hr. lab/3 hr. lecture)

BIO 738. HERPETOLOGY. A study of the anatomy, physiology, ecology, and taxonomy of the major groups of amphibians and reptiles. Prerequisite: General Zoology. (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 areas 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 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 750. TERRESTRIAL ECOLOGY. Selected aspects of terrestrial systems including various qualities of community dynamics such as structure, composition, succession, phenology, and paleoecology. The biota are intensively analyzed through field work undertaken in various communities of the Northern Temperate Forest and Upland regions. Several extended field trips may be

required. Prerequisite: one course in ecology. (4 crs., 3 hr. lab/3 hr. lecture)

**BIO 751. ECONOMIC BOTANY.** 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 757. PLANT SYSTEMATICS.** The history of plant classification and its culmination in present-day taxonomic practices, the evolution of the vascular plants, and a definitive study of their representative modern families. An extensive plant collection is required of each graduate student. Prerequisite: General Botany. (4 crs., 3 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 multivariate 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 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 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 797. RESEARCH STUDIES IN BUSINESS.** A special tutorial arrangement between a graduate student and a faculty member that permits guided reading and research in management. The graduate student must submit a proposal to the program coordinator containing an outline and a brief discussion of the planned work and the name of the professor under whom the graduate student wishes to work. The proposal must be approved by the program coordinator and the department chairperson before the graduate student may register for the course. At the end of the term, the supervising professor will submit the graduate student's grade and research paper to the program coordinator. (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 credit)

**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 714. 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. (2 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 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.)

### **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 or head-trauma injuries. Special emphasis is placed on apraxia. (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.** A comprehensive analysis of the several theoretical approaches to the causes and treatment of stuttering. Emphasis is placed on current literature in the application of several techniques to the modification of disfluent speech. (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, and management of organic voice disorders. The teaching of esophageal speech, the use of the artificial larynx, and the study of tracheoesophageal 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 710. ADVANCED CLINICAL METHODS.** Clinical practicum is provided for graduate students in the campus Speech Clinic as well as in cooperating outside agencies such as a hospital, nursing home, health center, etc. Graduate students gain experience with children and adults with many kinds of speech, language, and auditory problems. (1-12 crs.)

**CMD 718. ADVANCED AUDIOLOGY.** This course will provide the student with an understanding of behavioral and electrophysiologic special audiologic tests for the determination of the location of pathology within the auditory system. The student will be introduced to concepts concerning specification, selection, fitting, care, and use of amplification systems. (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 749. INDEPENDENT STUDY.** This course allows students to investigate an area of speech pathology or audiology of interest to them by reviewing the pertinent literature and research reports or by conducting research. (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 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 communication 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. Prerequisite:

sites: 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 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 mainframe computer, minicomputer, and microcomputer. Emphasis is placed on the study of the hardware of the computer and its peripheral devices, along with operating systems of the computer. 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, semigroups, 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, logical, 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 (a) data input, (b) data representation, (c) data output, (d) secondary storage devices, (e) flow charting and program logic, and (f) operating systems, business systems, and information systems. The course shows the impact of computers on business, and the graduate student learns elements of Pascal and programming techniques in that language. Emphasis on problem solving by means of computer programming. (3 crs.)

**CSC 772. COMPUTER AND INFORMATION SCIENCES II.** Graduate students become acquainted with peripheral devices in programming. This is principally an advanced course in 'C' language, using the computer to solve problems in a variety of areas. (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, and 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.)

#### **EARTH SCIENCE COURSES – 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 528. QUANTITATIVE APPLICATIONS IN EARTH SCIENCES.** The application of statistical and other mathematical approaches to the solution of problems in the earth sciences. The emphasis is on descriptive, univariate and multivariate inferential statistical analysis, and the graphic presentation of data gathered by

earth scientists. Exercises from both the physical and social sciences will be computed. (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 547. RESERVOIR EVALUATION. Application of computer solutions to understanding of hydrologic realm. Focus is on ground water flow equations and models, water table mapping, water quality, and aquifer testing. Laboratory work and problem solving are emphasized. (3 crs.)

EAS 550. REGIONAL 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. (3 crs.)

EAS 551. INVERTEBRATE PALEONTOLOGY. A detailed study of fossils representative 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 be of interest to students of biology as well as to those of geology. (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, transportation 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. The primary and secondary structures of rock masses and their modes of formation are covered in this course. Actual structures are examined in the field. Geologic maps and cross sections are utilized. (3 crs.)

EAS 743. MICROPALAEONTOLOGY. A laboratory oriented course in which the student deals intimately with sample material containing microfossils. Real problems (similar to those that a micropaleontologist in industry would face) are posed. Solution generally involves the separation of the fossils from the enclosing sample, the identification of the individual fossils, and a correct (or at least a logical) stratigraphic or paleoecologic interpretation based on the data. (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. 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. With a flexibility to allow for conditions, 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 credit)

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 credit)

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. This course allows graduate students to consider the latest developments in geology as well as other topics of interest. Each graduate student completes a research project or library paper and presents the findings to the class, and each such project or paper is the subject of class discussion. (3 crs.)

EAS 794. SEMINAR IN METEOROLOGY. 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 investiga-

tion, 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.)

#### **EARLY CHILDHOOD EDUCATION – ECE**

ECE 723. EARLY CHILDHOOD MATH & SCIENCE SEMINAR. Emphasis is on understanding the cognitive development of the child ages birth through eight years, and applying this knowledge to the interdisciplinary teaching of science and math. This course will inform students regarding the history of science and math curricula for young children, the appropriate math and science content for this age, and strategies for process-oriented teaching of this content. Students will deal with relevant affective issues such as learned fear of science or math, and differentiated sexual expectations for the learning of science or math. (3 crs.)

ECE 724. READING & COMMUNICATIVE ARTS SEMINAR. This course prepares early childhood students to become facilitators of early literacy learnings. Content stresses a holistic philosophy while integrating the four language modes of listening, reading, speaking, and writing across curriculum areas. Lesson planning, micro-teaching, and instructional strategies for teaching and supporting young readers and writers is emphasized. (3 crs.)

ECE 725. SOCIAL ISSUES/SOCIAL STUDIES STRATEGIES IN EARLY CHILDHOOD EDUCATION. The graduate student will examine society's demographics as they relate to the social sciences and our social human dilemmas. How children can effectively grow in our society and develop responsible citizen roles is the keystone to an improved environment and quality of life. The graduate student is expected to bring an already established network of information on the development of children as well as a working knowledge of normal, social growth patterns. (2 crs.)

ECE 726. CHILDHOOD FIELD EXPERIENCE. Prerequisites: ECE 748. (2 crs.)

ECE 729. LANGUAGE DEVELOPMENT & EMERGING LITERACY. The graduate level student is expected to bring a basic understanding of children's language differences, both familial and regional, and their effect on children's efforts to learn. How children function in educational settings should be the focus of students wishing to maximize their information base in language-development methodology. Research efforts in language development will be examined in order to determine instructional design for young children. (3 crs.)

ECE 745. INSTRUCTIONAL STRATEGIES. First hand experiences for students in a teaching/learning situation structured for young children (Infancy - eight years of age). The student will plan, implement and evaluate learning situations. Lectures with individual and small group activities will enable the student to make informed decisions about life in the early childhood classroom as well as provide a vehicle for professional growth. (2 crs.)

ECE 748. CHILD GROWTH & DEVELOPMENT. The graduate level student in Early Childhood Education is expected to bring an informal perspective to the study of young children. The research as well as pragmatic aspects of children's learning/growing development will be discussed, documented and practiced. (3 crs.)

ECE 749. PARENT INVOLVEMENT. This course emphasizes the importance of the parents and the community in the framework of educational planning for the young child. The graduate student will demonstrate skill in planning and implementing programs for parents, parent education workshops, adequate interview and conferencing techniques, and in effectively using parents and community resource people in planning the child's educational experiences. (2 crs.)

ECE 759. RESEARCH IN EARLY CHILDHOOD. This is an introduction to research with a concentration on the early childhood years. The emphasis will be on interpretation of research studies and journal articles. Students will become familiar with the library resources relative to research. The three main types of research will be analyzed as a means of assisting the student in acquiring knowledge concerning research techniques. The graduate student is

given opportunities to demonstrate the ability to read and conduct research relevant to Early Childhood Education. (2 crs.)

ECE 728. EARLY CHILDHOOD EDUCATION SEMINAR. The purpose of this course is to research, discuss, and evaluate critical issues in Early Childhood today. The student will use problem solving, critical and creative thinking skills as they reflect and make recommendations on controversial issues impacting on young children today. Poverty, divorce, child abuse, neglect, health related issues, developmentally in appropriate programs, play, and current legislation impacting on children and programs are some of the topics students will address. Students will work in groups as they deal with the challenges and professional responsibilities facing Early Childhood teachers today. (2 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. F (2 crs.)

EDE 705. DEVELOPMENT AND ORGANIZATION OF THE CURRICULUM FOR THE ELEMENTARY SCHOOL. 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 comprehension knowledge through papers and readings. F (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 722. RESEARCH AND INSTRUCTION IN ELEMENTARY SCHOOLS. 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. (2 crs.)

EDE 730. TEACHING IN KINDERGARTEN AND THE PRIMARY GRADES. The

purpose, direction, curriculum development, materials, and techniques for working with children in kindergarten and the primary grades. (2 crs.)

EDE 738. CHILDREN'S LITERATURE AND READING. This course is a vital segment of the total reading program for the elementary school child. Permeating all instruction is the philosophy that children's growth in, and through, reading is dependent upon development skills for, and the lasting interest in, reading, as well as an appreciation of the literature in an effective elementary reading program. Emphasis is on ways teachers can use literature in the classroom to meet children's needs, to extend children's interest, to deepen children's literary insights, and to heighten children's appreciation of an extensive range of both prose and poetry appropriate to their age and maturity. (2 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.)

EDE 790. INDEPENDENT STUDY. Independent Study allows the graduate student the opportunity to research any of a number of topics that lend themselves to individual investigation and/or design in Elementary and Early Childhood Education. (1-3 crs.)

EDE 795. STUDENT TEACHING INTERNSHIP. During this internship the student is assigned to work in two classrooms in the public schools. Under supervision, the student observes and participates in all teaching activities related to the performance of a teacher's work in the elementary grades. Besides field work, students attend practicum class once a week. Discussions are centered around the current materials utilized in all subject areas. Pennsylvania school laws relevant to the work of the classroom teacher are analyzed and discussed thoroughly. Opportunities are provided to discuss problems encountered by the students in their student teaching experiences. Teaching opportunities are identified and discussed on a weekly basis. (9 crs.)

EDE 795. STUDENT TEACHING INTERNSHIP. Student is assigned to work in two classrooms in the public schools or other appropriate settings. Under supervision, the student observes and participates in all teaching activities related to the early childhood or elementary grades. Students attend practicum class once a week. Discussions cover current materials utilized in all subject areas. Pennsylvania school laws relevant to the work of an early childhood or elementary teacher are analyzed and discussed. Opportunities are provided to discuss problems encountered in their student teaching experiences. Teaching opportunities are identified and discussed on a weekly basis. (9 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 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.)

ECO 741. INDUSTRIAL ORGANIZATION. An analysis of market structure, its relation to market performance and the problems of public policy; topics include economies of scale, capital requirements, definition, measurement and effects of concentration, market structure, technological change, competition, integration, diversification, merger, oligopolistic behavior and pricing, and a brief look at regulation. (3 crs.)

#### ENGLISH – ENG

ENG 701. COMPOSITION THEORY AND PRACTICE. The study of theories of writing and approaches to pedagogy, emphasizing the latest research and contemporary practice in the field. (3 crs.)

ENG 705. INTRODUCTION TO OLD ENGLISH. An introduction to the earliest period (c. 600-1100) of the English language, in order to enable the graduate student to read such works as *Beowulf* in the original. (3 crs.)

ENG 706. MIDDLE ENGLISH. The literature and the language of the period 1100-1500, with special emphasis on writers and writings of the fourteenth and fifteenth centuries, such as Sir Thomas Malory, William Langland, the lyric poem, and the romance. (3 crs.)

ENG 707. LINGUISTICS. An introduction to the systematic study of language, by way of modern American English. The elements of language — sounds, words and inflections, grammar and syntax, usage — are considered in such a way as to enable the graduate student to pursue further linguistic studies and to use linguistic insights in teaching and writing. (3 crs.)

ENG 708. ADVANCED LINGUISTICS. A study of selected topics of current interest and of importance to the teacher and to the community: e.g., prescriptive grammar vs. descriptive grammar; bilingualism in the schools, the courts, and the streets; Black English; psycholinguistics; sociolinguistics; modern theories of grammar; structuralism and various kinds of generative grammar. An introductory course in linguistics (for example, ENG 707) is recommended, but not obligatory. (3 crs.)

ENG 710. HISTORY OF THE ENGLISH LANGUAGE. The origins, growth, and development of the world's most widespread and important language. The sounds, words, and grammar of English are treated in relation to major historical events that have affected the structure of modern-day British and American English. No previous knowledge of linguistics is assumed. (3 crs.)

ENG 711. PROBLEMS IN THE TEACHING OF WRITING, GRADES K-12. This course is intended to assist graduate students or in-service teachers to examine their assumptions about the teaching of writing, by studying current theories of rhetoric and by writing in various modes for various purposes. Graduate students also become acquainted with research relating to style and with theories of writing assessment. (3 crs.)

ENG 714. EVALUATING WRITING, GRADES K-12. A comprehensive summary of the best current information describing writing and measuring growth in writing. The emphasis is on how to use methods of evaluation as a means of improving writing skills and at the same time minimizing the time devoted by the teacher to the evaluation of written work. (3 crs.)

ENG 715. CHAUCER. A survey of the works of Geoffrey Chaucer, "the father of English poetry," with special attention to his early poems through *Troilus and Criseyde* and to selected *Canterbury Tales*. The poetry is read in the original Middle English, and the cultural background is considered, but the emphasis is on Chaucer's literary artistry. (3 crs.)

ENG 716. MIDDLE ENGLISH DRAMA. English plays and playwrights from the beginnings in the churches and monasteries to the great communal dramas of the fourteenth and fifteenth centuries, to the new vitality of the Renaissance,

culminating in the works of Christopher Marlowe, Thomas Kyd, and Shakespeare. (3 crs.)

ENG 717. SHAKESPEARE. An introduction to the history of Shakespeare criticism and a presentation and discussion of the Elizabethan world-view frame the analysis of selected plays of Shakespeare. The graduate student is expected to develop an awareness of the major critical views and apply them to the plays. (3 crs.)

ENG 718. SIXTEENTH-CENTURY NON-DRAMATIC LITERATURE. A study of the search for literary form and the gradual establishment of English as an appropriate and effective vehicle for serious literature. Some of the authors considered may be John Skelton, Thomas Wyatt, the Earl of Surrey, Edmund Spenser, Philip Sidney, Sir Walter Raleigh, Thomas Lyly, Michael Drayton, and Thomas Campion, as well as the non-dramatic works of Ben Jonson, Christopher Marlowe, and William Shakespeare. (3 crs.)

ENG 725. NON-DRAMATIC ENGLISH LITERATURE 1600-1660. Close reading and discussion of the principle poetic tradition — Metaphysical, Jonsonian, and Spenserian poetry — and a study of the maturing of English prose style, all within the context of a society self-consciously aware of shedding the intellectual trappings of one age and adopting a new, “scientific” view of the world. (3 crs.)

ENG 726. JACOBEAN AND CAROLINE DRAMA. The methods and types of drama (exclusive of Shakespeare) during the reigns of King James I (the Jacobean period) and King Charles I (the Caroline period), until the closing of the theaters by the Puritans in 1642. Among the playwrights considered are Ben Jonson, Thomas Dekker, Thomas Middleton, Francis Beaumont and John Fletcher, John Webster, John Ford, John Marston, Philip Massinger, George Chapman, James Shirley, and Cyril Tourneur. (3 crs.)

ENG 727. MILTON. A comprehensive survey of the poetry of John Milton (1608-1674) and his major prose works. Special emphasis is given to the major poems — *Paradise Lost*, *Paradise Regained*, *Samson Agonistes*, and *Lycidas* — and to the major criticism written about these works. (3 crs.)

ENG 735. ENGLISH LITERATURE 1660-1700. The Restoration period and the beginnings of English neo-classicism in the works of such writers as John Dryden, John Bunyan, John Milton, John Locke, Samuel Butler, Samuel Pepys, Andrew Marvell, and Aphra Behn and in such literary genres as drama, the proto-novel, literary criticism, satire, biography, memoirs, and philosophical and scientific writing. (3 crs.)

ENG 736. ENGLISH LITERATURE 1700-1744. The age of Jonathan Swift and Alexander Pope, with special attention to their topical, political, moral and literary satires. Also considered are such writers as John Gay, Joseph Addison and Richard Steele, the Earl of Shaftesbury, and Daniel Defoe and such genres as the essay, the early novel, the letter, and political and social philosophy. (3 crs.)

ENG 737. ENGLISH LITERATURE 1744-1798. The age of Samuel Johnson, with emphasis on his moral and critical writings and on James Boswell's *Life of Johnson*. Changing sensibilities and literary tastes are reflected in the works of such other writers as James Thomson, Thomas Gray, Thomas Chatterton, William Collins, William Cowper, Robert Burns, Christopher Smart, George Crabbe, Oliver Goldsmith, Richard Brinsley Sheridan, and Edward Gibbon, with particular emphasis on the poetry but some attention to drama, criticism, history, and other genres. (3 crs.)

ENG 738. THE EIGHTEENTH-CENTURY ENGLISH NOVEL. The early novel, and Daniel Defoe, Henry Fielding, Samuel Richardson, Lawrence Sterne, Tobias Smollett, Horace Walpole, Fanny Burney, Matthew Gregory (“Monk”) Lewis, Oliver Goldsmith and others. (3 crs.)

ENG 745. ROMANTIC POETRY. The works of William Blake, William Wordsworth, Samuel Taylor Coleridge, George Gordon, Lord Byron, Percy Bysshe Shelley, and John Keats, with some attention to notable criticism of their work. (3 crs.)

ENG 746. VICTORIAN POETRY. The major figures of Alfred, Lord Tennyson, Robert Browning, and Matthew Arnold, and consideration of such other important writers as Gerard Manley Hopkins, Edward Fitzgerald, Elizabeth

Barrett Browning, Dante Gabriel Rossetti, Algernon Charles Swinburne, A. E. Housman, Thomas Hardy, Christina Rossetti, and William Morris. (3 crs.)

ENG 747. NINETEENTH CENTURY NON-FICTIONAL PROSE. The works of such writers as Charles Darwin (science), John Stuart Mill (political philosophy), John Henry Newman (religion), John Ruskin (art and social criticism), Matthew Arnold (literary and social criticism), Thomas Carlyle (history and social criticism), Thomas Henry Huxley (science), Thomas Babington Macaulay (history), and Walter Pater (art criticism), with attention to the intellectual and social background of their work and to their rhetorical strategies. (3 crs.)

ENG 748. THE NINETEENTH-CENTURY ENGLISH NOVEL. From Jane Austen to Joseph Conrad, with representation from such masters of the genre as Austen and Conrad, Sir Walter Scott, Charles Dickens, William Makepeace Thackeray, Anne, Charlotte, and Emily Brontë, George Eliot, Walter Pater, Mrs. Elizabeth Gaskell, George Meredith, Samuel Butler, and Thomas Hardy. (3 crs.)

ENG 755. COLONIAL AMERICAN LITERATURE. An investigation of the developing literature of the American Colonies, 1607-1789, with emphasis on the intellectual, political, religious, social and economic forces shaping that literature. Primary readings include the works of Anne Bradstreet, Michael Wigglesworth, Edward Taylor, the Mathers, Jonathan Edwards, Benjamin Franklin, Thomas Jefferson, and the Federalists; secondary readings include works of intellectual history dealing with the period. (3 crs.)

ENG 756. THE AMERICAN RENAISSANCE. A study of the heart of American Romanticism, particularly those writers and works ordinarily associated with the American Transcendental movement: Ralph Waldo Emerson, Henry David Thoreau, Walt Whitman, Nathaniel Hawthorne, and Herman Melville. Edgar Allen Poe and James Fenimore Cooper may also be considered. (3 crs.)

ENG 757. THE RISE OF REALISM. A critical analysis of literary trends from the Civil War to the post-World War I era. The course traces the development of American realistic fiction from Regional Realism (Sarah Orne Jewett, Mary E. Wilkins Freeman, and Mark Twain) to psychological realism (Henry James, William Dean Howells, and Edith Wharton). The works of Stephen Crane, Theodore Dreiser, and Jack London show the influence of Naturalism on the Realistic Movement. (3 crs.)

ENG 758. MODERN AMERICAN POETRY. The trends of twentieth-century American poetry, especially such seminal figures as Robert Frost, T. S. Eliot, Ezra Pound, and Wallace Stevens. Readings begin with the post-World War I poets; contemporary poets are also analyzed and discussed. (3 crs.)

ENG 760. CULTURAL BACKGROUNDS OF AMERICAN LITERATURE. A study of the movements and patterns in American intellectual and cultural history that have influenced the American literary scene. Emphasis is placed on contemporary authors and writings. Students are encouraged to study theories of cultural influence as well as to formulate their own theories. (3 crs.)

ENG 765. MODERN AMERICAN NOVEL. Representative novels and novelists from the end of World War I to the present; e.g., Sherwood Anderson, Ernest Hemingway, F. Scott Fitzgerald, William Faulkner, Willa Cather, Sinclair Lewis, John Dos Passos, William Steinbeck, Norman Mailer, John Updike, Flannery O'Connor, Joyce Carol Oates, William Styron, Bernard Malamud, and Saul Bellow. (3 crs.)

ENG 766. MODERN BRITISH NOVEL. Experiments in both style and language abound in the twentieth-century British novel, as novelists both expand the language and explore new realms within the conscious worlds they inhabit. The course traces these experiments through the works of such artists as James Joyce, D. H. Lawrence, Joseph Conrad, Virginia Woolf, Samuel Beckett, Joyce Cary, Elizabeth Bowen, George Orwell, Lawrence Durrell, Malcolm Lowry, Evelyn Waugh, William Golding, Muriel Spark, Margaret Drabble and Iris Murdoch. (3 crs.)

ENG 767. HISTORY OF LITERARY CRITICISM. Both historical and practical in its concerns, this course reviews the large critical trends important to both English

**COURSE DESCRIPTIONS** and American literature and provides graduate students with the opportunity for work in practical criticism of individual literary works. (3 crs.)

ENG 768. MODERN BRITISH POETRY. This course considers the struggle of the British poet to hold his place in a world where “things” – including his Empire – fall apart, where twice the “blood-dimmed tide is loosed,” where “innocence” on both personal and national levels is “drowned.” Among those poets studied are W. B. Yeats, D. H. Lawrence, Robert Graves, Wilfrid Owen, W. H. Auden, John Betjeman, Dylan Thomas, Philip Larkin, Ted Hughes, and Seamus Heaney. (3 crs.)

ENG 770. MODERN DRAMA. The twentieth century is an age of unprecedented innovation and technical development in the theater and it is also an age in which two basic themes – alienation of the individual and illusion vs. reality – hold the stage above all others. These innovations and themes are examined in the works of such playwrights as August Strindberg, Henrik Ibsen, Oscar Wilde, Alfred Jarry, Maurice Maeterlinck, Maxim Gorki, Bernard Shaw, W. B. Yeats, Luigi Pirandello, Fredrico Garcia Lorca, Eugene O'Neill, Bertold Brecht, Clifford Odets, Tennessee Williams, Samuel Beckett, Jean Genêt, Eugène Ionesco, Harold Pinter, William Albee, Robert Bolt, Peter Weiss, Tom Stoppard, and Sam Shepard. (3 crs.)

ENG 790. SEMINAR IN LITERARY CRITICISM. The study in detail of a particular critical theory, its history and development, and of those critics who best exemplify this tradition. Opportunity is given graduate students to show their ability to examine literary texts in the light of their study of the theory. (3 crs.)

ENG 795. SEMINAR IN ENGLISH LITERATURE. Intensive study of a single major writer, movement, or genre in English literature, for example, Sir Thomas Malory's Morte Darthur, William Blake, James Joyce, Romanticism, the Gothic novel, or science fiction. Seminar topics are announced in advance, and the course may be repeated for credit as the topic of the seminar varies. (3 crs.)

ENG 796. SEMINAR IN AMERICAN LITERATURE. Intensive study of a single major writer, movement, or genre in American literature, for example Walt Whitman, Nathaniel Hawthorne, Ernest Hemingway, Mark Twain, Eugene O'Neill, the Beat Poets, and the contemporary novel. Seminar topics are announced in advance, and the course may be repeated for credit as the topic of the seminar varies. (3 crs.)

ENG 799. INDEPENDENT STUDIES IN ENGLISH. An opportunity for the graduate student to do independent study or research in any of the subjects taught in the graduate English curriculum; the graduate student is advised by a member of the graduate English faculty. The nature and scope of the study are determined individually, with the approval of the graduate English faculty. (Graduate students who wish to earn credit for a specific course listed in this catalogue that may not be offered during the semester or summer session when they wish to take it should register not for this course but for Individualized Instruction. The graduate English advisers will advise students whether to enroll for Independent Study or Individualized Instruction.) (3 crs.)

ENG 800. METHODS OF RESEARCH. An introduction to the graduate study of English and of English education and to methods of bibliographical research in these fields. The course not only acquaints graduate students with standard reference works, editions, etc. but also provides an overview of some of the principal methods and preoccupations of the literary scholar and critic and the teacher of English. This course should be taken as early as possible in the graduate student's course of study. (3 crs.)

ENG 802. RESEARCH PRACTICUM/RESEARCH PROJECT. The final course in the curriculum for the Master of Education degree in English, this seminar assists graduate students in relating the ideas and content of the course work of the

program to their roles as teachers and offers guidance in completing a project relevant to their particular pedagogical interests. (3 crs.)

#### **SPECIAL EDUCATION – ESP**

Certain courses in Special Education which bear numbers in the 500s are open to both graduate and undergraduate students. Graduate students enrolled in these “dual-listed” courses fulfill additional or special requirements.

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 handicapping conditions. Students are required to do tutoring at facilities for this population. (Variable credits)

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 credits)

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 credits)

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 credits)

ESP 506. HABILITATION TRAINING. 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 credits)

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. 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.** 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 curriculum. (3 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.)

#### **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 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 712. GEOGRAPHY AND URBAN POLITICS.** The role of the political process in the development of the American urban environment, stressing locational influence and political behavior as they relate to housing, neighborhoods, transportation, poverty, voting, and the law. (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 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 768. 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.)

#### **MATHEMATICS – GMA**

GMA 701. REAL VARIABLE ANALYSIS I. The course begins with elementary set theory, relations, functions and cardinality. 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 pointwise 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 include first order differential equations, second order linear equations, higher order linear equations, numerical methods and Laplace transform. (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 672. 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, Neyman-Pearson Lemma, likelihood ratio tests, and unbiased minimum variance estimators are covered. Prerequisite: GMA 671 Mathematical Statistics I or an equivalent course. (3 crs.)

GMA 785. HISTORY OF MATHEMATICS. An historical summary of the development of mathematics, with emphasis on the relation of the development of mathematics to the development of Western culture. The lives and discoveries of many mathematicians are discussed, and methods of incorporating the history of mathematics into school mathematics courses are considered. (2 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.)

### **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 725. STUDIES OF THE AFRO-AMERICAN IN AMERICAN HISTORY.** Selected topics from the origins of the slave trade through Emancipation, "Jim Crow," the urban experience, the Black revolution of the 1960s, and the age of affirmative action. Special emphasis may be devoted to economic, social, or cultural aspects of the Black experience in some specific era. (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 MOTION 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. (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 726. MANAGEMENT OF TECHNOLOGICAL INNOVATION.** An analysis of management's role in the process of technological innovation. Course emphasizes decision making under a high degree of technological uncertainty. (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 711. MARKETING MANAGEMENT.** Description and analysis of the nature, strategies, and techniques in marketing management. Includes buyer behavior and segmentation, product development and policy, product pricing, advertising and sales promotion, sales management, strategic marketing, marketing programming, and marketing and society. (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 non-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 non-business 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.)

#### **MULTIMEDIA TECHNOLOGY -- MMT**

**MMT 701. MULTIMEDIA TECHNOLOGY.** Introduces the student to the components and terminology of multimedia technology as a basis for subsequent courses. Through research and computer activities, the student will experience the role of graphical user interfaces and various computer peripherals used to support multimedia on industry standard platforms. CD-ROMs, 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. (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 project, the student will create and master a CD-ROM based multimedia presentation as the basis of a personal digital portfolio. (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. (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. (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 central to this course. This course and corresponding laboratory activities will assist the student in applying multimedia tools to their field of study. (3 crs.)

#### **POLITICAL SCIENCE -- POS**

**POS 700. PUBLIC POLICY.** A study of the concepts, frameworks, models and policy makers and evaluate the impact of public policies. (3 crs.)

methods of policy making and analysis (American with international comparisons) at the national (and state and local government) level. Graduate students learn to structure policy problems, analyze the assumptions of stake-holders and

**POS 704. AMERICAN POLITICAL IDEAS.** An 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)

#### **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 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 practical experiences in the administration and interpretation of the test and the use of Bender Visual Motor Gestalt tTest., with school-aged children are provided. Extensive supervised practice in administration, scoring, and interpretation utilizes subjects aged 2 to adult. Theory and experience with other infant and child measures of intelligence such as the Cattell, 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. Emphasizes theory. 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 R. Attention is directed to toward the use of these scales to measure intellectual levels, and in identifying cognitive strengths and weaknesses. identify and describe learning/adjustment/developmental problems. Practical experiences are required and the student must demonstrate involving testing with these scales and demonstration of competency in the administration, scoring, and interpretation of each scale. Psychological report writing is also stressed. Prerequisite: PSY 721. (3 crs.)

PSY 724. PRACTICUM IN SCHOOL PSYCHOLOGY. A practicum in psychoeducational assessment in which students work with clients through 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, and 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. 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 may/will be gained by testing clients of various ages in the School Psychology Clinic. Prerequisites: PSY 702, PSY 721, PSY 722, and 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 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 760. EXPERIMENTAL 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. (2 crs.)

PSY 765. 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. (2 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 credits)

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 seeks to establish a basic repertoire of skills necessary for the successful formulation, design, implementation, and evaluation of behavioral change procedures derived from operant conditioning principles applicable in the public school setting. This course provides the student with the knowledge and skills needed to design, implement, and evaluate a behavioral change intervention. Students prepare a formal research proposal describing a behavioral change project, revise the proposal in consultation with the

instructor, and then implement it. At the conclusion of the project, the student submits a formal research report project. (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: EDP 600, RES 800. A written proposal for an original research study. (3 crs.)

**PSY 798. INTERNSHIP SEMINAR.** This course, in conjunction with the internship, is intended to assist the student to understand the role of the school psychologist and to deal with the problems that arise during the internship experience. In addition, the student receives a review of such topics as the history and trends in the growth of school psychology, the preparation and training of the school psychologist; the Right to Education and Due Process Law; the psychological and educational assessment of children; the professional responsibilities, ethics and professional affiliations of school psychologists and the community resources available to children. Field trips and first-hand observations are stressed. (4 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 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

##### READING SUPERVISOR – RSU

**RSP 701. FUNDAMENTALS OF READING INSTRUCTION.** The course is designed to provide students with knowledge, skills, and dispositions that will enable them to teach reading and literacy skills within a constructivist framework. The goal of the course is to prepare students for the role of the reading specialist in the inclusion model. (2 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 701. (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 701 and 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 701, RSP 702, and 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 701 (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 701 and RSP 702. (3 crs.)

**RSP 730. PROBLEMS IN SECONDARY READING.** 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. (2 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 739. FIELD EXPERIENCES IN READING.** The course is designed for students to do an independent study in an area pertinent to each individual's needs and interests. Projects will be completed in an area mutually agreed upon by the student and the professor. (1-3 crs.)

**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 an 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 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 which 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 DISTRICTS 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 on 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 from SWK 701 and focuses on the community/rural community context of practice. Explore 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, organizations 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 or approval by the Program Director. (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. Cultural, rural and regional differences and forms of oppression impacting on social work practice are explored. (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 and generalist practice in rural environment, problem conceptualization, measurement options, research design and beginning level analysis of data. (3 crs.)

**SWK 714. QUANTITATIVE RESEARCH METHODS.** Use of descriptive and inferential statistics in analyzing research data, social work and generalist practice in rural environments, and social research data. Quantitative and qualitative methodologies along with the development of skills for understanding and conducting social work research are major aspects. Prerequisites: SWK 713 or Advance Standing. (3 crs.)

SWK 730. FIRST YEAR PRACTICUM. Two hundred forty hour MSW supervised placement in a supervised social agency setting that provides opportunities for generalist social work practice for working in rural environments including advocacy with and for varying size client systems. Prerequisites: SWK 701, 705. (6 crs.)

SWK 801. ADVANCED GENERALIST PRACTICE. Use of individual, group and organizational skills within the community agency setting. Addresses practice concerns, certification, supervision, and making referrals. Working with individuals and groups to meet community needs. Prerequisites: SWK 702, 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 it relates 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, 707 or Advanced Standing. (3 crs.)

SWK 806. 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, 709, 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 outcomes evaluation. Skills developed for assessing and adding to the knowledge base of social work practice in rural environments. Prerequisites: SWK 714. (3 crs.)

SWK 811. PRACTICE WITH AGING. Integration of knowledge about aging, rural aging, services for the aging and related principles of social work practice in rural environments. 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. Overviews 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

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 bio-psycho-social 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. Special attention will be examined in respect to rural practice. Prerequisites: 2nd year standing or instructor permission. (3 crs.)

SWK 829. ADVANCED FIELD PRACTICUM. Two semester consecutive MSW supervised placement in social agency setting for three days a week (three hundred & sixty hours Cal U semester), providing opportunity for advanced generalist practice with varying size client systems for working in rural environments. Prerequisites: 2nd year standing, concurrent SWK 830 & 832. (4 crs.)

SWK 830. ADVANCED FIELD PRACTICUM. Two semester consecutive MSW supervised placement in social agency setting for three days a week (three hundred & sixty hours Cal U semester), providing opportunity for advanced generalist practice with varying size client systems for working in rural environments. Prerequisites: 2nd year standing, concurrent SWK 829 & 832. (4 crs.)

SWK 832. INTEGRATIVE SEMINAR. Integration of theory and generalist practice in rural environment 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: Program Director permission. (variable credits)

#### TECHNOLOGY EDUCATION – TED

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 765. 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 766. 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.)

**TES 781. IMPROVEMENT OF INSTRUCTION THROUGH TECHNOLOGY EDUCATION SUPERVISION.** The writing and development of new materials to be utilized in the improvement of technology education. The structuring and demonstration of modern teaching techniques for technology education. The potential supervisor will need to take into consideration the many new teaching methods and techniques. Experiences are provided so that those materials can be utilized in actual instructional situations. Prerequisites: TED 700 & TED 710. (2 crs.)

**TES 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 TES 791. (2 crs.)

## General Education Courses (GEE)

**GEE 505: GREAT WORKS IN DRAMA (2 credits)** Study and comparison of a number of plays by authors of various nationalities (for instance Aeschylus, Plautus, Calderon, Racine, Goethe, Ibsen, Chekhov, Shakespeare, Shaw, O'Neill), for the values they represent in themselves and also as a basis for comparisons in aesthetics, philosophy and culture.

**GEE 506: PHILOSOPHY AND PHILOSOPHERS (2 credits)** This course proposes to consider the basic problems of philosophy through the writings of Plato, Aristotle, Kant, Schopenhauer, Bergson, James, Dewey and other thinkers. The guiding aim will be to present diverse views from primary sources. Lecture and discussion will be used.

**GEE 507: COMPARATIVE MUSIC (Variable)** This elective course is open to any student in the Graduate School and focuses on American music. Lectures about the development of music in America from 1620 to the present are reinforced with guided listenings to representative recordings, audio and video tapes, and films.

**GEE 508: SCIENCE AND TECHNOLOGY (2 credits)** In a consideration of the interaction of technology with both the individual and the social institution, current socio-technological problems are used to introduce the major concepts of technology. The concepts include modeling, decision-making, feed-back, stability and dynamics. Particular areas include energy, noise and health delivery with emphasis on the human-technology interaction. The major objective is to improve the technological literacy of the student to give a broad understanding of modern technology (its capabilities, characteristics, and limitations) which is so important as we cope with the problems of the interaction of technology and society.

**GEE 510: HISTORY OF MATHEMATICS (2 credits)** A study of the origin and the development of our number system. The development of the fundamental operations of mathematics is stressed. The importance of mathematics to the various stages of civilization is emphasized.

**GEE 520: LANGUAGE AND SOCIETY (2 credits)** 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.

**GEE 525: COMMUNITY PROBLEMS OF HEALTH AND SAFETY (3 credits)** 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.

**GEE 526: MASS COMMUNICATIONS (2 credits)** The history, development, function and problems of mass media in America, considering various theories of mass communication in the organization of authoritarian, libertarian and communist societies and the theories of social responsibility and their effects in these societies.

**GEE 528: EARLY CHILDHOOD AND THE EXPRESSIVE ARTS (3 credits)** 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 psychrometer domains.

**GEE 529: DEATH, DYING AND IMMORTALITY (2 credits)** The phenomenon of death and dying in the areas of anthropology, psychology, philosophy, education, literature, religion and song.

**GEE 536: ARCHAEOLOGY FIELD SCHOOL (Variable)** Scientific archaeology 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.

**GEE 537: COMPUTER SCIENCE (2 credits)** A general course in computer science for the graduate majoring in any field in education. Topics include the early history and development of computers, simple programming concepts, and the use and application of the computer in industry and education. Major emphasis is on the educational application of the computer in such areas as computer-assisted instruction (CAI), pre-programmed statistical packages, optical-scanning devices for test scoring, simple arithmetic computation, information retrieval, etc. The course combines lecture, demonstration and laboratory experiences in the Computer Center at the university. There are no prerequisites for this course, which is intended primarily for the non-mathematically oriented graduate student but is open to all students.

**GEE 538: CONSERVATION OF BIOLOGICAL RESOURCES (4 credits; 3 hours lecture, 2 hours field experiences/laboratory)** An exposure to the water and soil problems of Western Pennsylvania by going directly to the environment. The inner-relations of plants and animals are studied to develop an awareness of the natural scheme of biological successions. The observations and direct contacts with nature are pursued on weekly field trips.

**GEE 545: ENERGY, POWER AND THE ENVIRONMENT (3 credits)** Surveys energy use and the social and economic guidelines that govern it. The course analyzes both the difficult compromises that people must inevitably face and the technologies that, if properly managed, can help realize material well-being for all human cultures. This course focuses on established patterns of energy use and how these can be altered for greater efficiency, effectiveness and safety. How do man's decisions concerning energy utilization impact upon viable ecosystems throughout the biosphere?

**GEE 565: SURVEY OF THE HUMANITIES AND RELATED ARTS (2 credits)** This course is intended to relate some aspects of the humanities—namely, music, art, and literature—through the perceiving of experiences presented in auditory, visual and verbal forms. Through these art forms, a search is made to better understand man's wonderings, problems, experiences with beauty and a myriad of life's experiences. A review of representative art works is used to evoke experiences and to understand them in a humanistic light.

**GEE 584: BASIC CARE OF PLANTS (3 credits)** General introduction to the care of plants. Students are introduced to the suggestions and techniques that make the growing and caring for plants, indoors and out, less complicated and more enjoyable. No prerequisites.

**GEE 586: STUDY IN HUMAN CREATIVITY (3 credits)** 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 skills. Students may evaluate themselves, others or both. This is a learning laboratory, action oriented course, intended to stimulate real world creative problem-solving techniques.

## PROFESSIONAL EDUCATION COURSES (EDP)

**EDP 600: STATISTICAL METHODS (2 credits)** Intended to increase graduate students' knowledge of statistics and especially prepare them to work on a Master's Thesis or Research Project. Develops an understanding of the application and meaning of descriptive statistics as they apply to educational problems.

**EDP 605: PHILOSOPHY OF EDUCATION (2 credits)** 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.

**EDP 606: GENERAL HISTORY OF EDUCATION (2 credits)** 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.

**EDP 607: ADVANCED EDUCATIONAL PSYCHOLOGY (2 credits)** Current issues and recent evidence in the areas of educational psychology including growth, personality, heredity, and environment, intelligence, learning, transfer of learning, emotion, motivation, and teaching methods.

**EDP 608: COMPARATIVE EDUCATION (3 credits)** 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.

**EDP 610: EDUCATIONAL SOCIOLOGY (2 credits)** 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.

**EDP 611: HISTORY OF AMERICAN EDUCATION (2 credits)** 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.

**EDP 615: TEACHER AWARENESS (3 credits)** 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.

**EDP 616: GUIDANCE AND COUNSELING (3 credits)** This course is intended primarily for teachers, administrators and other non-specialists in counseling in order to help them in their counseling-related work and responsibilities. Course emphases include history, development and place of guidance/counseling programs; counseling theory and application; professional journals and materials; public and parent support and activities; and problem solving in individual and group contexts for educational, vocational and emotional reasons.

**EDP 617: PSYCHOLOGY OF GROWTH AND DEVELOPMENT (2 credits)** 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.

**EDP 619: STUDENT TEACHING SUPERVISION (Variable)** 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.

**EDP 620: CURRICULUM AND METHODS OF TEACHING BIOLOGY IN THE HIGH SCHOOL (2 credits)** 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 a source of material in a teacher's classroom. Two hours of lecture and two hours of laboratory. Prerequisite: Certification to teach biology

**EDP 625: ADVANCED MENTAL HYGIENE (2 credits)** The study of disorders due to psychological causes, whether the symptoms are somatic, psychological or behavioral. Preventive and psychological adjustment of children in a deprived society are analyzed in order to improve their group relationships and development.

**EDP 628: PSYCHOLOGY OF THE DISADVANTAGED CHILD (2 credits)** Analysis of research, direct experimentation, and observation are used as methods for compensating for deficiencies in a child's environment.

**EDP 636: ADVANCED PSYCHOLOGY OF LEARNING (2 credits)** A treatment of selected, well-known theories, related to the learning process, derived from rational and empirical sources, with the object of showing the relationships to teaching and clarifying the developmental processes in conceptual and perceptual areas.

**EDP 638: SELECTION AND USE OF INSTRUCTIONAL MATERIALS IN THE CLASSROOM (2 credits)** Designed for the teacher and for instructional material specialists. Major emphasis is on the improvement of instruction through the informed selection and effective use of instructional material and equipment. Deals with a broad range in the evaluation of materials including motion picture films, filmstrips, slides, transparencies, flat pictures, recordings, audio tapes, feltboard materials and study displays.

**EDP 640: IMPROVEMENT OF INSTRUCTION THROUGH SUPERVISION (2 credits)** A study of the theory, research, practice and evolving concepts that have practical implications for supervision in the school with the purpose of improving student progress.

**EDP 648: PENNSYLVANIA PUBLIC SCHOOL LAW (3 credits)** Court decisions, state and federal, that have brought about changes in the typical role of secondary-school teachers. Major topics include student rights, teachers' rights, tenure problems, legality of negotiations, and related problems.

**EDP 650: PERCEPTION AND MOTOR DEVELOPMENT IN CHILDREN (2 credits)** Provides the teachers with fundamental knowledge, through practical program demonstrations and readings, of the role of the motor cortex in learning.

**EDP 656: COMPUTER ORIENTED RESEARCH (2 credits)** This course is intended to provide students with an opportunity to explore issues in the present and future uses of the computer in education and educational research.

**EDP 663: COMPUTER-ASSISTED INSTRUCTION (3 credits)** 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 using the programming language BASIC. No previous computer related knowledge is assumed.

**EDP 685 SEMINAR IN AUDIO-VISUAL TECHNIQUES (2 credits)** 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 personal experience helpful in developing a repertoire of ideas and behaviors that will be pertinent in supervision and in the classroom.

# UNIVERSITY SERVICES

## Louis L. Manderino Library

At the entrance to the university, the Louis L. Manderino Library is one of the most prominent and most important buildings on campus. With more than a quarter million books in open stacks, subscriptions to 1450 newspapers, magazines, journals, and other serial publications, it is first of all the chief and most accessible source of information on any subject. With a seating capacity of more than 1500, it is also a place to study and to read, whether the reading is required for a course or a term paper, or for browsing or recreational reading. During the fall and spring semesters the library is open 15 hours a day during the week and 9-10 hours a day on weekends. The library is open until midnight the last week of each term. Hours in the summer are dependent upon student enrollment.

### VULCAT

Computerized information retrieval has made library research faster, more thorough, and more efficient at Manderino Library. VULCAT, the on-line public access catalog, enables the student to sit at any of a dozen or more terminals and, by means of an easy series of commands, not only quickly locate any books, audiovisual materials, or government documents in the library's collection, but also print out automatically the titles, call numbers, and circulation status of those materials. VULCAT can also be accessed from various on-campus personal computers and, by means of a telephone modem, by anyone who has a home computer.

### INFOTRAC SEARCHBANK

INFOTRAC SEARCHBANK, is an Internet resource that students can use to access 1000 full-text magazine and journal articles. This resource is also accessible via telephone modem. In addition, the library also has a local area CD-ROM network that provides access to PSYCLIT, CUMULATIVE INDEX TO NURSING AND ALLIED HEALTH LITERATURE, NEWSPAPER ABSTRACTS, MODERN LANGUAGE ASSOCIATION BIBLIOGRAPHY, EDUCATION INDEX, ERIC, APPLIED SCIENCE AND TECHNOLOGY INDEX, BOOKS IN PRINT PLUS, and BUSINESS PERIODICALS INDEX. Other specialized sources on disc include GROLIER MULTIMEDIA ENCYCLOPEDIA, PC GLOBE, and PC USA. Brief tutorial sessions, on-line help, and individual assistance from reference librarians aid the student who may need additional guidance.

The library also offers such services as a large reference collection, Netscape access to the World Wide Web, photocopiers, a pamphlet file, syllabi for courses offered at the university, computer software, a collection of art slides, a curriculum library for teacher education students, and a media services center with equipment and audiovisual materials plus lamination and binding services. In addition, Manderino Library is an official Federal Government Documents Depository and regularly receives, in hard copy, microform, or CD-ROM format, large number of government documents, such as census data, reports, maps, and the CONGRESSIONAL RECORD. The Documents Librarian will assist with the use of these important resources.

The staff of the Louis L. Manderino Library are "user-friendly" and welcome any suggestions not only for materials to add to the collection but for improvement of services as well.

## 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 8:00 A.M. until 4:00 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.

#### User Information Resources

An Introductory Users' Manual for VMS Users is available for a nominal charge at the information desk in the lobby of the Student Union. This manual is a must for all new or infrequent VMS users. It describes some of the basics to effectively utilize the VMS computers on campus. Included in the guide are instructions on how to log on to the systems, how to use the file editor, and how to compile programs.

There is also an Introductory Internet Guide available at the information desk in the Student Union for a nominal charge. This guide contains the basics to assist the user in getting started in accessing the resources available on the Internet.

In addition, there are several handouts on specific topics available in the Instructional Computing Facility to assist in the use of the computer systems.

#### Campus Network

University VMS computers and PC laboratories and many campus buildings are connected together via a high-speed local area network. The fiber optic network is comprised of ATM, FDDI and Ethernet technologies. This state-of-the-art network enables system users to share and more easily access computing resources from buildings on campus and the Southpointe Center. The network also provides the capability for distance learning programs.

#### Computing Services Center Facilities

The VMS computers which service the campus are maintained by the Computing Services Center. The computer system is a VMS-Cluster with a total of 1,172 Megabyte of Memory and approximately 43 Gigabytes of disk storage. Tape processing for system backups and restores is managed using a tape cartridge system. A magnetic tape drive is also available. Printing is accomplished with high speed line printers and laser printers with PostScript capability.

## 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 classroom. 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.

## Instructional Applications

The university maintains many applications packages in support of instructional computing which are served to the university community from a central location. These applications include statistical packages, word processing systems, spreadsheet and database applications, and computer aided design and drafting. In addition, the university provides World Wide Web browsers for both graphical and text-based Web access.

## Other Campus Facilities

Additional campus microcomputer laboratories are located in and operated by various departments on campus including: Industry and Technology, Business and Economics, and Mathematics and Computer Science. The Office of Lifelong Learning developed a microcomputer laboratory. The Southpointe Center provides a laboratory for instructional use. Contact individual departments for specific information about laboratory facilities available for student use.

### 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 Dixon Hall, 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.

The Math Lab is located in 115 Noss Hall, the telephone number is 938-5893.

## 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 9:00 a.m. to 4:00 p.m., Monday through Friday.

## Writing Center

The Writing Center 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.

Located on the first floor of Dixon Hall adjacent to the English Department Computer Lab, the Center is open during the regular academic year from 9:00 a.m. to 9:00 p.m., Monday through Thursday, 9:00 a.m. to noon on Friday, and 4:00 p.m. to 9:00 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: <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.

# UNIVERSITY SERVICES CARE Project

## Services for Students with Learning Disabilities

The CARE Project is the designated provider of services to students with learning disabilities who are enrolled in California University of Pennsylvania. The university is committed to providing services for this population which will increase the prospects for success. Students with learning disabilities have two different levels of service available to them.

### Specialized Support Service Program (SSSP)

The Specialized Support Service Program (SSSP) serves a maximum of 40 participants each semester on a fee-for-service basis. A commitment by the student to the required responsibilities and procedures of the SSSP is carried out through a contractual agreement with the participants, parents and CARE staff. All SSSP students must participate in Structured Academic Management Seminars. First semester students attend seminars for a minimum of eight hours per week. Subsequent levels of participation are based on the student's academic performance. The SSSP provides:

- \* mandatory, supervised study/seminar sessions;
- \* daily monitoring of academic performance;
- \* training in recording assignments and grades;
- \* assistance in task management for immediate and

long-term course assignments;

\* individual and small group training in implementation of appropriate study skills;

\* guidance and training as needed for skills related to independence and self-advocacy

(legal and academic responsibilities, accountability, organization);

\* word processing equipment and appropriate software;

\* progress reports to parents; and

\* referral to/liaison with other campus support facilities and departments.

Non-fee accommodations are provided upon request from the student and when supported by the documentation on file with the CARE Project office.

### Modified Basic Support Program (MBSP)

The MBSP insures the availability of basic services for all students with learning disabilities enrolled in the university. Non-fee accommodations are provided upon request from the student and when supported by the documentation on file with the CARE Project office.

MBSP participants generally function independently within the university system. The CARE Project staff is available to assist these students in the development of self-advocacy skills as required by the learning disability, e.g., providing assistance with accommodation requests and university procedures and providing information regarding available tutorial centers. Participants may meet with a member of the CARE Project staff in a conference setting if requested.

## Additional Information

1. It is the responsibility of the student to self-identify to the CARE Project office regarding the disability.
2. It is the responsibility of the student to provide appropriate documentation to the CARE Project office.
3. Students follow the same California University admission procedures and standards required by the Admissions office. Question regarding California University's admission procedures should be directed to that office at 724-938-4404.
4. Determination of eligibility of services from the CARE Project is a **separate procedure**. Questions regarding CARE Project application, required documentation and subsequent follow-up communications should be directed to the CARE office at Keystone Education Building - Room 110, phone 724-938-5781.

Applicants may also write to:

CARE Project  
California University of Pennsylvania  
250 University Avenue - Box 66  
California, Pennsylvania 15419-1394

5. Applicants are encouraged to begin correspondence with the CARE Project **as soon as possible**. To facilitate the provision of services, applicants may begin procedures with the CARE Project office at the same time as they begin the admissions procedures with the Admissions office.



## Career Services

The primary purpose of Career Services 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 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;
- register for undergraduate one-credit JOB READINESS course;
- register for graduate one-credit CAREER TRANSITION SEMINAR course
- make an appointment for a “mock” interview;
- access “Career Connections” Job Hot Line for full-time, part-time, co-op, internships, and seasonal jobs;
- enroll in disc management;
- 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.

## 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 majors or career plans. Cooperative Education positions are pre-professional, monitored by faculty members, and coordinated by the university. Students may be employed part or full-time, and may choose to work during the fall, spring and/or summer semester. Undergraduates, as well as graduate students, in all academic majors are encouraged to participate provided they meet the eligibility requirements. It is expected that the student’s cooperative education experience(s) will span two semesters or summers while enrolled at California.

### CO-OP Requirements

- An undergraduate student must first complete 30 credits (Associate’s 15; Master’s 6).
- Student must have at least a 2.0 overall quality grade point average (3.0 for Master’s).
- Students must register for 1 credit Job Readiness Course.

Cooperative Education positions are advertised on the Job Hotline. 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, 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, and the Office of Public Safety.

## 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 two 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.

### 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

# University Advancement

The Office of University Advancement develops programs and undertakes activities that promote understanding of, and support for the university's goals. It provides information and services for students, parents of students, alumni, faculty, the business community, regional citizens, the media and donors to the university and the Foundation for California University of Pennsylvania. University Advancement is responsible for alumni relations, public relations, development and public service.

## Alumni Relations

The Office of Alumni Relations, located in Old Main under the twin towers, is the liaison between the university and its 37,000 living alumni, who receive copies of *The Cal U Review* (alumni magazine), *The University Viewbook* (the university's annual report), and notices about various special events. The office arranges 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, located on the first floor of Dixon Hall, 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 media contact.

## Foundation for California University of Pennsylvania

The Foundation for California University of Pennsylvania, located on the third floor of South Hall, raises funds from foundations, businesses, alumni, staff, faculty and friends to benefit the university. It undertakes annual fund campaigns, deferred or planned giving programs and capital campaigns. It also administers a fund which loans money to students for travel in the event of family emergency.

## Mon Valley Renaissance

Mon Valley Renaissance, located on the first floor of South Hall and various other sites, is the university's unique public service agency which helps foster regional economic development. It helps individuals and businesses through counseling, training, business consulting services and government contracting/export assistance.

## Alumni Association

The California University Alumni Association serves California University and its alumni by fostering beneficial relationships among alumni, students and the university. By awarding scholarships, it also encourages outstanding academic and extracurricular achievement by undergraduate and graduate students.

The university's alumni have been organized since 1939. Today, nearly 37,000 graduates and numerous former students are members of the Association. A board comprised of three classes of alumni directors is elected for three-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 Vulcan Adventure* 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.

A directory of Student Development and Services staff may be found at the end of said department's listings in this catalog.

Student Development and Services provides services to students in the following areas:

Activities	Adult Learners
Athletics	Bookstore
Campus Ministry	Co-curricular courses
Commuter Center	Counseling Center
Dining Service	Disabled Student Services
Drug/Alcohol Program (CHOICES)	Greek Life
Health Center	Herron Rec and Fitness Center
Housing	International Students
Judicial Affairs	Leadership Development
Media/Publications	Minority Affairs
Residence Hall Programming	Student Association, Inc.
Student Government	Study Around The World
Summer Camps/Conferencing	Women's Center
Veterans Affairs	Wellness/Awareness

## 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 director is a university employee, who directs the affairs of SAI, and serves as the liaison between SAI and the university.

Programs provided by the Student Association, Inc., are determined by the 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 104-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.

## Co-curricular Courses

Student Development and Services and the Student Association, Inc. are responsible for the administration of a number of co-curricular (CCU) courses. Check the course descriptions in this catalog for more information.

## 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. Student congress may be taken as a co-curricular (CCU) course.

## Student Activities Board (SAB)

Many diverse forms of cultural and contemporary entertainment are offered to our students primarily through the Student Activities Board (SAB.) This organization is composed entirely of full-time students who meet weekly to view and discuss the possibilities of hosting different entertainment acts on this campus. The type of acts that SAB sponsors or co-sponsors with other university organizations include: the weekly movies shown in the Vulcan Theatre, the series of events surrounding our Homecoming Theme, the spring "Jazz Experience" celebration, The Reed Arts Center Gallery Exhibits and many others. In addition, SAB sponsors and co-sponsors several off-campus trips to several Pittsburgh sporting events, performances at the Pittsburgh Public theatre and opportunities to see national and local recording artists in concert venues in the Pittsburgh area.

To find out more about SAB, the types of entertainment they provide, and how you can become a member call 938-4303 or stop by their office located on the third floor of the Natali Student Center.

## Housing

The university provides residence hall accommodations for approximately 1300 students in six separate facilities.

Women reside in Clyde Hall and Stanley Hall; men reside in Longanecker Hall and McCloskey Hall. Men and women are accommodated on separate floors of Binns Hall and Johnson Hall. Johnson has been designated the "Cal Hall" honors hall.

### Application for Housing

First-time freshman students are required by the university to live in the residence halls for the first two semesters of their college career with the following general exceptions:

1. students commuting from the residence of their parents or legal guardians,
2. married students,
3. students who are 21 years of age or older by the date of registration.

Freshmen and transfers who indicate the need for on-campus housing receive application forms with their acceptance letter. On-campus housing is at a premium and there are a limited number of spaces available. Freshmen are given priority as long as available space exists. Students are encouraged to apply no later than May 1.

Upper-class students interested in on-campus housing should contact the housing office in Johnson Residence Hall.

Mailing address is:

Residential Facilities Office  
Johnson Residence Hall - Box 39  
250 University Avenue  
California University of Pennsylvania  
California, PA 15419-1394

Upper-class students are given specific instructions for securing a space in the residence halls for the fall semester. The instructions and the contract are distributed in the halls during the spring semester. An upper-class housing fair is conducted in April. The university retains the right to assign all students to certain residence halls, floors and roommates in the best interests of the university.

Housing contracts are for one academic year, September through May. The housing contract commits the student to university housing for both the Fall and Spring semesters. Contracting for a room for an academic year or Spring semester does not guarantee that housing will be provided in subsequent years.

### Room Deposit

An advance room deposit of \$100\* is required with the housing contract in order to reserve a room for the following academic year. The deposit is held in the student's account and applied toward the spring semester. First-year students who wish to reside in a residence hall will receive a housing contract with their admissions packet. The contract and card must be signed and returned to the Bursar's Office, 250 University Avenue, California University of Pennsylvania, with the \$100 deposit.

Upper-class students will receive specific instructions on obtaining a housing contract are available from the Director of Housing, Residential Facilities Office, Johnson Residence Hall. Schedules and deadlines for housing contracts are posted for each academic year. Withdrawal from the contract will result in partial or total forfeiture of the deposit. In addition, the student may be held liable for that semester's room and board charges.

\*Student who experience difficulty paying this advance deposit should contact the Housing office.

### Damage Charges

Students are held responsible for the cost of damage, breakage, or loss and/or the return of university property.

### Residence Life

Each university residence hall is supervised by a staff which is headed by a residence hall director who lives in the residence hall. Residence hall directors are readily available to students who may request direction or assistance. The director, with the assistance of graduate assistants and undergraduate resident assistants, has charge of the residence facility, including programming activities. A detailed description of the university's residence life program, residence facilities, and residence hall rules and regulations is included in the Residence Life Handbook.

## Specialty Housing

Residence Life offers students the option to live in a wellness community made up of students who philosophically share a concern for personal health issues. Although possession or consumption of alcohol and drugs on state property is not permitted, students who abstain from the use of tobacco, alcohol or other chemical substances may request a space in one of these areas. Please check the front of the housing card to make this request and return all information as early as possible to ensure the best chance of your request being honored.

An academic leadership area is also available in Johnson Residence Hall. This area is offered to students who have completed 24 semester hours at California University, have maintained a minimum grade point average of 3.0 or better and demonstrate leadership potential. Selection for residency in this area is competitive and depends on the number of students who qualify. In addition to the grade point average requirement, other eligibility criteria will be used including a possible interview. All rooms are wired with fiber optic computer hookup and each floor in Johnson Hall has a computer lab.

Residence Life also offers students the opportunity to live in other designated specialty housing. Those requesting an assignment to a specialty housing area would reside in a community of students who share a common interest in a variety of student organizations such as Greek letter affiliations, athletics, band, choir or clubs and organizations. Any group of students interested in living together can follow a simple procedure to secure a location in the residence halls. Please indicate your desire to live in a special housing area on the front of the housing card under the special interest section. All contracts received by the April deadline will be reviewed and those groups and organizations that have shown a desire to live together will be contacted for further details concerning their specific housing needs.

## Fiber Optics

Residence Life is in the process of having each residence room wired for direct access to the university mainframe system via fiber optic connections. This will allow residence hall students to access e-mail, library information and the internet from their rooms. There are hardware requirements and special instructions for requesting an interface card to be installed in computers to gain access to the system. Residents of buildings not yet wired with fiber optic connections may still access the system via modem. Contact the Residence Life office in Johnson Hall for further details.

## Evening Tutoring Program

In cooperation with the Academic Services department, an evening tutoring program is available in three of the residence halls. This program is available to all students. A detailed schedule of evening tutor sites and hours is posted throughout the campus each semester.

## Residence Life Support Services Program

The initial objective of the Residence Life Support Services Program is to assist new students with the transition from home to college. The voluntary "Buddy Program" matches a new student with a well-adjusted upper-class resident student in the same residence hall in order to assist in the transition. The upper-class mentor is available to guide, direct, encourage and support the new student throughout the first year. The Residence Life Support Services Center in Stanley Hall is available to assist students in finding university support programs suited for the individual's needs.

## Off-campus Housing

The primary consideration of off-campus housing is to help the student secure safe, appropriate housing and to educate the student about this endeavor.

The principle goals of the off-campus housing office are:

- to provide a "base of operation" for securing off-campus housing.
- to assist in securing off-campus housing and to promote responsible landlord/tenant/community relations.
- to promote the safety and welfare of all students residing in off-campus housing.
- to ensure that students have useful resource materials at their disposal.
- to provide effective communication between the university, area officials and the community about off-campus housing issues.
- to expand programs to include campus/community/civic service and volunteerism within the off-campus student community.
- to ensure that the rights of individuals with disabilities are upheld in relation to off-campus living and accommodations.

Our on-going objective is to educate and promote the safety and welfare of all students residing in off-campus housing facilities.

## 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.

## CalCard - The 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, preprogrammed with basic services, and then enhanced based on your needs. To begin using the deposit accounts, simply make an initial deposit at the Bursar's Office.

### CalCard Services

**Manderino Library** - The CalCard is the key to checking out materials at Manderino Library. This basic service is included on every CalCard.

**Tickets\*** - Cal U students receive free admission to all home intercollegiate sporting events. Faculty, staff and Southpointe students who purchase season tickets will use their CalCard to gain admission to these events.

**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, will 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 will provide free admission to the Vulcan Theater, Comedy Roundup, Underground Cafe, as well as dozens of other events each semester.

**AAA** - Part of the basic service of each student CalCard is the AAA - roadside assistance program. Under this program, Cal U students can receive free limited roadside assistance from AAA. To use this feature, simply call the toll free number on the back of your CalCard.

\*Students matriculated at Cal U Southpointe Center must purchase membership or tickets for recreational and entertainment events on campus.

### CalCard Accounts

CalCard works like a credit card in that 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, or using the meal equivalency at the Patio Grille, 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 or \$200 depending on the meal plan purchased.

**Dine** - Opening a declining balance **Dine** account is as simple as making a deposit or transferring funds from your master **Shop** account. This expands eating options to include the Bag It convenience store. Your **Dine** account can be used to pay for food at Gallagher Dining Hall, Patio Grille, the Gold Rush Room, and the Washington Food Court.

**Shop** - A CalCard **Shop** account is your master debit account and it allows for the purchase of items and services. This debit account is opened by making an initial deposit. Use your **Shop** account to purchase textbooks and other merchandise in the Cal U Bookstore, food from any campus location including Gallagher Dining Hall, and snacks from vending machines. You can also use your CalCard to operate laundry and copy machines, pay parking tickets, purchase postage stamps and pay overdue book fines and lab fees.

**Vend** - Once you have deposited money in your **Shop** account, you can begin to make purchases from various machines located on campus. These machines include most food vending and beverage machines, Manderino Library copy machines and circulation printers, and all laundry machines.

## 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. The dining halls provide an important environment for student interaction and socialization.

Do you want an all-you-can-eat, one-price-at-the-door option? Gallagher Dining Hall 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 convenience store provides those items, and much more. Interested in a formal lunch with faculty and staff? Try the dining room buffet in the Gold Rush Room, Natali Student Center. Need advice on special dietary concerns? The management team at Gallagher Dining Hall provides dietary services 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: 10 meal plan with \$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 D: 5 meal plan with \$200 Dine dollars.

Plan E: Dine dollars-only plan, with initial minimum balance of \$50 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) 938-4303, ext. 202.

## Commuter Center and Services

Commuter students comprise nearly two-thirds of the total student population. The commuter center has been established as a "home base" for these students. Located on the second level of the Natali Student Center, a number of services and opportunities can be found and are made available with the assistance of the staff assigned to this area.

In addition to the professional support staff, the center is staffed by members of the Commuter Council. Students will find a comfortable place to relax away from the classroom. The center provides a lounge, general university information, travel information, a food preparation area including a microwave oven and refrigerator, television and lockers. A telephone is available for essential calls.

The Commuter Council also provides leadership, socialization and support for commuter students. All members of the university community are encouraged to take part in activities associated with the center.

## Student Service Access Center

Located on the first level of the Natali Student Center, the access center houses a Macintosh Computer Lab, the Community Service Information Outlet, and Study Around the World program resources.

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.

Students can obtain information regarding opportunities in community service by volunteering through the Community Service Information Outlet. Information regarding a number of organizations which enlist volunteers in a wide variety of activities is provided through the Guidebook to Community Service Opportunity.

## Re-Entry Students

The university has a long-standing tradition of serving our region by providing educational opportunities to re-entry students. Re-entry students are generally identified as individuals who 1) seek a degree following a hiatus from schooling; 2) seek a second degree; 3) seek career skills enhancement; or 4) take non-degree, or continuing education courses.

California University continually strives to plan and deliver programs to enhance re-entry student services.

Contact the Commuter Center Office, located on the second floor of the Natali Student Center, for further details or assistance. 938-4439 Ext. 243.

## 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 8:00 a.m. to 4:00 p.m.

## Veterans Affairs

The Office of Veterans Affairs, (ext. 4076/4077), is open from 8 a.m. to 4 p.m., Monday through Friday. Evening hours may be arranged by appointment.

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 Veteran's Scholarship Fund. Two \$1,000 scholarships are currently awarded.

## 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 or 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 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.



## Cal U Student Bookstore

The Cal U Student Bookstore, located on the second 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 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.

## CUTV (California University Television)

CUTV, California University Television, is the university's cable TV station. It is owned and operated by the Student Association, Inc. CUTV is received by over 50,000 homes, 24 hours a day, via the Helicon and Armstrong cable systems.

The mission of CUTV is to produce and provide programming of regional community interest while also providing valuable hands-on educational experience for interested students. At CUTV, students may learn a variety of technical jobs such as camera work, editing, direction and other production roles, and on-air talent positions.

The station has broadcast several regional distance learning courses, allowing viewers to earn college credit from the comfort of their homes. CUTV covers collegiate and high school sports and local government meetings and also produces a weekly news show, a news magazine for Fayette County, a skit-oriented horror movie show and a new movie preview/review program.

Become part of the award-winning team by dropping in at the CUTV studios located in the Natali Student Center or by calling the director of media services at 938-4303 (room 343).

CUTV may be taken as a CCU course.

## WVCS (California Radio Station)

WVCS is a 3,300-watt radio station located in the Natali Student Center. It is owned and operated by the Student

Association, Inc.

Students become familiar with on-air skills and they also learn how to operate the radio station equipment.

WVCS may qualify for CCU course credit.

## The California Times (California Student Newspaper)

*The California Times* introduces students to the basic newspaper publication process. The newspaper is published on a weekly basis during the fall and spring semester, and four times during the summer. Students learn production skills using the computers available for production and students also learn writing and editing skills.

*The California Times* may qualify for CCU course credit.

## Intercollegiate Athletics

The university sponsors a comprehensive athletic program for both men and women. The athletic program is regulated by the policies of the athletic council and administered by the director of athletics. It is governed by the Office of Student Development and Services with the vice president as the senior administrative officer.

Thirteen varsity sports are available to students who desire to participate in intercollegiate athletics and who meet the academic standards of the university, the PSAC and the NCAA. Freshman students must apply to the NCAA Clearinghouse to be eligible to compete in intercollegiate athletics during their freshman year. Specific requirements may be obtained from the high school counselor, the university athletic director or the Dean for Enrollment Management and Academic Services.

Academic progress for athletes is monitored and a professional staff of athletic trainers is always available. Many assistant coaches and graduate assistants help to coordinate the varsity sports program.

Thirteen varsity sports are available to students: for men, baseball, basketball, football, soccer; for women, basketball, softball, tennis, soccer and volleyball. Cross-country and track and field are available for both men and women.

## 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 they plan 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.

## STUDENT DEVELOPMENT AND SERVICES 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 for four hours a day, Monday through Friday, during specified hours.

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. For the most part, the University Health Center is an out–patient facility. However, from time to time, emergencies may be accommodated overnight. In some cases, short–time confinement of students coming from homes located a great distance from the university is also approved. One of the university physicians will determine when a student should return home for treatment and recovery. 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, hospital bills or prescription costs accrued by the students for treatment beyond capabilities of the University Health Center. In cases of emergency, Brownsville General Hospital will usually be used for primary care. The final decision in hospital selection is the student’s.

### Medical Absences

Students who are unable to attend classes because of illness should contact their professors, explain their absences, and arrange completion of any work that may have been missed. The Health Center does not issue medical excuses, but will send written notification to professors only in the following circumstances, provided that the student initiate 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

In addition, interest, intelligence, aptitude and personality

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.

## Counseling and Psychological Services

The Counseling Center staff provides personal, social, psychological and career choice 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, social worker or psychologist at the Counseling Center.

Students can call the Center at 938–4191, or contact the receptionist in the Center’s office in the Downey–Garofalo Health Center 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. Most appointments are of an individual nature, but special interest groups can be organized. The special interest groups may meet on a weekly basis dealing with stress, test anxiety, self–disclosure, interpersonal relationships, parents, occupational choice, depression, sex or other topics of interest to all members in the group.

tests and questionnaires may be used to gather more information. Through counseling a student will learn how to interpret this information and make better choices in university life.

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 for financial aid, student work-study programs, tutoring, academic advising, and other matters. Further, there is a close liaison with the Student Development Office, residence hall directors, the Health Center, the Speech and Hearing Clinic, the Rehabilitation Office, the Veterans Affairs Office, the Women's Center, the Campus Ministry, and other divisions of the university.

A formal agreement between Southwestern Pennsylvania Human Services, Inc. (SPHS) and California University of Pennsylvania provides diversified counseling services beyond the scope of the Counseling Center.

Under this agreement SPHS and its affiliated corporations provide certain rehabilitative and therapeutic treatment services to students and employees of California University upon referral to the agencies by the university, its agents and associates or the students or employees themselves. These services include drug and alcohol assessment and treatment, mental health services, and primary health care services. Also, other health and social services which are requested by the university and are within the scope of SPHS and its affiliates may be provided. For further information on the drug and alcohol program on campus, see the section on CHOICES.

Please call 938-4191 or drop in at the Health Center. Office hours: 8:00 a.m. to 4:00 p.m. daily, Monday through Friday. Weekend and evening sessions are by appointment.

## **CHOICES**

CHOICES is the drug and alcohol education and prevention program located in Downey-Garofalo Health Center. It is one approach by California University of Pennsylvania to provide a drug free community. CHOICES provides programs for the university and surrounding communities aimed at increasing awareness of alcohol and drug related issues. These programs include consultation, counseling, education, self-development, substance-free activities, and support groups for co-dependency and Adult Children of Alcoholics.

CHOICES is made up of three primary components: the Consortium, BACCHUS, and the Assessment and Intervention Program. Each of these is an integral member of the program's development and expansion within the campus community.

The Consortium is a combined effort by California and eight neighboring universities to provide a forum for discussion of relevant and current issues in drug and alcohol prevention and education as well as the 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.

BACCHUS (Boost Alcohol Consciousness Concerning the Health of University Students) is a student organization developed under the guidance of advisors from the office. BACCHUS strives to help individuals explore their attitudes and behavior regarding alcohol and drug use. BACCHUS is an educational component focusing on self-responsibility and conscientious decision making.

Assessment and Intervention is designed to assist those whose behavior may be harmful to themselves or others because of alcohol or drug abuse. 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 others.

## STUDENT DEVELOPMENT AND SERVICES **Services For Students With Disabilities**

Students with disabilities are provided an equal opportunity to participate in student services and activities conducted by the university. No qualified student is, on the basis of disability, excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any academic, research, occupational training, housing, health, insurance, counseling, financial aid, physical education, athletics, recreation, transportation, other extracurricular, or other post-secondary program or activity offered or sponsored by this university. Students with disabilities must provide official documentation of disabilities.

University programs and facilities are accessible to students with disabilities, and special needs of students are recognized. The Office of Services for Students with Disabilities, Room 114, Clyde Hall, provides individualized assistance to those in need. Information on disabled students services may be obtained through the coordinator of Services for Students with Disabilities.

Students in need of attendant services should contact the coordinator at the earliest practicable date.

### **Office for Students with Disabilities' Assistive Technology Laboratory**

The Office for Students with Disabilities' Assistive Technology Laboratory provides students with severe disabilities experiential contact with state-of-the-art technology to augment their abilities to identify resources and to bridge the gap between their educational tenure and their preparation for gainful employment. The goals of the Assistive Technology Lab are to provide:

- a comprehensive resource base, and
- accessibility and support services.

The Lab is multi-purpose, and the equipment is designed to provide structured learning opportunities for students with severe disabilities. It helps students establish their learning and information gathering goals for assistive technology, and focuses on (1) what needs to be accomplished, and (2) what needs to be learned. It helps students with severe disabilities to define their needs.

The Lab provides assessment, evaluation and individual initiatives for assistive technology. It provides students with severe disabilities the opportunity to learn about and use various assistive technology devices and equipment. In addition, students have an opportunity to use these specialized devices on a temporary loan basis.

The Assistive Technology Laboratory hours are 9 a.m. to 4 p.m., although additional hours may be negotiated. For more information, contact the Office for Students with Disabilities at (724) 938-4012, or stop in 114 Clyde Hall.

### **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 in the Office of Services for Students with Disabilities and the Office of Public Safety.

## **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.

## **Student Judicial System**

The Dean of Student Development is responsible for administration of the judicial system and the conduct regulations. His 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 Vulcan Adventure student handbook and the Rules of Conduct and Judicial Procedures handbook.

# FACULTY

(Date of first appointment to California University of Pennsylvania.)

Holiday Eve Adair. (1997) Associate Professor, Psychology. B.A., University of Akron; M.A., University of Akron; Ph.D., University of Akron

Randalle Adkins. (1998) Assistant Professor, Political Science. B.A., Marshall University; M.A., Miami University; Ph.D., Miami University

Dencil K. Backus. (1983) Assistant Professor, Communication Studies. A.B., Glenville State College; M.A., West Virginia University

Rollin M. Barber. (1976) Professor, Social Science. B.S., Ohio State University; M.S., Ohio State University; Ph.D., Ohio State University

Bruce D. Barnhart. (1984) Professor, Health and Sport Science. B.S., California University of Pennsylvania; M.Ed., California University of Pennsylvania; ATC, Ed.D., West Virginia University

John F. Bauman. (1969) Professor, History. B.A., Ursinus College; M.A., Temple University; Ph.D., Rutgers University

Robert A. Bauman. (1968) Professor, Special Education. B.S., Geneseo College; M.S., Indiana University; Ed.D., Indiana University

Peter J. Belch. (1968) Professor and Coordinator of 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 and Chair, Health and Sport Science. B.S., West Virginia University; M.S., West Virginia University; A.T.C.; 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 and Assistant 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. Bloesel. (1976) Associate Professor, Business and Economics. B.S., Pennsylvania State University; M.B.A., University of Pittsburgh; C.P.A.

David F. Boehm. (1989) Associate Professor and Chair, Biological and Environmental Sciences. B.S., West Liberty State College; M.S., West Virginia University; Ph.D., West Virginia University

Barbara H. Bontanti. (1994) Associate Professor, 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

Burrell A. Brown. (1989) Associate Professor and Chair, Business and Economics. B.S., California University of Pennsylvania; MBA., University of Pittsburgh; J.D., University of Pittsburgh

Ed Brown. (1967) Associate Professor, 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 Brusoski. (1997) Associate Professor, Counselor Education and Services. B.A., Duquense 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. B.S., California University of Pennsylvania; M.F.A., Southern Illinois University

David N. Campbell. (1988) Professor and Chair, Educational Studies. B. Ed., Southeastern Louisiana University; M.S., University of Illinois; Ph.D., University of Illinois

Dorothy M. Campbell. (1973) Professor, Elementary Education. B.S., Indiana University of Pennsylvania; M.S., Bucknell University; Ph.D., University of Pittsburgh

James O. Carter. (1990) Assistant Professor, Communication Studies. B.A., Marshall University; M.A., Ohio University

Richard Cavasina. (1992) Associate Professor, Psychology, B.S., Duquesne University; M.S., Duquesne University; Ph.D., West Virginia University

Ronald A. Christ. (1970) Professor, Elementary Education. B.S., University of Pittsburgh; M.Ed., University of Pittsburgh; Ed.D., Pennsylvania State University

Edward J. Chute. (1990) Director of Honors Program, Professor, English. B.A., St. Vincent College; M.A., University of Minnesota; Ph.D., University of Minnesota.

Pamela B. Cignetti (1990) Professor, Elementary Education; Director, Reading Clinic. B.S., California University of Pennsylvania; M.Ed., California University of Pennsylvania; Ed.D, University of Pittsburgh

Debra M. Clingerman. (1984) Associate Professor, Business and Economics. B.A., California University of Pennsylvania; M.B.A., West Virginia University

Ismail Cole. (1984) 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) Assistant Professor, Health and Sport Science. B.S., West Virginia University; M.A., University of North Carolina at Chapel Hill; A.T.C.

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 Education. B.S., California University of Pennsylvania; M.Ed., California University of Pennsylvania; Ph.D., University of Pittsburgh

Bernard J. DeFilippo. (1990) Associate Professor, English. B.S., California University of Pennsylvania; M.A., California University of Pennsylvania; D.A., Carnegie Mellon University

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 and Assistant Chair, Elementary Education. B.S., California University of Pennsylvania; M.S., 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., State University of New York at Albany; Ph.D., State University of New York at Albany

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

R. Michael Feldman. (1969) Professor, Communication Disorders. B.A., University of Pittsburgh; M.A., University of Iowa; Ph.D., Northwestern University; CCC Audiology

Audrey-Beth Fitch. (1995) Assistant Professor, History. B.A., University of Calgary; M.A., University of Toronto; Ph.D., University of Glasgow

Sylvia L. Foil. (1990) Associate Professor and Director of Television Studio, Communication Studies. B.S.S., Northwestern University; M.A., Northwestern University; Ph.D., Northwestern University

J. K. Folmar. (1969) Professor, History. B.A., Samford University; M.A., Birmingham-Southern College; Ph.D., University of Alabama (Tuscaloosa)

Nicholas S. Ford. (1992) Associate Professor, Mathematics and Computer Science. B.S., Michigan State University; M.S., West Virginia University; Ph.D., Michigan State University

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

nia; M.S., West Virginia University; CCC Speech Pathology

William M. Giuliano. (1998) Assistant Professor, Biological and Environmental Sciences. B.S., University of New Hampshire; M.S., Eastern Kentucky University; Ph.D., Texas Tech University

Jack D. Goodstein. (1967) Professor, English. B.A., Queens College; M.A., New York University; Ph.D., New York University

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; Director, Women's Studies. 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, Social Work. B.A., St. Andrews College; M.S.W., University of North Carolina; Ph.D., University of Toronto

Joseph C. Heim. (1990) Associate Professor, Social 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 and Chair, Theatre. B.B.A., University of Toledo; M.A., Bowling Green State University, Ph.D., Bowling Green State University

William Hendricks. (1990) Professor and Director of Composition Program, English. B.A., Case Western Reserve University; M.A., University of Pittsburgh; Ph.D., University of Pittsburgh

Nancy Hepting. (1997) Associate Professor, Communication Disorders. B.S., Clarion University; 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

Karla A. Hoffman. (1990) Professor, Mathematics and Computer Science. B.S., Towson State University; M.Ed., University of Massachusetts; CAGS University of Massachusetts

Larry D. Horath. (1990) Associate Professor, Applied Engineering and Technology. B.S., Eastern Illinois University; M.S., Eastern Illinois University; Ph.D., Texas A&M University

René L. Horath. (1989) Professor, Applied Engineering and Technology. B.S., Peru State College; M.S., Texas A&M 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

Madelon Jacoba. (1988) Professor, English. B.A., Albion College; M.A., Purdue University; Ph.D., Purdue University

Kirk R. John. (1990) Associate Professor, Psychology. 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.

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 and Sport Science. B.S., University of Connecticut; M.S., University of Southern Maine; P.T.; A.T.C.; Ed.D., West Virginia University

Gary W. Kennedy. (1962) Professor, Elementary Education. B.S., California University of Pennsylvania; M.A., West Virginia University; Ph.D., University of Pittsburgh

William G. Kimmel. (1976) Professor, Biological and Environmental Sciences. B.A., Wilkes College; M.S., Pennsylvania State University; Ph.D., Pennsylvania State University

Stanley A. Komacek. (1987) Professor, 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.

Robert A. Korcheck. (1967) Professor, English. B.A., St. Bonaventure University; M.A., West Virginia University; Ph.D., West Virginia University

Paul L. Lancaster. (1969) Associate Professor and Chair, Special Education. B.S., California University of Pennsylvania; M.S., California University of Pennsylvania

Frederick S. Lapisardi. (1968) Professor, English. A.B., Niagara University; M.A., Niagara University; Ph.D., New York University

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. (1970) Professor, Mathematics and Computer Science. B.S., California University of Pennsylvania; M.Ed., California University of Pennsylvania; Ed.D., West Virginia University

Sam P. Lonich. (1989) Assistant Professor, Psychology. B.S., California University of Pennsylvania; M.S., California University of Pennsylvania; Pennsylvania Certified School Psychologist, Licensed Psychologist

John H. Lucy. (1972) Professor, Applied Engineering and Technology. B.S., California University of Pennsylvania; M.A., West Virginia University; Ph.D., The Ohio State University

Andrew J. Machusko. (1970) Professor and Chair, Mathematics and Computer Science. B.S., California University of Pennsylvania; M.A., University of Georgia; Ph.D., University of Georgia

Virginia Majewski. (1991) Assistant Professor and Chair, Social Work and Gerontology. Ph.D., University of Pittsburgh

F. Mel Madden. (1976) Professor, Social Work and Gerontology. S.T.B., St. Anthony-on-the-Hudson (with Catholic University); M.A., Montclair State College; Ed.D., University of North Dakota

Sean C. Madden. (1989) Professor and Chair, History. B.A., Xavier University; M.A., University of Notre Dame; D.A., Carnegie Mellon University

J. Gregory Martin. (1969) Professor, Elementary Education. B.A., Miami University; M.A.T., Cornell University; Ph.D., Cornell University

Elizabeth Mason. (1987) Professor and Chair, Psychology; Supervisor, 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

Anthony P. McGrew. (1968) Associate Professor, Earth Sciences. B.S., Brigham Young University; M.A., Brigham Young University

Phyllis S. McIlwain. (1969) Professor, Elementary Education. B.S., Slippery Rock University of Pennsylvania; M.Ed., Indiana University of Pennsylvania; Ph.D., University of Pittsburgh

Beverly J. Melenyzer. (1991) Professor, Elementary Education. B.S., California University of Pennsylvania; M.Ed., California University of Pennsylvania; Ed.D., Indiana University of Pennsylvania

Edward Mendola. (1989) Assistant Professor, Business and Economics. M.S., Waynesburg College; M.S., Robert Morris College; C.P.A.

Ronald L. Michael. (1969) Professor, Social Science. B.S., Jamestown College; M.A., University of North Dakota; Ed.D., Ball State 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
- Lawrence L. Moses. (1969) Professor and Chair, Earth Sciences. B.S., Edinboro University of Pennsylvania; M.Ed., Pennsylvania State University; Ph.D., University of Pittsburgh
- Ben A. Mulé. (1972) Associate Professor, Special Education. B.S., State University of New York at Geneseo; M.Ed., University of Rochester
- William M. Murdick. (1969) Professor, English. B.A., State University of New York; M.F.A., University of Iowa; Ph.D., Indiana University of Pennsylvania
- Richard R. Nemec. (1967) Associate Professor, Communication Disorders. B.S., California University of Pennsylvania; M.S., West Virginia University; CCC Speech Pathology
- Diane H. Nettles. (1989) Professor, Elementary 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
- Mark L. Nowak. (1985) Professor, Applied Engineering and Technology. B.S., University of Wisconsin, Stout; M.S., Texas A&M University; Ed.D., Texas A&M University; C.P.R.
- 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
- Young J. Park. (1977) Professor, Business and Economics. B.P.A., Korea University; M.A., Temple University; Ph.D., Temple University
- William G. Parnell. (1968) Professor and Chair, Counselor Education and Services. B.S., California University of Pennsylvania; M.A., Eastern Michigan University; Ed.D., West Virginia University
- Pratul C. Pathak. (1990) Professor. 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) Associate Professor and Assistant Chair, Biological and Environmental Science. B.A., Gustavus Adolphus College; M.S., Michigan Technological University; Ph.D., University of Oklahoma
- Joseph E. Pecosh. (1967) Professor, Applied Engineering and Technology. B.S., California University of Pennsylvania; M.A., West Virginia University; Ph.D., University of Pittsburgh
- William J. Procasky. (1965) Professor, Earth Sciences. B.S., California University of Pennsylvania; M.A., University of Nebraska; Ph.D., University of Pittsburgh
- 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.
- Clyde A. Roberts. (1992) Associate Professor and Assistant Chair, Business and Economics. B.S., Marshall University; M.B.A., Marshall University; D.D.A., University of Kentucky
- Horace S. Rockwood, III. (1969) Professor, English. A.B., Boston University; M.A., University of Michigan; Ph.D., University of Michigan
- 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
- John Rybczyk (1997) Assistant Professor. Biological and Environmental Sciences. B.S., Michigan State University; M.S., Eastern Michigan University; Ph.D., Louisiana State University
- Anthony J. Saludis. (1969) Professor, Elementary Education. B.S., Duquesne University; M.Ed., Duquesne University; Ph.D., University of Pittsburgh
- 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
- Elwyn M. Schmidt. (1966) Associate Professor, Mathematics and Computer Science. B.S., Pennsylvania State University; M.S., West Virginia University

- Lisa M. Schwerdt. (1990) Associate 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
- Louise E. Serafin. (1991) Associate Professor, Business and Economics. B.S., California University of Pennsylvania; E.M.B.A., University of Pittsburgh; Ph.D.
- Caryl Sheffield. (1991) Professor, Elementary Education. B.S., California University of Pennsylvania; M.Ed., Slippery Rock University; Ph.D., University of Pittsburgh
- John W. Shimkanin. (1990) Professor, Elementary Education. B.S., Moravian College; M.S., Clarion University of Pennsylvania; Ph.D., Penn State University
- Sylvia E. Sholar. (1995) Assistant Professor, Communication Studies. B.A., Georgia Southern University; M.A., University of Georgia; Ph.D., Temple University
- John S. Skocik, Jr. (1967) Associate Professor, Mathematics and Computer Science. B.S., California University of Pennsylvania; M.S., West Virginia University
- Nancy H. Skocik. (1990) Associate Professor, Mathematics and Computer Science. B.S., California University of Pennsylvania; M.Ed., California University of Pennsylvania
- Michael D. Slaven. (1995) Associate Professor, History. B.A., West Virginia University; M.A., West Virginia University; Ph.D., West Virginia University
- Michael J. Slavin. (1989) Associate Professor, Theatre. B.S., California University of Pennsylvania; M.A., West Virginia University; Ph.D., Bowling Green State University
- Madeline C. Smith. (1990) Associate Professor and Assistant Chair, English. B.A., Mt. St. Mary College; M.A., SUNY-New Paltz; Ph.D., West Virginia University
- Jannene MacIntyre-Southworth. (1988) Professor, Elementary Education. B.S., Ball State University; M.A., Ball State University; Ed.D., University of Pittsburgh
- Margaret A. Spratt. (1988) Associate Professor, History. B.A., Transylvania University; M.A., Duke University; Ph.D., University of Kentucky
- Dennis C. Sweeney. (1991) Associate 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
- James Syphers. (1993) 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
- Virginia Rider Valentino. (1994) 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 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
- Carole A. Waterhouse. (1986) Associate Professor, English. B.A., University of Pittsburgh; M.F.A., University of Pittsburgh; Ph.D., Ohio University
- Thomas Wilkinson. (1991) Adjunct Associate Professor, Educational Studies; Coordinator, Program for Superintendent's Letter of Eligibility. B.S., California University of Pennsylvania; M.A., West Virginia University; Ph.D., University of Pittsburgh
- Paul D. Williams. (1986) Professor and Director of Math Lab, Mathematics and Computer Science. B.S., California University of Pennsylvania; M.S., Clarkson University; Ed.D., University of Pittsburgh
- Sylvia S. Williams. (1965) Associate Professor, Psychology; Coordinator, Graduate Program; Director, School Psychology Clinic. B.A., Pennsylvania State University; M.A., West Virginia University; Pennsylvania Certified School Psychologist; Licensed Psychologist; NCSP
- Beverly Willison. (1978) 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, Social Science. B.A., Colorado State University; M.A., Arizona State University; Ph.D., Arizona State University

Richard M. Wyman. (1992) Professor and Chair, Elementary Education. B.A., Franklin and Marshall College; M.Ed., Tufts University; Ed.D., University of Washington

William A. Yahner. (1989) Associate Professor and Coordinator, Writing Center, English. B.S, Edinboro University of PA; M.A., Edinboro University of PA; Ph.D., Indiana University of PA

Mohamed Yamba. (1989) Assistant Professor, Social Science. B.A., University of Ghana; M.A.I.A., Ohio University; M.A., Ohio University; Ph.D., University of Pittsburgh

Albert E. Yates. (1964) Associate Professor and Chair, Communication Disorders. B.S., California University of Pennsylvania; M.A., West Virginia University; CCC Speech Pathology

George Yochum. (1989) Associate Professor, Communication Studies. B.A., University of Pittsburgh; M.A., University of Pittsburgh; Ph.D., University of Pittsburgh

Jerzy Zderkowski. (1992) Associate Professor, Business and Economics. B.A., Krakow; M.B.A., Krakow; M.B.A., University of Pittsburgh

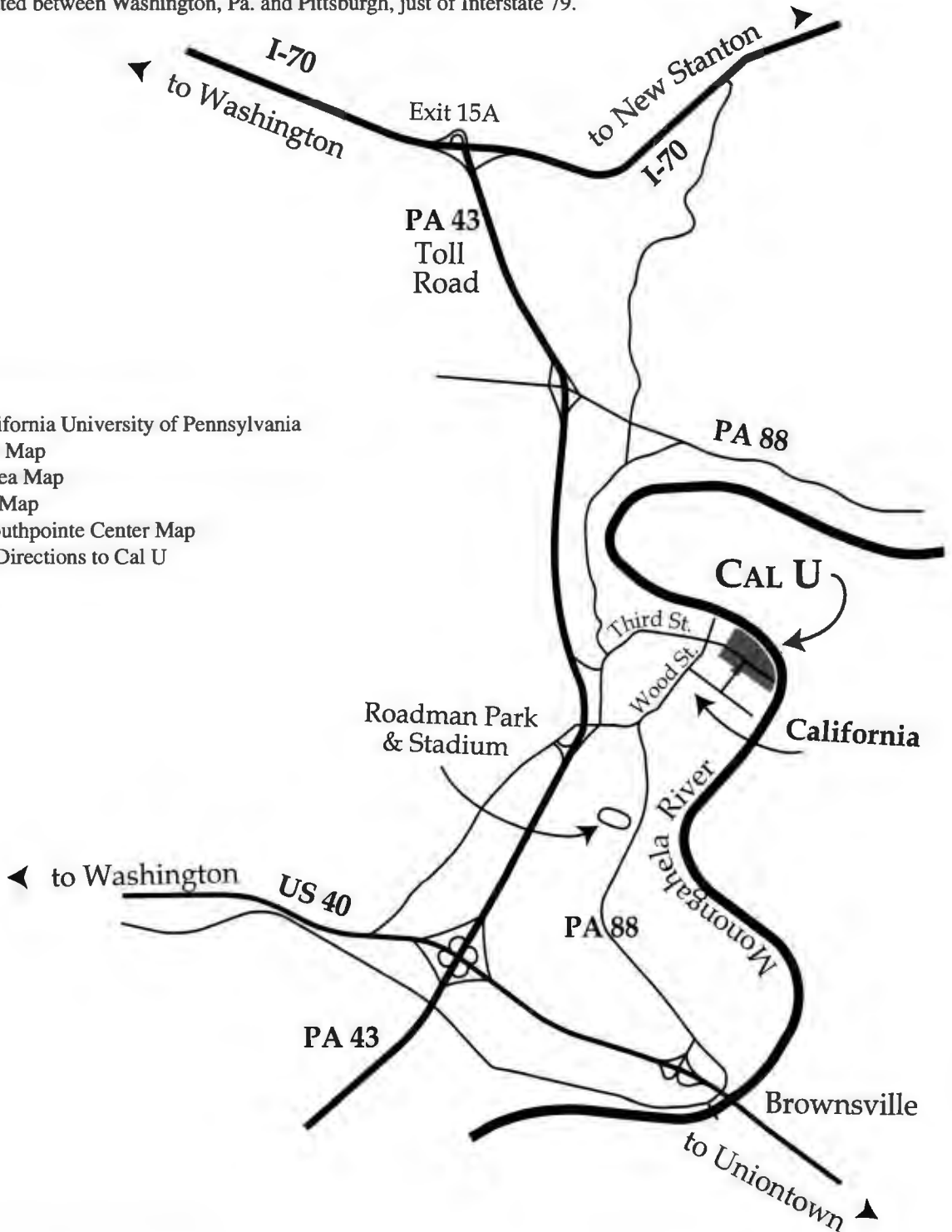
Edwin M. Zuchelkowski. (1985) Professor, Biological and Environmental Sciences. B.S., California University of Pennsylvania; Ph.D., West Virginia University

# 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.

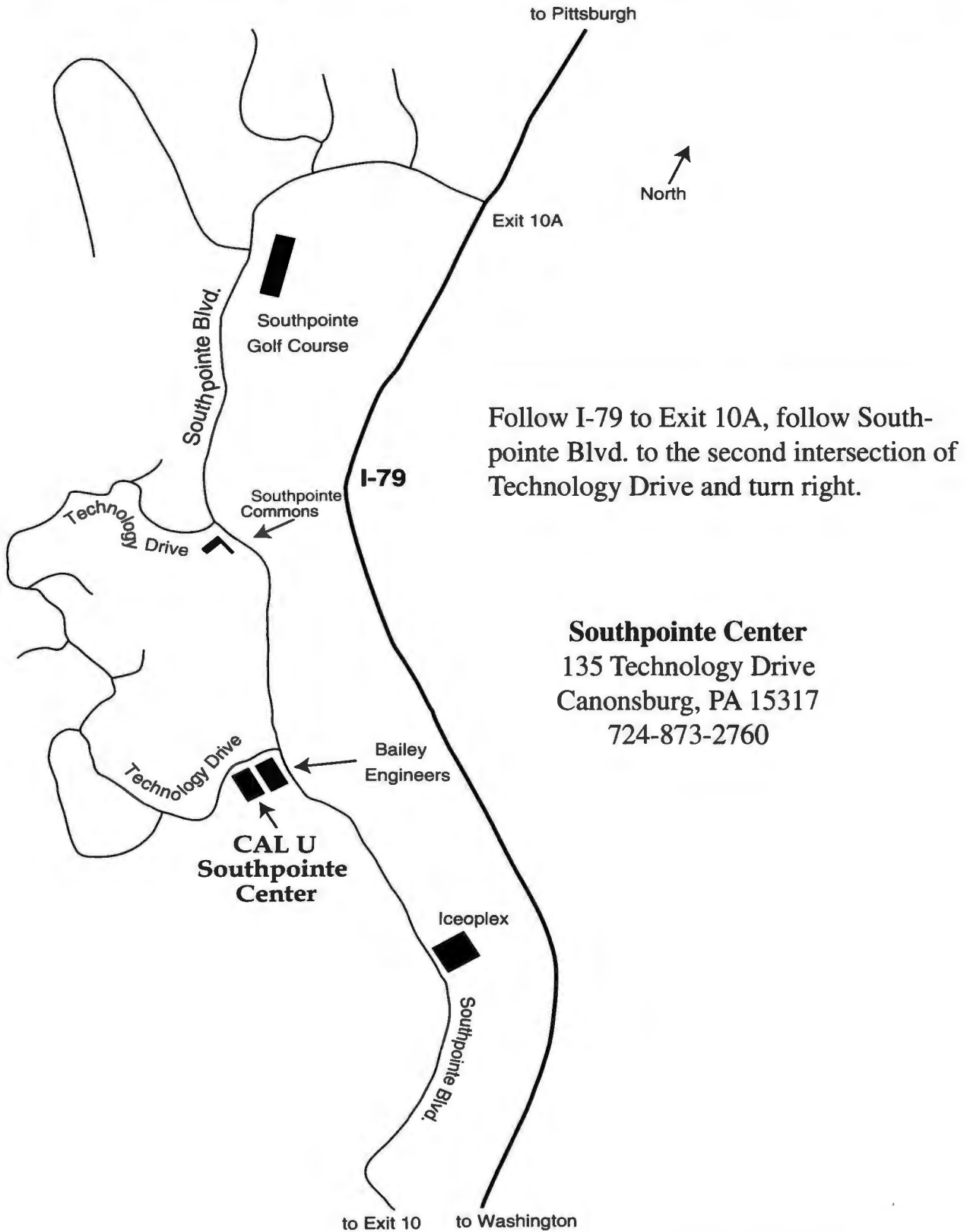
Cal U also offers classes at Southpointe Technology Center located in Canonsburg, in central Washington County. The Cal U Southpointe Center offers state-of-the-art classrooms, laboratories and computer facilities. Southpointe Technology Center is located between Washington, Pa. and Pittsburgh, just of 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

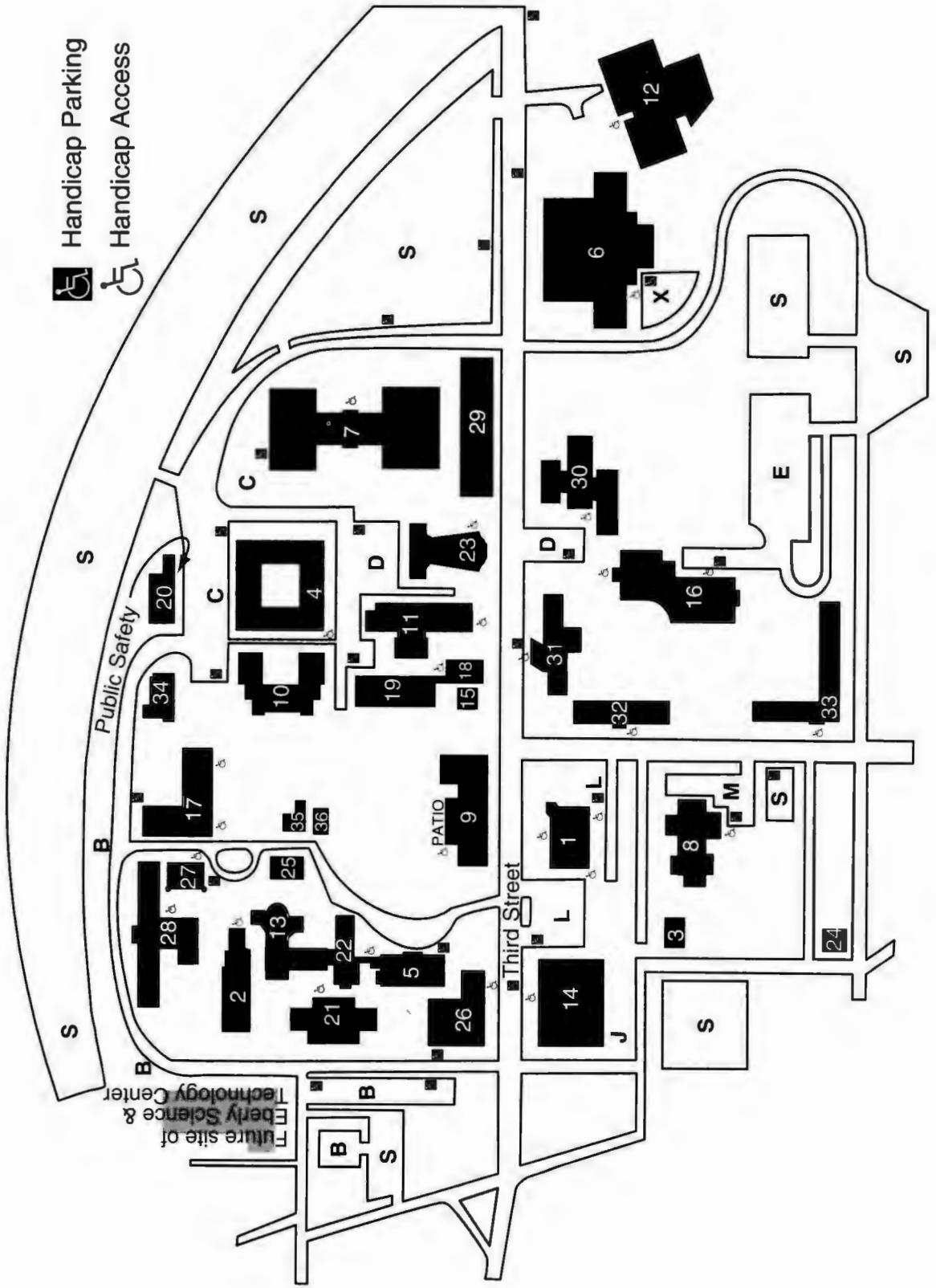


# Cal U Southpointe Center

Located in the Bailey Engineers II Building, just off I-79 in the Southpointe Technology Center



# CAMPUS MAP



# BUILDING DIRECTORY

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. Military Science Building
16. Natali Student Center
17. New Science Building (NSC)
18. Noss Annex
19. Noss Hall (NOS)
20. Public Safety
21. Reed Arts Center
22. South Hall
23. Steele Auditorium
24. Student Development Annex
25. Vulcan Hall
26. *Duda* World Culture Building (WCU)
27. Watkins Academic Building (WAC)

## RESIDENCE HALLS

28. Binns Hall (Men's Dorm)
29. Longanecker Hall (Men's Dorm)
30. Stanley Hall (Women's Dorm)
31. Clyde Hall (Women's Dorm)
32. Johnson Hall (Cal Hall Honor's Dorm)
33. McCloskey Hall (Men's Dorm)

## OTHER BUILDINGS

34. Maintenance Building
35. Maintenance Building
36. 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

# TENTATIVE ACADEMIC CALENDAR

## 1998-99

### Fall Semester 1998

August 30	Move-In Day for Residence Hall Students	March 2	Last Day to Drop a Course or Withdraw from the University without Academic or Financial Aid Penalty
August 31-September 1	Orientation & Registration	March 15-20	Spring Break (no classes)
September 2	Classes Begin	March 23	Last Day for Fee Adjustments for Returning Students
August 31-September 5	Add Period	March 30	Last Day for Fee Adjustments for New Students
September 7	Labor Day (no classes)	April 2-3	Easter Break (no classes)
October 6	Last Day to Drop a Course or Withdraw from the University without Academic or Financial Aid Penalty	April 16	Last Day to Drop a Course or Withdraw from the University
October 20	Last Day for Fee Adjustments for Returning Students	May 8	Semester Ends
October 27	Last Day for Fee Adjustments for New Students	May 8	Commencement
November 24	Last Day to Drop a Course or Withdraw from the University	May 10	Grades Due from Faculty

### Summer Sessions 1999

November 25-29	Thanksgiving Break (no classes)	May 10	May Session Classes Begin
December 19	Semester Ends	May 31	Memorial Day (no classes)
December 21	Grades Due From Faculty	June 7	First Five Week/Ten Week Summer Sessions Begin
		July 5	Fourth of July Holiday (no classes)
		July 10	First Five Week Summer Sessions End
		July 12	Second Five Week Summer Sessions Begin
		August 14	Second Five Week/Ten Week Summer Sessions End

### Spring Semester 1999

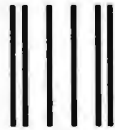
January 17	Orientation
January 18-19	Orientation & Registration
January 20	Classes Begin
January 18-23	Add Period



# INDEX

Absences .....	26	Cooperative Education .....	95
Academic Calendar .....	118	Counseling Services .....	104
Academic Policies .....	26	Counselor Education Degree Programs .....	36
Accounting Courses (ACC) .....	66	Counselor Education Courses (CED) .....	68
Administration Program for Principals .....	51	Course Load .....	12
Administrative Program for Principals Courses .....	6	Credit Options for the Master's Degree	
Admission to Graduate Study .....	8	--application for .....	15
--to a graduate degree program .....	8	--approval .....	15
--to a program beyond the master's degree .....	9	--when conferred .....	15
--as a non-degree student .....	9	Disabled: services and parking for .....	106
--to candidacy for a degree .....	12	Disclosure of Student Records .....	27
Alumni Association .....	97	Drop/Add .....	13
Anthropology Courses (ANT) .....	66	Early Childhood Education Degree Program .....	38
Approval for Degree .....	15	Early Childhood Courses(ECE) .....	75
Appeals .....	10	Earth Science Degree Program .....	40
--for exceptions to regulations .....	10	Earth Science Courses (EAS) .....	73
--on grades .....	14	Economics Courses(ECO) .....	76
Applications and Schedules .....	10	Elementary Education Degree Program .....	43
Assistantships .....	20	Elementary Education Courses (EDE) .....	75
Athletic Training, Master of Science Degree in .....	29	English Degree Programs .....	45
Audiology: See Communication Disorders .....	66	English Courses (ENG) .....	76
Biology Degree Programs .....	30	English Dept. Computer Center (EDCC) .....	92
Biology Courses (BIO) .....	67	Equality of Opportunity .....	2
Business Administration Degree Program .....	33	Faculty .....	107
Business Management Courses (BUS) .....	68	Fees .....	16
Industrial Management Courses (IMT) .....	81	Financial Aid .....	18
Cal-Card .....	101	Finance Courses (FIN) .....	79
Calendar, Academic .....	118	General Education Courses (GEE) .....	87
CARE Project .....	94	Geography and Regional Planning	
Career Services .....	95	Degree Programs .....	41
Candidacy .....	12	Geography Courses (GEO) .....	79
Certification .....	11	Goals .....	6
Cheating and Plagiarism .....	13	Grade Appeal .....	14
Commencement .....	16	Grading System .....	13
Communication Degree Program .....	35	Graduate Assistantships .....	20
Communication Courses (CMG) .....	70	Graduate Credit for Seniors .....	15
Communication Disorders .....	34	Guidance Programs: See Counselor Education .....	68
Communication Disorders Courses (CMD) .....	69	Health Center .....	104
Completion of Degree: time granted for .....	14	History Courses (HIS) .....	81
Comprehensive Examinations .....	14	Housing .....	99
Computer Center .....	91	International Students .....	9
Computer Lab, Teacher Education .....	92	Library .....	90
Computer Science Program .....	47	Mail, Registration by .....	10
Computer Science Courses (CSC) .....	73	Maps: Campus, California, Southpointe .....	114
Conferring of Degrees .....	15	Management: See Business Administration .....	33
Confidentiality of Student Records .....	27	Management Courses (MGT) .....	81
		Marketing Courses (MKT) .....	81

Mathematics Degree Programs .....	47	Transcripts .....	11
Mathematics Courses (GMA) .....	80	Tuition .....	16
Mathematics Lab .....	93	Undergraduate Enrollment for Graduate Credit .....	15
Multimedia Technology Certificate Program .....	64	University Advancement .....	97
Multimedia Technology Courses (MMT) .....	82	University: Some History .....	7
Objectives .....	6	University Fees .....	11
Payment of Fees .....	17	Veterans Affairs .....	106
PA Certification for Teaching: See		Vulcat .....	90
Certification .....	11	Withdrawals: From Some or All Courses .....	13
Plagiarism .....	13	Withdrawals: Administrative .....	13
Political Science Courses (POS) .....	82	Withdrawals: Refunds .....	17
Professional Education Courses (EDP) .....	88	Women's Center .....	106
Psychology Degree and Certification Programs:		Writing Center .....	93
See School Psychology Programs .....	57		
Psychology Course (PSY) .....	82		
Public Safety .....	96		
Reading Clinic .....	93		
Reading, Master of Education .....	53		
Reading Specialist Certification Program .....	53		
Reading Specialist Courses (RSP) .....	84		
Reading Supervisor Courses (RSU) .....	84		
Refund of Fees .....	17		
Registration, By Mail or in Person .....	10		
Regulations, responsibility for .....	10		
Research Courses (RES) .....	84		
"Residency" Requirement .....	12		
School Psychologist Degree Program .....	57		
School Psychologist Supervisory Program .....	57		
School Psychologist Courses:			
See Psychology Courses (PSY) .....	82		
Social Science Degree Program .....	55		
Social Science Courses (SOS) .....	85		
Social Work Degree Program .....	59		
Social Work Courses (SWK) .....	85		
Special Education Degree Programs .....	60		
Special Education Courses (ESP) .....	78		
Special Grades .....	22		
Style Manuals .....	10		
Student Access Center Computer Lab .....	92		
Superintendent's Letter of Eligibility,			
Certification Program .....	62		
Superintendent's Letter of Eligibility			
Courses (SLE) .....	84		
Teacher Education Computer Lab .....	92		
Technology Education Courses (TED) .....	86		
Technology Education Degree Program .....	63		
Technology Education Supervision Certificate .....	63		
Time Limit .....	14		



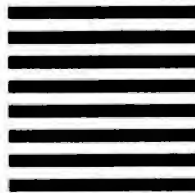
**BUSINESS REPLY MAIL**

FIRST CLASS MAIL PERMIT NO. 1 CALIFORNIA, PA

POSTAGE WILL BE PAID BY ADDRESSEE

SCHOOL OF GRADUATE STUDIES  
BOX 91  
CALIFORNIA UNIVERSITY OF PA  
250 UNIVERSITY AVENUE  
CALIFORNIA PA 15419-9902

NO POSTAGE  
NECESSARY  
IF MAILED  
IN THE  
UNITED STATES



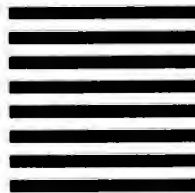
**BUSINESS REPLY MAIL**

FIRST CLASS MAIL PERMIT NO. 1 CALIFORNIA, PA

POSTAGE WILL BE PAID BY ADDRESSEE

SCHOOL OF GRADUATE STUDIES  
BOX 91  
CALIFORNIA UNIVERSITY OF PA  
250 UNIVERSITY AVENUE  
CALIFORNIA PA 15419-9902

NO POSTAGE  
NECESSARY  
IF MAILED  
IN THE  
UNITED STATES



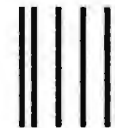
**BUSINESS REPLY MAIL**

FIRST CLASS MAIL PERMIT NO. 1 CALIFORNIA, PA

POSTAGE WILL BE PAID BY ADDRESSEE

SCHOOL OF GRADUATE STUDIES  
BOX 91  
CALIFORNIA UNIVERSITY OF PA  
250 UNIVERSITY AVENUE  
CALIFORNIA PA 15419-9902

NO POSTAGE  
NECESSARY  
IF MAILED  
IN THE  
UNITED STATES



**BUSINESS REPLY MAIL**

FIRST CLASS MAIL PERMIT NO. 1 CALIFORNIA, PA

POSTAGE WILL BE PAID BY ADDRESSEE

SCHOOL OF GRADUATE STUDIES  
BOX 91  
CALIFORNIA UNIVERSITY OF PA  
250 UNIVERSITY AVENUE  
CALIFORNIA PA 15419-9902

NO POSTAGE  
NECESSARY  
IF MAILED  
IN THE  
UNITED STATES



**School of Graduate Studies, Box 91  
California University of Pennsylvania  
250 University Avenue  
California, PA 15419-1394**

For more information, complete and return this postage-paid card.

Name .....

Social Security Number .....

Address .....

City ..... State ..... Zipcode .....

Please send me:

- ..... The graduate catalog
- ..... A graduate school application
- ..... Information on graduate assistantships

**School of Graduate Studies, Box 91  
California University of Pennsylvania  
250 University Avenue  
California, PA 15419-1394**

For more information, complete and return this postage-paid card.

Name .....

Social Security Number .....

Address .....

City ..... State ..... Zipcode .....

Please send me:

- ..... The graduate catalog
- ..... A graduate school application
- ..... Information on graduate assistantships

**School of Graduate Studies, Box 91  
California University of Pennsylvania  
250 University Avenue  
California, PA 15419-1394**

For more information, complete and return this postage-paid card.

Name .....

Social Security Number .....

Address .....

City ..... State ..... Zipcode .....

Please send me:

- ..... The graduate catalog
- ..... A graduate school application
- ..... Information on graduate assistantships

**School of Graduate Studies, Box 91  
California University of Pennsylvania  
250 University Avenue  
California, PA 15419-1394**

For more information, complete and return this postage-paid card.

Name .....

Social Security Number .....

Address .....

City ..... State ..... Zipcode .....

Please send me:

- ..... The graduate catalog
- ..... A graduate school application
- ..... Information on graduate assistantships





# California University of Pennsylvania

*It's all about you!*

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

phone: 724.938.4187  
fax: 724.938.5712  
E-mail: [gradschool@cup.edu](mailto:gradschool@cup.edu)  
Website: [www.cup.edu](http://www.cup.edu)

Office of Financial Aid  
phone: 724.938.4415

*A member of Pennsylvania's  
State System of Higher Education*

*California University of Pennsylvania is committed to upholding the rights and dignity of all individuals. Therefore, it is the policy of the university to prevent and eliminate unlawful discrimination based on race, color, religion, national origin, sex, age, sexual orientation, marital status, disability or veteran status within the university community.*