

California University of Pennsylvania

 

[Home](#) [Graduate Catalog](#)

Graduate Catalog

GRADUATE CATALOG 2012-2013

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

www.calu.edu

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

This catalog is neither a contract nor an offer of a contract. The information it contains was accurate when it was placed on the Internet. Fees, deadlines, academic requirements, courses, degree programs, academic policies, and other matters described in this catalog may change without notice. Not all courses are offered each academic year, and faculty assignments may change. This catalog is updated annually. Any changes made prior to the annual update may be found in the Addendum.

California University of Pennsylvania is an academic community dedicated to the ideals of justice, fairness, and equal opportunity for all. In compliance with federal and state laws, the University is committed to providing equal educational and employment opportunities for all persons without regard to race, color, sex, religion, national origin, age, disability, ancestry, sexual orientation, or status as a disabled or Vietnam-era veteran. The University will not tolerate racial, ethnic, or sexual discrimination. Sexual harassment is considered by law to be a form of sexual discrimination and is, therefore, unacceptable. Direct equal opportunity and affirmative action inquiries or complaints to the Special Assistant to the President for EEO/University Ombudsperson, Office of Social Equity, South Hall 112, 724-938-4014. Direct inquiries regarding services or facilities accessibility to the ADA/504 Compliance Officer, Office of Student Development and Services, Azorsky Hall 105, 724-938-4076. Direct Title IX inquiries to the Senior Women's Administrator/Title IX Coordinator, Department of Athletics, Hamer Hall 248, 724-938-4351.

The core values of California University are Integrity, Civility and Responsibility.

Building Character. Building Careers.

California University of Pennsylvania



[Home](#) [Graduate Catalog](#) [Accreditations](#)

Accreditations

MEMBER of the
American Association of State Colleges and Universities
1307 New York Ave. NW, Fifth Floor
Washington, DC 20005-4701
202-293-7070
Fax 202-296-5819
<http://www.aascu.org>

MEMBER of the
American Association of Colleges of Teacher Education (AACTE)
1307 New York Ave. NW, Suite 300
Washington, DC 20005-4701
202-293-2450
Fax 202-457-8095
<http://www.aacte.org>

ACCREDITED by the
Commission on Higher Education of the
Middle States Association of Colleges and Secondary Schools
3624 Market St.
Philadelphia, PA 19104
215-662-5606
Fax 215-662-5501
<http://www.msache.org>

ACCREDITED in Teacher Education by the
National Council for Accreditation of Teacher Education
2010 Massachusetts Ave. NW
Washington, DC 20036-1023
202-466-7496
Fax 202-296-6620
<http://www.ncate.org>
ncate@ncate.org

ACCREDITED in Athletic Training by the
National Athletic Trainers' Association
2952 Stemmons Freeway
Dallas, TX 75247
800-879-6282
<http://www.nata.org>
ebd@nata.org

ACCREDITED in Communication Disorders by the
American Speech-Language-Hearing Association
10801 Rockville Pike
Rockville, MD 20852
800-498-2071
301-897-5700
Fax 301-571-0457
<http://www.asha.org>

ACCREDITED in School Psychology by the
National Association of School Psychologists
4340 East West Highway, Suite 402
Bethesda, MD 20814
301-657-0270
<http://www.nasponline.org>

ACCREDITED in Social Work by the
Council on Social Work Education
1725 Duke St., Suite 500
Alexandria, VA 22314-3457
703-683-8080
Fax 703-683-8099
<http://www.cswe.org>

ACCREDITED in Counselor Education by the
Council for Accreditation of Counseling and Related Education Programs
5999 Stevenson Ave.
Alexandria, VA 22304
703-823-9800 ext. 301
Fax 703-823-1581
<http://www.cacrep.org>

Building Character. Building Careers.

California University of Pennsylvania



[Home](#) [Graduate Catalog](#) [Nondiscrimination Statement](#)

Nondiscrimination Statement

California University of Pennsylvania is an academic community dedicated to the ideals of justice, fairness, and equal opportunity for all. In compliance with federal and state laws, the University is committed to providing equal educational and employment opportunities for all persons without regard to race, color, sex, religion, national origin, age, disability, ancestry, sexual orientation, or status as a disabled or Vietnam-era veteran. The University will not tolerate racial, ethnic, or sexual discrimination. Sexual harassment is considered by law to be a form of sexual discrimination and is, therefore, unacceptable. Direct equal opportunity and affirmative action inquiries or complaints to the Special Assistant to the President for EEO/University Ombudsperson, Office of Social Equity, South Hall 112, 724-938-4014. Direct inquiries regarding services or facilities accessibility to the ADA/504 Compliance Officer, Office of Student Development and Services, G 52 Carter Hall, 724-938-4056. Direct Title IX inquiries to the Senior Women's Administrator/Title IX Coordinator, Department of Athletics, Hamer Hall 248, 724-938-4351.

Building Character. Building Careers.

California University of Pennsylvania

 

[Home](#) [Graduate Catalog](#) [From the Acting President](#)

From the Acting President

California University of Pennsylvania has been a place of opportunity for more than 160 years. Since the institution was founded in 1852, students have come to California to develop their character and build a strong foundation for their careers.

Today, Cal U offers a high-quality academic experience grounded in accredited programs that meet rigorous national standards. Undergraduates can choose from among more than 120 majors and concentrations, including several programs taught entirely online. About 35 graduate programs offer opportunities for advanced study and professional growth through traditional classes or Cal U Global Online.

Cal U faculty members are experts in their fields, and more than 80 percent have doctorates or other advanced degrees. Although many professors are involved in research or other scholarly pursuits, their top priority is teaching. Working side by side with a team of student support professionals, our faculty members are committed to helping every student achieve academic success.

Teaching and learning occurs on our state-of-the-art campus, which is equipped for the digital age. Every Cal U general classroom is a "smart classroom," with Internet access and high-tech audiovisual capabilities. Wi-Fi is available campus-wide. Our utilization of technology to enhance learning and campus life is known as "Cal U Fusion," and it's designed to ensure that our students and alumni are prepared to thrive in the technological environment of the 21st century.

Many academic programs include hands-on components, and students are encouraged to continue learning outside the classroom. Both the Internship Center and Career Services give our graduates a competitive advantage in an increasingly challenging job market.

Cal U is a student-centered university, and we understand the importance of a vibrant campus environment. University housing is second to none. Students may choose "the suite life" in one of six secure, comfortable residence halls on our main campus, or enjoy apartment-style living in Vulcan Village, just a mile away on our south campus.

More than 100 student clubs and organizations offer leadership opportunities and a broad range of activities. The newly expanded Herron Recreation and Fitness Center is

open daily for individual workouts, group fitness classes and intramural sports. On the south campus, Roadman Park and the Student Association's farm host athletic contests and outdoor recreation. Renowned speakers, performers and entertainers visit our campus regularly, creating an atmosphere rich in culture and creativity.

In the words of our mission statement, Cal U is a diverse, caring and scholarly learning community. Inspired by our core values of integrity, civility and responsibility, we are dedicated to opening the doors of opportunity and guiding students as they build both character and careers.

As acting President and a proud alumna of this great University, I invite you to take advantage of all that Cal U has to offer.

Sincerely,

Geraldine M. Jones

Building Character. Building Careers.

California University of Pennsylvania

 

[Home](#) [Graduate Catalog](#) [Disclaimer](#)

Disclaimer

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

Building Character. Building Careers.

California University of Pennsylvania



[Home](#) [Graduate Catalog](#) [Mission](#)

Mission

CALIFORNIA UNIVERSITY OF PENNSYLVANIA

MISSION STATEMENT

IDENTITY

California University of Pennsylvania, a comprehensive regional institution of higher education and a member of the Pennsylvania State System of Higher Education, is a diverse, caring and scholarly learning community dedicated to excellence in the liberal arts, science and technology, and professional studies that is devoted to building character and careers, broadly defined. The University is inspired by its core values of Integrity, Civility and Responsibility and is guided by its Bill of Rights and Responsibilities: We have the right to safety and security; We have the responsibility to ensure the safety and security of others; We have the right to be treated with respect; We have the responsibility to treat others with respect; We have the right to expect the best; We have the responsibility to give our best; We have the right to be treated fairly; We have the responsibility to treat others fairly.

MISSION: BUILDING CHARACTER AND CAREERS

To advance its ultimate mission of building the character and careers of students, the University shall focus its efforts on three goals: student achievement and success, institutional excellence, and community service. These interrelated ends will be facilitated by the following means: high quality faculty, students, programs and facilities. These means, in turn, will be funded through an energetic program of resource acquisition and stewardship.

VISION

Be recognized as the best comprehensive public university in America.

What does this mean?

Offer an exceptional, one-of-a-kind character and career-building experience; Focus character-building on the University's three core values and four rights and

responsibilities; Define career-building broadly to include life-wide (multiple life roles) and life-long (legacy) aspects; Recruit and retain a distinguished faculty who challenge and mentor students to attain their fullest potential; Recruit and retain a talented, diverse and highly motivated student body; Maintain an administrative staff dedicated to the highest professional standards and service; Maintain a learning community known for its academic excellence, intellectual rigor and civil discourse; Instill not just learning but the love of learning; Be widely known as a center for thought, inquiry, dialogue and action in matters of character and leadership; Maintain a campus of natural and architectural beauty featuring state-of-the-art facilities and equipment; Reflect a special mission in science and technology through programs in science, technology and applied engineering, as well as through emphasis on technology and information literacy across the curriculum; Be widely known for high quality undergraduate and selected master's-level graduate programs; Foster increasingly higher admissions criteria, academic quality and scholarly expectations; Incorporate continuous improvement into all programs and activities to ensure competitive excellence; Prepare students for the world of work or further education from multiple locations through multiple technologies in order to meet the ever changing needs of the Commonwealth and the larger world; Sustain a reputation for the University's academic excellence, its daring and entrepreneurial spirit, and the integrity, success and loyalty of its graduates; Instill a culture of philanthropy among students, faculty, staff and alumni; Create an ever larger community of supporters and an endowment that will perpetuate the work of the University and enable constant innovation and renewal.

LEGACY

Founded in 1852, and now in its second 150 years of service, the University is committed above all to academic excellence and intellectual rigor in the context of personal and institutional Integrity, Civility and Responsibility.

Adopted by the Council of Trustees of California University of Pennsylvania on June 4, 2003.

Building Character. Building Careers.

California University of Pennsylvania



[Home](#) [Graduate Catalog](#) [About California University](#)

About California University

The University lies within the borough of California, a community of approximately 6,000 residents located on the banks of the Monongahela River, less than 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 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 Pittsburgh International Airport.

The main campus consists of 98 acres, including the Phillipsburg annex. The 98-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.

Adjoining Roadman Park is the 98-acre SAI Farm, purchased in 2010 from the Harris family. The parcel includes a cross country course, recreation space, and a farmhouse that is being renovated for student meetings. Together, Roadman Park and the SAI Farm comprise Cal U's south campus.

Between 2004 and 2007 the University opened six new residence halls on the main campus, where students live in suites of two or four students, usually sharing a bathroom with no more than one other person. All residence halls are air-conditioned and have state-of-the-art sprinkler systems.

Roadman Park is the site of an upper-campus student housing complex, Vulcan Village, that is home to more than 760 students who live in attractive, furnished garden-style apartments — most with individual baths, a living room, dining area, completely furnished kitchen, including dishwasher and microwave, and a full-size washer and dryer.

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, canoeing and skiing. In addition to varied cultural

activities on campus, the student has easy access to the Pittsburgh metropolitan area, located only 35 miles north of the campus. This provides an opportunity to enjoy the Pittsburgh Symphony Orchestra; 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 excitement and attractions of a major metropolitan area.

History

In June 2001, the University began a 17-month celebration of its sesquicentennial. The institution that is now California University of Pennsylvania began as an academy 150 years ago. It has evolved over the years into a multipurpose university, one of the 14 state-owned institutions that comprise the Pennsylvania State System of Higher Education.

Important Milestones

1852: A two-story academy, offering education from kindergarten through college, was established in the recently founded community of California, Pa.

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, concentrating on industrial arts and special education.

1959: Liberal arts curricula were introduced and the college became California State College.

1961: Graduate programs are approved in Elementary and Industrials Arts.

1965 - 1968 - California State College's graduate program grows by leaps and bounds, adding ten Master of Education degree programs, three Master of Arts programs, and one Master of Science program.

1974: The college developed a special mission in science and technology.

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.

1983: The College of Science and Technology became fully operational.

1992: Angelo Armenti, Jr. was appointed President of California University.

1996: The College of Science and Technology was 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, offering a variety of courses and programs.

1998: The University formally adopted three core values: integrity, civility and responsibility.

2002: The University Council of Trustees formally adopted a list of rights and responsibilities.

2004: The University responded to the needs of today's students and completely redesigned the concept of residence life with three new lower-campus residence halls and the upper-campus Jefferson@California complex.

2006: Two new residence halls opened on campus, completing a new quad around the Natali Student Center.

2007: Carter Hall, the sixth and final residence hall, was opened in August 2007.

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

Building Character. Building Careers.

California University of Pennsylvania

 

[Home](#) [Graduate Catalog](#) [Admissions](#)

Admissions

Requesting an Application for Admission

You may apply online at our website: <http://www.calu.edu>. If you do not have access to a computer, then you may request a paper application and it will be mailed to you. You may e-mail us at gradschool@calu.edu or call 724-938-4187.

If you are anticipating applying for financial aid, the Free Application for Federal Student Aid (FAFSA) form should be filled out simultaneously and California University should be designated to receive your information; our school code is 003316. The best option is to complete the web-based version of the FAFSA at www.fafsa.ed.gov, known as FAFSA on the Web. It includes step-by-step instructions for completing the online FAFSA as well as preapplication worksheets. You can obtain a PIN to electronically sign the form by visiting www.pin.ed.gov. If you have technical questions about using FAFSA on the Web, call 1-800-4-FED-AID.

You may pay the \$25 application fee by credit card when you submit the application online. Hard copy applications can be requested by e-mailing the Graduate School at gradschool@calu.edu or by calling 724-938-4187. Applications should be forwarded, with the \$25 application fee, to:

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

At the same time, the granting institution of your degrees should send official sealed transcripts of all graduate and undergraduate work to the School of Graduate Studies and Research. It is not necessary to send a transcript of work completed at California University.

Application Deadlines

Application deadlines vary by program and students are advised to apply for admission to the School of Graduate Studies and Research as early as possible.

Consult www.calu.edu/prospective and/or the Graduate School office (724-938-4187) for the deadline of the semester and specific graduate program you wish to attend. Many programs have "rolling" admissions (beyond those deadlines). To be sure your application gets full consideration, it should be completed by the deadline date.

Some of the graduate programs described in this catalog lead directly to specialized certification. Other programs may require licensing examinations. Individual program coordinators should be consulted for in-depth information regarding certification and licensure.

There are three sources* of additional information about graduate programs that you can contact by telephone or e-mail to schedule an appointment:

- The graduate studies coordinator of the department offering that program
- The assistant director of graduate recruitment and admissions
- The chair of the department

***VISIT www.calu.edu/prospective FOR CONTACT INFORMATION FOR THESE SOURCES**

Application Process

For specific program requirements, visit our website, www.calu.edu/prospective, or contact the Graduate School at gradschool@calu.edu or call 724-938-4187.

1. Complete application and pay application fee following the guidelines listed above.
2. Applicants must present official sealed transcripts of all undergraduate and graduate work to the School of Graduate Studies and Research. The bachelor's degree must be awarded from a college or university that is accredited by the National Commission on Accreditation or the appropriate regional accrediting agency.
3. Some departments require additional documentation such as letters of recommendation, references, and/or other supporting material. Applicants for admission to certain graduate programs may be required to take specified entrance exams (Praxis/PAPA, GRE, MAT).
4. In some programs, applicants who have less than a 3.00 undergraduate GPA may seek conditional admission based on the criteria established by each program. Visit the program website or contact the program coordinator for more information.

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

Admission to Certification Programs Beyond the Master's

Degree

The University offers certification or certificate programs that require additional experience and credits beyond the master's degree. Those additional experiences develop appropriate competencies in specific areas of specialization. They are in the fields of the Superintendent's Letter of Eligibility and Autism Spectrum Disorders certificates, and certification in K-12 Principal, Elementary Education, Mentally and Physically Handicapped Education, School Counseling, School Psychology, and Reading. For further information, see the individual graduate program information in this catalog.

Although most graduate students at California University are enrolled in degree programs, there are opportunities to take some graduate classes as a non-degree student, 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 or degree program, you will nevertheless have to apply for admission to the University (and pay the normal application fee as well as send copies of your official transcripts). 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. Non-degree students are not eligible for financial aid.

Upon admission as a non-degree student, you will be permitted to take 6 credits. Completion of these courses does not automatically and in itself lead to admission to a degree or certification program. Applicants interested in further exploration must reapply (fee waived).

Graduate students from other universities (sometimes known as "visiting students") may take courses at California University and must go through the normal application process. They are responsible for knowing and adhering to the transfer policies of their home institutions.

Admission Decisions

Once all application materials are received by the School of Graduate Studies and Research, materials are sent to the program coordinator for review and recommendation. In turn, The School of Graduate Studies and Research is notified of the recommendation and processes the final decision. The applicant is informed that a decision has been rendered via email and then an official letter of the decision is mailed to his/her permanent mailing address.

An admission decision is valid for one academic year (two semesters and one summer term, i.e., the semester/term the student applied for and the following two semesters/terms). If a student does not register for classes during that time, the acceptance is no longer valid and the applicant must reapply for admission, repay the

application fee and resubmit all materials.

International Students

California University welcomes applications from students from countries other than the United States. All international students who apply for graduate studies must as well meet requirements for all applicants. Admitted students must obtain F-1 non-immigrant status prior to enrollment or possess other legal status that enables them to pursue studies and maintain their status through the entirety of their studies.

IMPORTANT NOTE: International applicants desiring to engage in an online degree program as an on campus student are strongly encouraged to consider the additional cost required to do so. Federal regulations require that F-1 students maintain a full-time (9 credit) course load each semester and that six credits of the semester course load be in-person/in the classroom. Therefore, a student enrolled in an online program must verify additional funding to add sufficient credits each semester to meet the six credit in-person/in the classroom requirement. See item #6 below for cost information.

All applicants must request an International Graduate School Application from Jessica Spence by calling 724.938.4187 or e-mailing spence@calu.edu. You are encouraged to contact Ms. Spence with any questions you have regarding the application process. Please note that the International Student Advisor is not the contact for standard admissions matters and that other employees or students of the university are not authorized to act on your behalf in admissions matters.

For admission:

1. Applicants for whom English is a second language must submit a certified English translation of all official transcripts from all post-secondary schools attended to California University of Pennsylvania's School of Graduate Studies and Research.
2. Request direct submission by either of the testing agencies listed below of an official copy of your qualifying English-language test score to California University of Pennsylvania's School of Graduate Studies and Research.

TOEFL: A minimum score of 550 on the paper-based TOEFL test, 213 on the computer-based test, or 80 on the Internet-based test (iBT TOEFL). For more information, visit www.ets.org/toefl/.

IELTS: A minimum score of 6.0. For more information, visit www.ielts.org.

3. Meet all general admission requirements for degree programs. An official copy of a teaching certificate is required of those applying to certain Master of Education programs.
4. Arrange to have photocopies of all post-secondary diplomas earned submitted to one

of the organizations listed below for a document-by-document evaluation. Students should contact the organization to request an application (or visit its website to download an application), complete the application listing California University of Pennsylvania School of Graduate Studies and Research as the recipient, and return it to the organization with the required fees and credentials. This transcript evaluation can take up to four weeks to complete after all documents are received. It is recommended that an applicant check with each service for their specific fee information prior to enlisting a service.

Josef Silney & Associates Inc.
International Education Consultants
7101 SW 102 Ave.
Miami, FL 33173
305-273-1616
FAX: 305-273-1338
info@jsilney.com
www.jsilney.com

World Education Services Inc.
P.O. Box 745
Old Chelsea Station
New York, NY 10113
212-966-6311
FAX: 212-966-6395
www.wes.org

5. Meet any subsequent request made by an academic department to obtain a course-by-course evaluation.

6. Submit documented evidence of sufficient funding for one year of graduate school. Documented evidence of sufficient funding in the form of acceptable notarized affidavits, bank statements, etc. must verify/demonstrate that the individual requesting admission possesses financial resources for one year of study. This amount includes graduate tuition, fees, housing/meals, books/supplies and estimated health insurance cost. Other cost factors may either increase or decrease this total amount (see below). This requirement is not repeated for a second or more year of study but it is the student's responsibility to meet university costs and all other expenses throughout the entirety of their education to remain eligible for their I-20 for study.

TOTAL FINANCIAL REQUIREMENT: Minimum baseline amount of \$26,843 for students enrolled in on-campus programs. Minimum baseline amount of \$28,131 for students enrolled in online programs.

TUITION: The rate is \$644 per credit (non-Pennsylvanian resident tuition rate). On-campus program students = \$11,592 for one year. The total tuition requirement is

based on full-time or 9 credits per semester for students enrolled in on-campus programs. Online program students must verify funding to cover an additional 12 credits = \$14,160 for one year.

FEES: \$2,953 (\$1,477 per semester)

HOUSING/MEALS: \$10,530 (\$5,265 per semester). This cost provides a roommate and you with a 2 bedroom/2 bath, double occupancy suite in a campus residence hall and a 14 meal per week dining plan. Any on campus living contract requires that a meal plan be purchased. The financial requirement total may be adjusted accordingly for a student who provides evidence of a reduced cost for off-campus housing/meals arrangements to the International Student Advisor.

BOOKS/SUPPLIES: Estimated cost is \$1,768 (\$884 per semester)

HEALTH INSURANCE: All international students are required to maintain health insurance throughout their studies in the U.S. Proof of health insurance must be presented to the International Student Advisor upon arrival on campus. The university's student health insurance plan is not available to graduate students but the cost of this plan is used to estimate cost. You are encouraged to search for a suitable plan that meets your needs. The financial requirement total may be adjusted accordingly for a student who provides evidence of a lesser cost for their health insurance plan to the International Student Advisor.

DEPENDENTS: The applicant must declare each dependent accompanying the student to the U.S. and provide verification of additional funding support each (\$6,000 per year for a spouse / \$3,000 per year for each child).

Federal regulations require that an F-1 visa student carry a minimum nine (9) credit full-time course load (very limited circumstances permit a part-time load under approval of the international student advisor).

Final admission is contingent upon clearance from the education authorities of the home country and from U.S. Citizenship and Immigration Services.

For more information, contact the Graduate School at 724-938-4187.

Canadian Applicants

Students holding undergraduate degrees from a Canadian college or university need only submit their official transcripts directly to the Graduate School. If they are similar to the materials from the United States model, they will be evaluated locally. If not, students will be required to comply with the above international student policy.

Acceptance into the University Does Not Imply Receipt of a Graduate Assistantship

International students should contact the dean of the School of Graduate Studies and Research regarding graduate assistantships and the Financial Aid Office regarding other financial options.

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

International students are not eligible for graduate assistantships their first semester.

Building Character. Building Careers.

California University of Pennsylvania

 

[Home](#) [Graduate Catalog](#) [Tuition and Fees](#)

Tuition and Fees

Tuition and Fees

For the most up-to-date information on graduate tuition, fees, and room and board charges, visit <http://www.calu.edu/current-students/financial-aid/tuition-and-fees/> and <http://www.calu.edu/current-students/housing/index.htm>.

Payment of Tuition and Fees for Semester Registration

All fees will be assessed four weeks prior to the beginning of the each term. Payment may be made by cash, check or money order payable to California University of Pennsylvania, or by VISA, MasterCard, American Express or Discover Card. On-line payments can be made by ACH check payment and by credit card. If financial aid has been awarded, this amount will be deducted from the bill. Payment plans (with initial payment) may be contracted on line at the first due date for each term.

Payment Information

California University of Pennsylvania is moving to e-billing. Students who take advantage of early/rolling registration should receive a Cal U e-mail announcing that the billing statement is available for viewing on-line through the Vulcan Informational Portal (VIP) approximately four weeks prior to the start of the term. Students who enroll within four weeks prior of the first day of a semester should be prepared to make payment at the time of registration.

Payment Plans

Payment plans are available each fall and spring semester. Payment plans enable students to pay costs on a monthly basis. Enrollment for the payment plan can be completed on-line. Detailed information is also available on-line through Bursar's Office website.

Third Party Billing

Some companies and government agencies pay tuition directly to the University. If tuition is to be paid in this manner, authorizing forms or letters must be sent to the Bursar's Office. This payment must be received by the Bursar's Office during the semester in which charges originate and cannot be used in lieu of a personal payment for an authorized payment plan. This payment option does not apply to corporate tuition reimbursement policies or when the payment amount is based on grades and received after the term has ended.

Refund Policy

Tuition is adjusted for class withdrawals during the first week of the fall and spring semesters. After the add/drop period ends, adjustments are made ONLY if a student withdraws from all enrolled classes. Refunds are made to the amount of the charge, not the amount that has been paid to date. The refund policy is available on-line and in the Bursar's Office.

Financial aid recipients should refer to the Refund/Repayment Policy online at <http://www.calu.edu/prospective/undergraduate-admissions/financial-aid/apply-for-aid/fafsa/refund-repayment-policies/index.htm>

Room Deposit

An application fee of \$300 is required in order to reserve a room for the following academic year. Request a housing contract packet from the Residence Life Office. The contract and card must be signed and returned to the Bursar's Office with a \$300 payment. This fee is non-refundable and is not deducted from room charges.

Late Registration Fee

Students who register after the add/drop date of the semester will be charged a \$25 late registration fee. (The structure of fees is subject to change without prior notice and such changes shall take precedence over existing charges set forth in this catalog.)

Late Payment Fee

A late payment fee of \$25 per month 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. (The structure of fees is subject to change without prior notice and such changes shall take precedence over existing charges set forth in this catalog.)

Return Check Charge

A \$25 fee will be charged for any check that is made payable to California University of Pennsylvania and returned by the bank because funds are unavailable. (The structure

of fees is subject to change without prior notice and such changes shall take precedence over existing charges set forth in this catalog.)

Building Character. Building Careers.

California University of Pennsylvania

 

[Home](#) [Graduate Catalog](#) [Financial Aid](#)

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 ensure fairness in disbursing available funds to qualifying students. The Financial Aid Office strives to ensure that courteous, timely and accurate financial aid services are delivered to all students seeking assistance from our office.

For current information on the following items, please visit the Financial Aid web pages at <http://www.calu.edu/financial-aid>

- Eligibility Requirements
- Financial Aid Application Process, including FAFSA
- Cost of Attendance
- Loan Options, including Grad Plus loans exclusively for graduate students
- Disbursement of Financial Aid
- Financial Aid Warning, Financial Aid Suspension, Financial Aid Probation

Location and Office Hours

The Financial Aid Office is located on the first floor of Dixon Hall. The office hours are 8 a.m. to 4 p.m. 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 phone at 724-938-4415 or by fax at 724-938-4551. In addition, general financial aid information may be obtained at www.calu.edu/financial-aid. Specific financial aid and student account information is available 24 hours a day through the Vulcan Information Portal (VIP).

Building Character. Building Careers.

California University of Pennsylvania

 

[Home](#) [Graduate Catalog](#) [Academic Organization](#)

Academic Organization

Under the direction of the provost, three undergraduate colleges and the School of Graduate Studies and Research administer the academic affairs of the University. Each of these divisions is administered by a dean who is responsible for the operation of the college or school.

Building Character. Building Careers.

California University of Pennsylvania

 

[Home](#) [Graduate Catalog](#) [Instructional II Certification](#)

Instructional II Certification

If you hold a Pennsylvania Instructional I teaching certificate, you can use the credits you earn in a graduate program at California University toward the post-baccalaureate requirements for the Instructional II certificate. Some graduate programs lead to specialized initial teaching certification.

More information regarding Pennsylvania certification can be found on the Pennsylvania Department of Education (PDE) website at <http://www.education.state.pa.us>.

A. Purpose & Scope:

The purpose of this program is to provide the opportunity for individuals holding a Pennsylvania Instructional Teaching Certificate to fulfill the PDE requirements for the Instructional II Certificate. This program also provides the opportunity for individuals holding an Instructional Certificate I to meet the PDE requirement for Continuing Professional Education (Act 48).

B. Definition(s):

California University is a Pennsylvania Department of Education-approved provider for Act 48 continuing professional education. All of California University's graduate education programs may be applied to Act 48 continuing education.

C. Policy:

If you hold a Pennsylvania Instructional I teaching certificate, you can use the credits you earn in a graduate program at California University toward the post-baccalaureate requirements for the Instructional II certificate. Some graduate programs lead to specialized initial teaching certification. Instructional Certificate holders may also meet the Pennsylvania Department of Education-mandated continuing professional education (Act 48.)

D. Procedure(s):

Graduate courses may be taken as a non-degree candidate or as a degree candidate in any of the approved graduate programs.

E. Effective date: 2005-2006 Graduate Catalog

Building Character. Building Careers.

California University of Pennsylvania

 

[Home](#) [Graduate Catalog](#) [Academic Programs](#)

Academic Programs

Administrative Program For Principals
Applied Criminology
Athletic Training
Business Administration
Communication Disorders
Counselor Education – Clinical Mental Health Counseling
Counselor Education – School Counseling
Elementary Education
Elementary/Special Education
Exercise Science and Health Promotion
Legal Studies: Criminal Justice
Legal Studies: Homeland Security
Legal Studies: Law and Public Policy
Mentally/Physically Handicapped
Autism Spectrum Disorders
Nursing Administration and Leadership
Reading Specialist
School Psychology
Secondary Education (Master of Arts Teaching)
Social Work
Spanish Certificates - Business or Law Enforcement
Sport Management Studies
Sports Counseling
Superintendent Letter of Eligibility
Technology Education

Building Character. Building Careers.

California University of Pennsylvania

 

[Home](#) [Graduate Catalog](#) [Academic Programs](#)
[Administrative Program For Principals](#)

Administrative Program For Principals

**MASTER OF EDUCATION IN SCHOOL ADMINISTRATION AND/OR K-12
PRINCIPAL CERTIFICATION**
CREDITS: 24-30

Degree Programs

30 credits Master of Education and K-12 Principal Certification

Certifications

24 credits K-12 Principal Certification is offered to students who already hold an approved master's degree.

Accreditation:

Approved by the Pennsylvania Department of Education, this online program meets state educational requirements for certification as a principal. The program complies with Interstate School Leaders Licensure Consortium (ISLLC) standards, Educational Leadership Constituent Council Standards (ELCC), and may be used to meet certification and professional development requirements in other states. California University of Pennsylvania is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools and the National Council for Accreditation of Teacher Education. California University of Pennsylvania has been accredited for over 40 years and was founded in 1852.

Program Description:

Cal U's administrative program for principals (ADP) is the ideal program for working professionals who want to make a difference in education. This part-time, online program is a practice-centered, performance-based program that is designed to provide a personalized approach in meeting the needs of all students, whether they are seeking a principal's certificate or a master's degree in education or simply wish to continue to

enhance their teaching and leadership skills. California University of Pennsylvania offers one program with two tracks: K-12 principal certification only (24 credits) and the Master's in Education with K-12 principal certification (30 credits). At Cal U, K-12 principal certification can be obtained as an integrated part of the master's degree or as a separate certification-only track for people who have previously obtained a master's degree. The K-12 principal certification and master's degree require the same core courses, but an additional two prescribed courses (6 credits) are required of those candidates pursuing the master's degree.

Delivery Mode:

100 percent online.

Classes are conducted online with field experiences and internships taking place at the student's school site.

Admissions Criteria:

- A completed Application plus \$25 nonrefundable application fee
- A completed Applicant Data Sheet
- An official original transcript from every institution attended
- A copy of all current professional certificates held
- A letter of endorsement from applicant's principal or immediate supervisor
- A current resume or curriculum vitae
- A statement of career goals and degree objectives

Additional Program Requirements

- Evidence of an earned GPA of 3.00 on a 4.00 scale.
- The program is open to students with a bachelor's, master's or doctorate degree. Previous teaching experience is not required, but professional certified experience is a must.
- Students with less than a 2.99 GPA may also be considered for admission provided that such students, prior to admission, take and achieve the required qualifying scores on the PPST (Praxis I: Pre-Professional Skills Assessments).

Curriculum:

COURSE REQUIREMENTS FOR ALL STUDENTS:

ADP 641 – School Community Relations Seminar(3 credits)

- ADP 647 – Orientation and Assessment (3 credits)
- ADP 621 – Curriculum Leadership Using a Standards Aligned System (3 credits)
- ADP 661 – Educational Leadership (3 credits)
- ADP 631 – School Law and Ethics (3 credits)
- ADP 626 – Instructional Leadership & Strategies for Inclusive Classrooms (3 credits)
- ADP 670 – Internship : Part 1 (3 credits)
- ADP 670 – Internship : Part 2 (3 credits)

The following 6 credits are for students seeking a Master of Education Degree with K-12 Principal Certification:

- ADP 664 – Supervised Field Project/Leadership (3 credits)
- ADP 673 – Supervised Field Project/Research and Evaluation(3 credits)

Advisement

Candidates in the ADP program receive academic and professional counseling throughout their enrollment in the program. Each candidate is assigned to an academic advisor from the time they are accepted into the program of study. Advisors work with candidates to discuss, monitor and provide counseling as it relates to their program of study.

Program Coordinator:

Silvia Braidic, Ed.D.
724-938-4757
braidic@calu.edu

Department Website:

<http://www.calu.edu/go>

Application Questions:

School of Graduate Studies and Research

California University of Pennsylvania
Eberly 202B
250 University Ave.
California, PA 15419
724-938-4187
<http://www.calu.edu>

Graduate Faculty:

Brian Barnhart, Ed.D., Adjunct Faculty; Assistant Executive Director, Lancaster-Lebanon

Intermediate Unit 13

Silvia Braidic, Ed.D., Program Coordinator and Professor, Full-time Faculty; Administrative

Leadership Programs, Department of Secondary Education and Administrative Leadership

Stephen Burnham, Ed.D., Adjunct Faculty; Middle School Principal, Wilson School District

Daniel Castagna, Ed.D., Adjunct Faculty; Superintendent, West Mifflin Area School District

David Foley, Ed.D., Assistant Superintendent, Pine-Richland School District

Mark Gross, Ed.D., Adjunct Faculty; Director of Curriculum and Instruction, Indiana Area School

District

Linda Hippert, Ed.D., Adjunct Faculty; Executive Director, Allegheny Intermediate Unit

Todd E. Keruskin, Ed.D., Adjunct Faculty; Principal, Baldwin-Whitehall School District

Catherine Lobaugh, Ed.D., Adjunct Faculty; Assistant Executive Director of Early Childhood, Family, and Community Services, Allegheny Intermediate Unit

J. Kevin Lordon, Ed.D., Associate Professor, Full-time Faculty; Administrative Leadership

Programs; Department of Secondary Education and Administrative Leadership
Christine Patti, Ed.D., Associate Professor, Full-time Faculty; Administrative Leadership

Programs; Department of Secondary Education and Administrative Leadership

Gregory Taranto, Ph.D., Adjunct Faculty; Middle School Principal, Canon-McMillian School District

Brian Toth, Ed.D., Adjunct Faculty; Superintendent of Schools, Belwood-Antis School District

Building Character. Building Careers.

California University of Pennsylvania

 

[Home](#) [Graduate Catalog](#) [Academic Programs](#) [Applied Criminology](#)

Applied Criminology

Master of Arts: Social Science

Credits: 36

Program Description:

Cal U's Master's degree in Applied Criminology is on the forefront of solving crime. The topics include areas such as the theory of behavioral analysis of violent crime; criminal investigative analysis; equivocal death analysis; and geographical profiling. We combine our expertise in multidisciplinary and interdisciplinary approaches to the subject matter from legal, sociological, psychological, and criminological perspectives. Together with our partners in the relevant professions, California University of Pennsylvania professors are uniquely positioned to offer graduate-level programs in Applied Criminology. Students with bachelor's degrees in criminology, sociology, criminal justice, psychology, and forensic science are particularly suited for the M.A. in Applied Criminology, but the completion of any undergraduate degree will be acceptable.

Delivery Mode:

100 percent online

Admissions Criteria:

- Graduate School Application plus nonrefundable \$25.00 application fee
- Official transcripts from all institutions attended verifying a 3.00 GPA in your baccalaureate degree
- Resume
- Essay

The essay should be a minimum of one full page and include: the purpose of applying to this program; career interest after graduation; and other information to show strong qualifications related to this program.

If you are an international student studying from your country of origin, you must have

an official copy of your TOEFL score sent from your testing center. A minimum TOEFL score of 500 is required on the paper-based test, a score of 61 on the Internet based test and a score of 173 on the computer-based test. An international applicant with a degree from an English speaking college or university may, after consulting with the graduate coordinator and the Graduate School, be waived from the document evaluation requirement.

Official sealed transcripts must be submitted via mail to:
School of Graduate Studies and Research
250 University Avenue
California, PA 15419

Additional documents can be submitted to:
School of Graduate Studies and Research
250 University Avenue
California, PA 15419

Or via e-mail to: gradschool@calu.edu

Curriculum:

Course Sequence for students who begin in Fall 2012

Semester 1 - Fall

Course Name	Credits
CRM 700: Advanced Criminological Theories	3
RES 800: Research Methods	3

Semester 2 - Spring

Course Name	Credits
GRA 810: Special Topics in Graduate Studies	3
CRM 820: Ethical and Legal Aspects of Criminology	3

Semester 3 - Summer

Course Name	Credits
CRM 710: Advanced Behavioral Crime Analysis Theory	3

RES 810: Qualitative Research Methods in Social Science	3
---	---

Semester 4 - Fall

Course Name	Credits
CRM 840: Equivocal Death Analysis	3
CRM 830: Criminal Investigative Analysis	3

Semester 5 - Spring

Course Name	Credits
CRM 850: Geographical Crime Analysis	3
CRM 860: Applied Research Methods in Criminology	3

Semester 6 - Summer

Course Name	Credits
RES 849: Thesis OR	6
GRA 800: Graduate Internship OR	
GRA 820: Graduate Studies Abroad	

Curriculum:

Course Sequence for students who began in Fall 2011

Semester 1 - Fall

Course Name	Credits
CRM 700: Advanced Criminological Theories	3
RES 800: Research Methods	3

Semester 2 - Spring

Course Name	Credits
CRM 710: Advanced Behavioral Crime Analysis Theory	3

CRM 820: Ethical and Legal Aspects of Criminology	3
---	---

Semester 3 - Summer

Course Name	Credits
CRM 830: Criminal Investigative Analysis	3
RES 810: Qualitative Research Methods in Social Science	3

Semester 4 - Fall

Course Name	Credits
CRM 840: Equivocal Death Analysis	3
GRA 810: Special Topics in Graduate Studies	3

Semester 5 - Spring

Course Name	Credits
CRM 850: Geographical Crime Analysis	3
CRM 860: Applied Research Methods in Criminology	3

Semester 6 - Summer

Course Name	Credits
RES 849: Thesis OR	6
GRA 800: Graduate Internship OR	
GRA 820: Graduate Studies Abroad	

Program Coordinator

Dr. Elizabeth Larsen
724-938-4149
Fax 724-938-4265
larsen@calu.edu

Department Website:

<http://www.calu.edu/academics/online-programs/applied-criminology/index.htm>

Application Questions:

School of Graduate Studies and Research
California University of Pennsylvania
Eberly 202B
250 University Avenue
California, PA 15419
724-938-4187
<http://www.calu.edu>
gradschool@calu.edu

Building Character. Building Careers.

California University of Pennsylvania



[Home](#) [Graduate Catalog](#) [Academic Programs](#) [Athletic Training](#)

Athletic Training

MASTER OF SCIENCE

CREDITS: 38

Accreditation:

Commission on Accreditation of Athletic Training Education (CAATE)

Program Description:

The post-professional graduate Athletic Training Education Program has been preparing students for a career in Athletic Training for over 20 years and is accredited by the Commission on Accreditation of Athletic Training Education (CAATE) as an advanced degree (post-certification) program in athletic training. The student entering this program receives a Master of Science degree in athletic training and can expect to complete the requirements in one calendar year. Students graduating from the program will be eligible to receive national certification as a Performance Enhancement Specialist through the National Academy of Sports Medicine (NASM). Students will learn how to use the same Optimum Performance Training Model used by the NASM for training Olympic and professional athletes. In addition, students perform original research through the creation of a thesis, complete a cadaver anatomy course and take courses that enhance leadership skills. This program is a post-professional graduate athletic training education program and the student must have passed the Board of Certification (BOC) examination or have completed the requirements to take the certification examination. The graduate athletic training student can expect to complete the academic coursework in one calendar year, which starts in June of each year and ends in the following May. Graduate students have an opportunity to apply for a graduate assistantship, which will defray the cost of tuition and provide a stipend. This clinical experience is not required to enroll in the program. Graduate assistantships occur from mid-August to approximately the end of May the following year. Clinical experiences take place at area high schools, local colleges and California University of Pennsylvania.

Delivery Mode:

Traditional with online and distance education (web-based) offerings

Admissions Criteria:

- Solid background in athletic training
- Graduate School Application plus \$25 nonrefundable application fee
- Program application and essay
- Official transcripts/baccalaureate degree from an accredited institution
- Resume or curriculum vitae
- Two letters of recommendation
- BOC certified or have completed exam requirements (students must sit for the exam as many times as possible before August camps)
- Minimum overall undergraduate 3.00 GPA
- Eligible for Athletic Training Credential from Pennsylvania State Board of Medicine
- Emergency cardiac care certification prior to start of assistantship
- Liability insurance prior to start of assistantship
- Appropriate clearances prior to start of assistantship

Curriculum:

Summer 1 – First Five Weeks

Course Name	Credits
ATE 705: Evidence-Based Practice in Athletic Training	3
ATE 800: Methods of Research in the Allied Health Sciences	3

Summer 2 – Second Five Weeks

Course Name	Credits
ATE 700: Gross Anatomy of the Extremities w/Lab	4

Summer – 10 Weeks

Course Name	Credits
EDP 600: Statistical Methods	3

Fall Semester

Course Name	Credits
-------------	---------

ATE 725: Pedagogical Studies in Athletic Training	3
ATE 810: Thesis Seminar	3
PRF 710: Performance Enhancement in Physical Activity	3
ATE 770: Athletic Training Practicum	3

Spring Semester

Course Name	Credits
ATE 745: Contemporary Issues in Athletic Training	3
PRF 750: Performance Enhancement in Program Design	3
PRF 760: Leadership and Professional Development	3
RES 849: Master's Thesis	4

Assistantships:

Graduate assistantships are available and will be appointed based on qualifications and experience.

Program Coordinator:

Thomas F. West, PhD, ATC
724-938-5933
west_t@calu.edu

Department Website:

<http://www.calu.edu/academics/graduate-programs/athletic-training/index.htm>

Application Questions:

School of Graduate Studies and Research
California University of Pennsylvania
Eberly 202B
250 University Ave.
California, PA 15419
724-938-4187
<http://www.calu.edu/prospective/graduate/index.htm>

Graduate Faculty:

Thomas F. West, Ph.D., ATC, Penn State University; Professor, Program Coordinator
Bruce D. Barnhart, Ed.D., ATC, West Virginia University; Professor
Carol M. Biddington, Ed.D., West Virginia University; Assistant Professor
William B. Biddington, Ed.D., ATC, West Virginia University; Professor
Shelly Fetchen DiCesaro, Ph.D., ATC, University of Pittsburgh; Instructor
Marc S. Federico, DPT, MPT, Slippery Rock University of Pennsylvania; Assistant Professor
Rebecca A. Hess, Ph.D., University of Pittsburgh; Professor
Barry E. McGlumphy, Ed.D., ATC, University of Pittsburgh; Associate Professor
Michael Meyer, Ph.D., ATC, Indiana University of Pennsylvania; Assistant Professor
Linda Platt Meyer, Ed.D., ATC, Duquesne University; Associate Professor
Jamie Weary, DPT, ATC, Slippery Rock University of Pennsylvania; Assistant Professor
Ellen J. West, Ed.D., ATC, West Virginia University, Associate Professor
Ed Zuchelkowski, Ph.D., West Virginia University; Professor

Building Character. Building Careers.

California University of Pennsylvania



[Home](#) [Graduate Catalog](#) [Academic Programs](#) [Business Administration](#)

Business Administration

MASTER OF SCIENCE

CREDITS: 36

Program Description:

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

The Master of Science degree offered in business administration directly addresses the needs of today's progressive business enterprise and non-profit institutions. This rigorous program is designed for the student desirous of advanced managerial skill development in the areas that significantly affect all aspects of operations. The use of analytical skills for efficient decision-making and problem-solving is emphasized.

Successful completion of this curriculum will effectively equip the graduate for a more challenging role in the business, industry and non-profit sectors of the economy.

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 and on the web 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. The program can be completed in 12 months at the main campus or at California University of Pennsylvania's Southpointe Center.

Delivery Mode:

Traditional with online and distance education (live video/audio conference) offerings

Admissions Criteria:

- Minimum overall undergraduate 3.00 GPA

- Graduate School Application plus \$25 nonrefundable application fee
- Official transcripts

Curriculum:

Foundation Courses* (15 credits)

Course Name	Credits
ACC 200: Financial Accounting	3
ECO 201: Intro Microeconomics	3
ECO 202: Intro Macroeconomics	3
MAT 225/215: Business Statistics/Statistics	3
MKT 300: Principles of Marketing	3

*Foundation courses are waived for students who have successfully completed them. Algebra (MAT 181) is a pre-requisite for taking Business Statistics/Statistics.

Master's Degree Curriculum (36 credits)

Core Curriculum

Course Name	Credits
ACC 711: Managerial Accounting	3
BUS 771: Quantitative Methods	3
BUS 799: Strategic Management	3
ECO 716: Applied Economic Analysis	3
FIN 711: Corporate Finance	3

MGT 751: International Business Management 3

MKT 711: Marketing Management 3

Select one of the following (3 credits):

Course Name	Credits
MGT 712: Organizational Behavior	3
MGT 731: Industrial Relations	3

MGT 742: Human Resource Management 3

Electives (12 credits): Any four of the 3-credit graduate courses from the following areas:

ACC/BUS/ECO/FIN/MGT/MKT (500+/700+ level)

Program Coordinator:

Dr. Arshad Chawdhry
724-938-5990
chawdhry@calu.edu

Department Website:

<http://www.calu.edu/academics/colleges/eberly/business-economics/index.htm>

Application Questions:

School of Graduate Studies and Research
California University of Pennsylvania
Eberly 202B
250 University Ave.
California, PA 15419
724-938-4187
<http://www.calu.edu/prospective/graduate/index.htm>

Graduate Faculty:

M. Arshad Chawdhry, Ph.D., University of Illinois; Program Coordinator

Burrell A. Brown, J.D., University of Pittsburgh

Ismail Cole, Ph.D., University of Pittsburgh

Paul L. Hettler, Ph.D., University of Pittsburgh

Richard J. LaRosa, Ph.D., Cleveland State University

Shirley A. Lazorchak, Ph.D., Ohio State University

Nan Li, Ph.D., City University of New York

Edward Mendola, C.P.A., M.S., Robert Morris College

John Michaels, Ph.D., George Washington University

Clyde A. Roberts, D.B.A., University of Kentucky

Louise E. Serafin, Ph.D., University of Pittsburgh

Joseph J. Schwerha IV, J.D., University of Pittsburgh

Building Character. Building Careers.

California University of Pennsylvania

 

[Home](#) [Graduate Catalog](#) [Academic Programs](#) [Communication Disorders](#)

Communication Disorders

MASTER OF SCIENCE

CREDITS: 46

Accreditation:

The master's program in speech-language pathology at California University of Pennsylvania is accredited by the Council of Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Blvd. #310, Rockville, Md. 20850. 800-498-2071 or 301-296-5700.

Program Description:

This program provides specialized training in all areas of communication disorders. Graduates are qualified to provide clinical services to individuals of all ages in a variety of settings including schools, hospitals, government agencies, private practice, etc. The University has excellent facilities, including a large clinic and a Language and Learning Enrichment Center located within the department, along with a technologically advanced Communication Science Laboratory. Applicants without a degree in communication disorders will need to complete a small number of core undergraduate courses prior to beginning graduate courses. A summer only cohort program is available for individuals who are employed in the field of communication disorders during the school year. This academic program can be completed in five summers. Contact the department (724-938-4175) for further details on this program.

Delivery Mode:

Traditional

Admissions Criteria:

- Minimum overall undergraduate 3.00 GPA
- Graduate School Application plus \$25 nonrefundable application fee
- Official transcripts

- Three letters of recommendation
- GRE scores
- 3-5 page personal essay
- Documented proof of 25 hours of observation in this profession (not necessary at time of application can be completed at a later date)

Criteria for Continuing in the Program:

Students move through the program as a cohort. Each cohort completes an identical core of required courses that are critical to successful functioning as a speech-language pathologist (SLP). In addition to those courses, each cohort completes a unique combination of additional courses, guaranteeing that there are SLPs throughout the nation to provide the many areas of specialized service needed by very diverse patient populations. Students must maintain a minimum 3.00 grade point average while in the program. Students who fail to maintain a 3.00 GPA will not be permitted to complete the candidacy interview or register for an externship placement. Failure to reacquire a 3.00 during the single probationary semester may result in dismissal from the program.

Curriculum:

First Term: Fall	
Course Name	Credits
CMD 701: Language Disorders in Adults	3
CMD 702: Language Disorders in Children	3
CMD 708: Neurology	3
CMD 711, CMD 713 or CMD 714: Clinical Practicum in Various Settings	1-3
CMD 712: Clinical Practicum in University Clinic	1-2

Practicum/Internships:

Students participate in extensive hands-on clinical experiences both at the in-house clinic and the Language and Learning Enrichment Center and at more than 60 off-campus facilities with which the department has contractual relationships.

Program Coordinator:

Dr. Ralph Belsterling
724-938-4175
belsterling@calu.edu

Department Website:

<http://www.calu.edu/academics/colleges/education/communication-disorders/index.htm>

Application Questions:

School of Graduate Studies and Research
California University of Pennsylvania
Eberly 202B
250 University Ave.
California, PA 15419
724-938-4187
<http://www.calu.edu/prospective/graduate/index.htm>

Graduate Faculty:

Ralph Belsterling, Program Coordinator; Au.D., University of Florida; specializes in audiometric assessment, aural rehabilitation, amplification and hearing conservation

Barbara Bonfanti, Ph.D., University of Pittsburgh; specializes in adult and child neurogenic communication disorders, fluency, dysphagia and research

Nancy Carlino, M.A., Duquesne University; specializes in neurogenics and articulation, phonology and traumatic brain injury

Nancy Heard Hepting, Ph.D., University of Pittsburgh; specializes in early intervention—birth to 3 years and 3 years to 5 years, behavior management and natural environment-based treatments

Denise Joseph, Ph.D., University of Pittsburgh; specializes in pediatric language disorders, pediatric feeding and swallowing disorders, and communication disorders in special populations

Robert Skwarecki, Ph.D., University of Pittsburgh; specializes in vocal pathologies, speech science, assistive technology, anatomy and physiology, and neurogenesis

Building Character. Building Careers.

California University of Pennsylvania

 

[Home](#) [Graduate Catalog](#) [Academic Programs](#)
[Counselor Education – Clinical Mental Health Counseling](#)

Counselor Education – Clinical Mental Health Counseling

MASTER OF SCIENCE
CLINICAL MENTAL HEALTH COUNSELING
CREDITS: 54

Accreditation

Council for the Accreditation of Counseling and Related Educational Programs (CACREP) - California University of Pennsylvania is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools. The University has been accredited for more than 40 years and was founded in 1852.

Program Description

The Master of Science degree prepares students to work as professional counselors in a variety of behavioral health and social service settings. Courses offered by the department have been approved by both the National Board for Certified Counselors and the Pennsylvania Department of Education for certification and continuing education credits (Act 48).

The program fulfills the degree requirements necessary to become a National Certified Counselor (NCC) and a Licensed Professional Counselor (LPC), as well as being able to take the National Counselor Examination (NCE). Students also have the option to take an additional 6 credits before or after graduation to total 60 credits, also required to become Licensed Professional Counselors in Pennsylvania (Pennsylvania Licensure Act 136 of 1998). Students will need two or more additional years of supervised work experience after graduation to complete the requirements for LPC.

Prospective students are advised to read the CED Student Handbook, which describes the philosophy, admissions and departmental procedures in detail. This may be downloaded at <http://www.calu.edu/academics/colleges/education/counselor-education/index.htm>.

Delivery Mode

Traditional with occasional online coursework

Admissions Criteria

- Minimum overall undergraduate 3.00 GPA (see handbook for exceptions)
- Applications may be considered with an undergraduate GPA of at least 2.60, a score of 403+ on Miller Analogies Test (MAT) and admissions interview
- Graduate School Application plus \$25 nonrefundable application fee
- Three professional letters of recommendation (see handbook)
- One-page resume of work and education
- Psychobiography
- Official transcripts from all graduate and undergraduate work
- An admissions interview may be required

Transition to Clinical Mental Health Counseling

Important Information to Consider

Community and Agency Counseling

The Community and Agency Counseling program at California University of Pennsylvania is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). That accreditation runs through March 2014. Due to impending changes in the accreditation process, Community and Agency Counseling students should plan to graduate by this date. See your adviser for more information.

Clinical Mental Health Counseling:

In order to better serve our students, our department is preparing to transition from Community Counseling to the new CACREP designation for counselors working in community settings named, *Clinical Mental Health Counseling* (CMHC).

The CMHC program is currently accredited by CACREP as a Community Counseling program through March 2014. The CED department intends to seek full CACREP accreditation for this program as a Clinical Mental Health Counseling program, when it comes up for reaccreditation per CACREP guidelines.

Summary

Students who graduate in either the Community and Agency or the CMHC program prior to our obtaining CACREP reaccreditation in 2014 will be considered to have graduated from our CACREP accredited Community Counseling program. See your advisor for more information.

Certifications

State and National

- National Certified Counselor (NCC)
- Students can begin to fulfill exam and credit requirements toward becoming Licensed Professional Counselors (LPC) in Pennsylvania

Practicum/Field Education

Practicum and field education are taken near the end of the student's program. Practicum requires two days per week on-site for a minimum of 150 hours. Students will be supervised by professionals in their areas of interest. Internship experiences require a minimum of 600 hours under the supervision of counselors in the students' areas of interest. This will be arranged in consultation with the internship coordinator.

Curriculum:

Area I: Core Courses Required For Candidacy

Course Name	Credits
CED 702: Counseling Theory	3
CED 710: Counseling Skills and Techniques	3
CED 724: Experiential Group Process	3
CED 789: Introduction to Clinical Mental Health Counseling	3

Area II: Advanced Counseling Core

Course Name	Credits
CED 705: Developmental Group Counseling	3
CED 720: Cross-cultural Counseling	3
CED 786: Career Counseling	3

Area III: Field Education

Course Name	Credits
--------------------	----------------

CED 711: Practicum in Counselor Education 3

CED 712: Clinical Field Experience in Counselor Education 6

CED 787: Integration, Collaboration and Consultation 3

Area IV: Psychological Foundations

Course Name	Credits
--------------------	----------------

CED 717: Diagnosis and Treatment in Mental Health	3
---	---

PSY 713: Psychology of Growth and Development	3
---	---

PSY 721: Advanced Tests and Measurements	3
--	---

Area V: Research

Course Name	Credits
--------------------	----------------

CED 785: Research Methods in Counseling	3
---	---

Area VI: Clinical Core

Course Name	Credits
--------------------	----------------

CED 708: Substance Abuse and Addiction	3
--	---

CED 735: Introduction to Family Therapy	3
---	---

CED 791: Crisis Counseling and Disaster Preparedness	3
--	---

Co-requisites: Either one course in psychology (graduate or undergraduate) or approved CED substitution. Must have a minimum C (2.00) undergraduate grade, or 3.00 graduate grade, and may be taken concurrently with other CED requirements.

Practicum/clinical field experience: Practicum and clinical field experience are taken near the end of the student's program. Practicum requires a minimum of 150 hours on-site. The student will be supervised by a professional in his/her area of interest. The clinical field experience requires a minimum of 600 hours under the supervision of a

professional in the student's area of interest. This will be arranged in consultation with the field site coordinator.

Program Coordinator:

John Patrick, D.Ed.
724-938-4123
patrick@calu.edu

Department Website:

<http://www.calu.edu/academics/colleges/education/counselor-education/index.htm>

Application Questions:

School of Graduate Studies and Research
California University of Pennsylvania
Eberly 202B
250 University Ave.
California, PA 15419
724-938-4187
<http://www.calu.edu/academics/colleges/graduate-school/index.htm>

Graduate Faculty:

Jacqueline A. Walsh, Ph.D., NCC, LPC, Professor; Department Chair; 724-938-4123;
walsh@calu.edu

Grafton Eliason, Ed.D., NCC, LPC, Professor; 724-938-4464; eliason@calu.edu

Gloria Cataldo Brusoski, Ph.D., NCC, Professor, Licensed Psychologist;
724-938-4123; brusoski@calu.edu

Elizabeth Gruber, Ph.D., NCC, LPC, Professor/Field Site Coordinator; 724-938-1567;
gruber@calu.edu

John Patrick, D.Ed., CRC, NCC, LPC, Professor; 724-938-4452; patrick@calu.edu

Jeff Samide, Ed.D., NCC, LPC, Associate Professor; 724-938-4123; samide@calu.edu

Taunya Tinsley, Ph.D., NCC, LPC, Associate Professor; 724-938-5698;
tinsley@calu.edu

Building Character. Building Careers.

California University of Pennsylvania

 

[Home](#) [Graduate Catalog](#) [Academic Programs](#)
[Counselor Education – School Counseling](#)

Counselor Education – School Counseling

MASTER OF EDUCATION/SCHOOL COUNSELING
CREDITS: 48

Accreditation:

Council for Accreditation of Counseling and Related Educational Programs (CACREP)
Pennsylvania Department of Education (PDE)

Program Description:

School counseling programs at California University of Pennsylvania are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Through the University, the Middle States Association of Colleges and Post-Secondary Schools accredits the Department of Counselor Education. The National Council for the Accreditation of Teacher Education (NCATE) accredits the school counseling programs (elementary and secondary school guidance). Courses offered by the department have been approved by both the National Board for Certified Counselors and by the Pennsylvania Department of Education for certification and continuing education credits (Act 48). The Counselor Education Department is authorized by the Commonwealth of Pennsylvania Department of Education to offer certification programs in elementary and secondary school guidance.

Our Master of Education program in school counseling fulfills the degree requirements needed for the National Counselor Examination (NCE), required to become a National Certified Counselor (NCC) and Licensed Professional Counselor (LPC). Students also have the option of taking an additional 12 credits before or after graduation to total 60 credits, also required to become an LPC in Pennsylvania (Pennsylvania Licensure Act 136 of 1998). Students will need two or more additional years of supervised work experience after graduation to complete the requirements for LPC.

Students who hold a master's degree in another discipline may decide to seek certification. The department will evaluate their transcripts to determine which courses

are required.

Prospective students are advised to read the CED Student Handbook, which describes the philosophy, admissions and departmental procedures in detail. This may be downloaded at <http://www.calu.edu/academics/colleges/education/counselor-education/index.htm>.

Delivery Mode:

Traditional with occasional online course

Admissions Criteria:

- Minimum overall undergraduate 3.00 GPA (see handbook for exceptions)
- Applications may be considered with an undergraduate GPA of at least 2.60, a score of 403+ on Miller Analogies Test (MAT) and admissions interview
- Graduate School Application plus \$25 nonrefundable application fee
- Three professional letters of recommendation (see handbook)
- One-page resume of work and education
- Psychobiography
- Official transcripts from all graduate and undergraduate work
- An admissions interview may be required

Curriculum:

Area I: Core Courses Required for Candidacy

Course Name	Credit
CED 700: Foundations of School Counseling	3
CED 702: Counseling Theory	3
CED 710: Counseling Skills and Techniques	3
CED 724: Experiential Group Process	3

Area II: Advanced Counseling Core

Course Name	Credits
CED 705: Developmental Group Counseling	3
CED 720: Cross - cultural Counseling	3
CED 786: Career Counseling	3

Area III: Field Education

Course Name	Credits
--------------------	----------------

CED 711: Practicum in Counselor Education	3
CED 712: Clinical Field Experience in Counselor Education	6
CED 787: Integration, Collaboration and Consultation	3

Area IV: Counseling and Education Courses*

Course Name	Credits
ESP 610: Special Education Foundations and Collaboration	3

Area V: Psychological Foundations

Course Name	Credits
CED 721: Diagnosis and Counseling Children and Adolescents	3
PSY 713: Psychology of Growth and Development	3
PSY 721: Advanced Tests and Measurements	3

Area VI: Research

Course Name	Credits
CED 785: Research Methods in Counseling	3

* If you have not taken the following courses or their equivalent courses as either an undergraduate or graduate, they are now required by the Pennsylvania Department of Education (PDE) and must be taken in order to receive school counseling certification. For this reason, we recommend completing this requirement before graduation:

ESP 611 Assessments and Positive Behavior Supports (if not offered, take ESP 701)
3_____

ESP 612 or 613 Evidence Based Practices in Inclusion (these will later combine into one class ESP 619) 3_____

EDU 650 Supporting English Language Learners 3_____

Co-requisites: Either one (1) course in Psychology (grad or undergrad) or approved CED substitution. (Must have a minimum "C" (2.0) undergraduate grade, or 3.0 graduate grade, and may be taken concurrently with other CED requirements)

Practicum/clinical field experience: Practicum and clinical field experience are taken near the end of the student's program. Practicum requires a minimum of 150 hours on-site. The student will be supervised by a professional in his/her area of interest. The clinical field experience requires a minimum of 600 hours under the supervision of a school counselor in the student's area of interest. This will be arranged in consultation with the field site coordinator.

Program Coordinator:

Grafton Eliason, Ed.D.
724-938-4123
eliason@calu.edu

Department Website:

<http://www.calu.edu/academics/colleges/education/counselor-education/index.htm>

Application Questions:

School of Graduate Studies and Research
California University of Pennsylvania
Eberly 202B
250 University Ave.
California, PA 15419
724-938-4187

<http://www.calu.edu/academics/colleges/graduate-school/index.htm>

Graduate Faculty:

Jacqueline A. Walsh, Ph.D., NCC, LPC, Professor; Department Chair; 724-938-4123;
walsh@calu.edu

Grafton Eliason, Ed.D., NCC, LPC, Professor; 724-938-4464; eliason@calu.edu

Gloria Cataldo Brusoski, Ph.D., NCC, Professor, Licensed Psychologist;
724-938-4123; brusoski@calu.edu

Elizabeth Gruber, Ph.D., NCC, LPC, Professor/Field Site Coordinator; 724-938-1567;
gruber@calu.edu

John Patrick, D.Ed., CRC, NCC, LPC, Professor; 724-938-4452; patrick@calu.edu

Jeff Samide, Ed.D., NCC, LPC, Associate Professor; 724-938-4123; samide@calu.edu

Taunya Tinsley, Ph.D., NCC, LPC, Associate Professor; 724-938-5698;
tinsley@calu.edu

Building Character. Building Careers.

California University of Pennsylvania

 

[Home](#) [Graduate Catalog](#) [Academic Programs](#) [Elementary Education](#)

Elementary Education

Department of Early, Middle & Special Education

Building Character. Building Careers.

California University of Pennsylvania

 

[Home](#) [Graduate Catalog](#) [Academic Programs](#) [Elementary Education](#)
[Master of Education: Early Childhood Education](#)

Master of Education: Early Childhood Education

MASTER OF EDUCATION

CREDITS: 33

Accreditation:

National Association for the Education of Young Children (NAEYC)

Program Description:

This program is a completely online 33-credit graduate program for certified teachers interested in gaining additional certification in early childhood education. Graduate students in the early childhood education degree program will apply knowledge of child development, families and best teaching practices to a variety of educational settings, including public schools pre-kindergarten to grade 4 primary programs, preschool programs, Head Start, child care, parenting and family support programs.

Delivery Mode:

100 percent online

Admissions Criteria:

- Official transcripts with minimum overall undergraduate 3.00 GPA or 3.00 GPA in last 48 college credits taken
- Graduate School Application plus \$25 nonrefundable application fee
- Copies of all professional certificates held (only early, elementary or special education certifications acceptable)
- Resume or curriculum vitae

Applicants with a GPA of 2.99 or less must also:

- Have a 3.00 or higher in the last 48 credits or

- Submit two letters of recommendation from individuals who know the applicant well and can comment on the applicant's intellectual and leadership abilities.
- Submit evidence of successful teaching or professional educational experience.

Curriculum:

Master's Curriculum (33 credits):

Semester	Course Name	Credits
1	PSY 712: Advanced Psychology of Learning	3
1	EDE 701: Development and Organization of School Curriculum	3
2	ESP 501: Introduction to Exceptionality	3
2	RES 800: Methods of Research	3
3	ECE 702: Advanced Childhood Development	3
3	ECE 700: Early Childhood Curriculum and Assessment	3
3	ECE 703: Literacy Development	3
4	ECE 704: Special Topics in Early Childhood Education	3
4	ECE 705: Science and Math in ECE	3
5	ECE 707: Leadership and Management in Early Childhood Settings	3
	RES 849: Thesis or EDE 766: Action Research or EDE 768: Internship (current clearances needed)	

***Internship Note:** The internship is to be completed during semester 3, 4 or 5 in the cohort cycle. All internships must be pre-approved a semester in advance and all internship students must have appropriate clearances (ACT 34, 114 and 151 if

Pennsylvania internship). If you are completing an out-of-state internship, clearances necessary for that state also apply. Schools or sites may require additional documentation. Any additional documents/requirements must be met in order for the internship to begin.

Effective 2011

NOTE: Those seeking PA early childhood certification must also complete the following courses in order to meet PA Chapter 49 Regulations effective for any candidate applying for a PA instructional and/or educational specialist certificate on or after 2011.

Due to PA regulations CalU mandates the following: **(a)** at least 9 credits of special education/ accommodations and adaptations for students with disabilities in an inclusive setting and **(b)** at least 3 credits addressing instructional needs of English language learners.

Courses:

ESP 612: Evidence Based Practices (pre-K to grade 8)- 3 credits

or

ESP 607: Early Intervention (pre-K)- 3 credits

ESP 701: Intro to Behavioral Analysis- 3 credits

ESP 501: Introduction to Exceptionality (already in core courses above)

or

ESP 610: Foundations and Collaboration- 3 credits

and

EDE 704: Introduction to Teaching English as a Second Language- 3 credits

Note: If equivalent coursework at the undergraduate level has been completed, the candidate may request a course listed above to be waived that is equivalent to the graduate level course. The program coordinator will review transcripts, course syllabi, etc. to determine whether coursework is equivalent. The program coordinator has the sole discretion to accept or deny any equivalency requests. If a course is determined to be equivalent, additional coursework may need to be taken to fulfill the 24 credit certification-only requirements for the program.

Certification Only Option (24 credits):

Semester	Course Name	Credits
1	ECE 707: Leadership and Management in Early Childhood Settings	3
1	RES 800: Methods of Research	3
2	ECE 702: Advanced Childhood Development	3
2	ECE 700: Early Childhood Curriculum and Assessment	3
2	ECE 703: Literacy Development	3
3	ECE 704: Special Topics in Early Childhood Education	3
3	ECE 705: Science and Math in Early Childhood Education	3

RES 849: Thesis OR

EDE 766: Action Research OR

EDE 768: Internship (current clearances needed)*

***Internship note:** The internship is to be completed during semester 3, 4 or 5 in the cohort cycle. All internships must be pre-approved a semester in advance and all internship students must have appropriate clearances (ACT 34, 114 and 151 if Pennsylvania internship). If you are completing an out-of-state internship, clearances necessary for that state also apply. Schools or sites may require additional documentation. Any additional documents/requirements must be met in order for the internship to begin.

Effective 2011

NOTE: Those seeking Pennsylvania early childhood certification must also complete the following courses in order to meet Pennsylvania Chapter 49 regulations effective for any candidate applying for a PA instructional and/or educational specialist certificate on or after 2011.

Due to Pennsylvania regulations California University of Pennsylvania mandates the following: (a) at least 9 credits of

special education/ accommodations and adaptations for students with disabilities in an inclusive setting, and **(b)** at least 3 credits addressing instructional needs of English language learners.

Courses:

ESP 612: Evidence-Based Practices (pre-K to grade 8)- 3 credits

or

ESP 607: Early Intervention (pre-K)- 3 credits

ESP 701: Introduction to Behavioral Analysis- 3 credits

ESP 501: Introduction to Exceptionality (already in core courses above)

or

ESP 610: Foundations and Collaboration- 3 credits

and

EDE 704: Introduction to Teaching English as a Second Language- 3 credits

Note: If equivalent coursework at the undergraduate level has been completed, the candidate may request a course listed above to be waived that is equivalent to the graduate level course. The program coordinator will review transcripts, course syllabi, etc. to determine whether coursework is equivalent. The program coordinator has the sole discretion to accept or deny any equivalency requests. If a course is determined to be equivalent, additional coursework may need to be taken to fulfill the 24 credit certification-only requirements for the program.

Note: Internship may be taken any semester during the cohort cycle.

Program Coordinator:

Dr. Clover Wright
724-938-4222
wright_c@calu.edu

Department Website:

<http://www.calu.edu/academics/online-programs/cert-early-childhood/index.htm>

Application Questions:

School of Graduate Studies and Research
California University of Pennsylvania

Eberly 202B
250 University Ave.
California, PA 15419
724-938-4187

<http://www.calu.edu/academics/colleges/graduate-school/index.htm>

Graduate Faculty

Deborah Farrer, Ed.D., West Virginia University; specializes in Reading
Christine Peterson, Ed.D., West Virginia University; specializes in Technology
Education
Clover Wright, Program Coordinator; Ed.D., West Virginia University;
specializes in Elementary/Early Childhood Education

Building Character. Building Careers.

California University of Pennsylvania

 

[Home](#) [Graduate Catalog](#) [Academic Programs](#) [Elementary Education](#)
[Master of Education: Elementary Education Pre-K-Grade 4](#)

Master of Education: Elementary Education Pre-K-Grade 4

MASTER OF EDUCATION
CREDITS: 45-54

Accreditation:

National Council for Accreditation of Teacher Education (NCATE)

Program Description:

The Master of Education is available to students seeking Pennsylvania elementary education (PreK-Grade 4) certification and/or a master's degree. Candidates for PA certification must have completed undergraduate or graduate coursework that include the following:

- College level mathematics (6 credits)
- English Composition and English/American Literature (3 credits/3 credits)
- Health and Wellness (3 credits)
- Citizen: Geography, Political or Economy (3 credits)
- English Language Learners (3 credits)
- Instructional Technology (3 credits)
- U.S. History (3 credits)
- Physical Science (3 credits)
- Environmental/Earth Science (3 credits) and
- Biology (3 credits)

The courses listed above only apply to the M.Ed. with certification and certification only programs.

Students entering the program without all, or part, of the undergraduate requirements

may meet them with additional coursework or by competency tests while they are taking the graduate classes.

Master's degree with certification

Master's degree without certification

Certification Only

Dual Certification -Elementary (PreK-Grade 4) and Special Education (PreK-Grade 8) program - designed for students who are not certified in either Elementary or Special Education (63 credits).

Please see program sheet on dual certification for more information on this program or visit our website at www.calu.edu.

Delivery Mode:

Traditional with some online course offerings within the program

Admissions Criteria:

- Official transcripts
- Minimum overall undergraduate 2.80 GPA or 3.00 GPA in last 48 college credits taken
- Graduate School Application plus \$25 nonrefundable application fee
- Passing scores on PAPA tests by candidacy
- Current Act 34, 151 and 114 clearances

Curriculum:

Course Name	Credits
RES 800: Methods of Research	3
EDE 701: Dev & Organization of School Curriculum	3
ESP 610: Special Ed: Foundations & Collaboration	3
ESP 612: Evidence-Based Practices for Pre-K-8 Inclusion	3
ESP 701: Intro to Behavior Principles	3
PSY 712: Advanced Psych Learning	3
ECE 703: Literacy Development	3
ECE 707: Leadership & Management in Early Childhood	3
ELE 701: Teaching & Assessment in Language Arts	3
ELE 702: Teaching & Assessment in Reading	3
ELE 703: Field Experience	3

ELE 711: Teaching & Assessment in Mathematics	3
ELE 718: Teaching & Assessment in Expressive Arts	3
ELE 721: Teaching & Assessment in Science	3
ELE 731: Teaching & Assessment in Social Studies	3
ELE 795: Student Teaching	9

The M.Ed. without certification program requires all courses above excluding ELE 795 student teaching. (45 credits)

The certification only program requires all courses listed above excluding RES 800 Methods of Research. (51 credits)

Program requirements may include comprehensive examinations and certification tests.

Program Coordinator:

Dr. Richard Wyman
724-938-4135
wyman@calu.edu

Department Website:

<http://www.calu.edu/academics/graduate-programs/elementary/index.htm>

Application Questions:

School of Graduate Studies and Research
California University of Pennsylvania
Eberly 202B
250 University Ave.
California, PA 15419
724-938-4187

<http://www.calu.edu/academics/colleges/graduate-school/index.htm>

Graduate Faculty:

Dr. Connie J. Armitage, Program Coordinator; Ed.D., University of Pittsburgh; specializes in Reading

Holly Diehl, Ed.D., West Virginia University; specializes in Reading Education

Deborah Farrer, Ed.D., West Virginia University, specializes in Reading

William Hug, Ph.D., Pennsylvania State University; specializes in science education and research

Diane Nettles, Ph.D., University of South Florida; specializes in Curriculum and

Instruction

Christine Peterson, Ed.D., West Virginia University; specializes in Technology Education

Richard Wyman, Ed.D., University of Washington; specializes in Social Studies
Education

Building Character. Building Careers.

California University of Pennsylvania

 

[Home](#) [Graduate Catalog](#) [Academic Programs](#) [Elementary Education](#)
[Science, Technology, Engineering and Math \(STEM\) Education](#)

Science, Technology, Engineering and Math (STEM) Education

MASTER OF EDUCATION

CREDITS: 30

Accreditation

National Council for Accreditation of Teacher Education (NCATE)

Program Description

The science, technology, engineering and mathematics for elementary and middle school teachers program at Cal U is a completely online graduate program for certified teachers and other educators interested in increasing their content knowledge and teaching skills.

The experienced course instructors will guide you through the most recent innovations in helping elementary and adolescent children excel in the STEM disciplines. Through reading on-line text, observing video of high quality STEM teaching in classrooms, conducting hands-on experiments and sharing ideas with your colleagues this program will provide you with many ready to use activities that foster STEM learning in your students.

Our program emphasizes a constructivist teaching philosophy that takes into consideration the prior knowledge and background of individual learners. The program is performance-based and shares research-based practices that will prepare you to teach STEM disciplines with children pre-K to eighth grade.

Delivery Mode

100 percent online

Admissions Criteria

Applicants are required to submit the following:

- Graduate School application plus \$25 nonrefundable application fee
- Official transcripts from every institution attended
- A copy of all current professional certificates held
- A current resume or curriculum vitae
- A written statement (500 words or less) that describes how you envision this degree will help you better serve your students and your community by striving to be an award-winning teacher leader in the school setting

Additional program requirements:

- Evidence of an earned GPA of 2.80 on a 4.00 scale
- The program is open to students with a bachelor's, master's or doctorate degree
- A teacher's certificate (or substantial teaching experience in formal or non-formal settings)

To be considered for admission, applicants with a GPA of 2.79 or less must also:

- Have a 3.00 or higher in the last 48 credits.
- Submit Miller Analogies Test (MAT) score. The program coordinator will use your score in combination with other evidence to make the admissions decision.
- Submit evidence of successful teaching or professional educational experience.
- Submit two additional letters of recommendation.

Curriculum

Master's Curriculum (30 credits)

Core Course (6 credits)

Course Name	Credits
RES 800: Methods of Research	3
EDE 701: Development and Organization of School Curriculum	3

Specialized Courses (18 credits)

Course Name	Credits
EDE 770: The Nature of STEM Learning in Elementary/Middle Schools	3
EDE 771: Teaching Elementary and Middle School Children Earth and Space Science	3
EDE 772: Teaching Elementary and Middle School Children Life Science	3
EDE 773: Teaching Elementary and Middle School Children Physical Science	3
EDE 774: Teaching Elementary and Middle School Children Math	3
EDE 765: Teachers as Learners	3

Cognate Course (3 credits)

Course Name	Credits
TED 775: Integrating Technology in Elementary/Middle School STEM Curriculum	3

Capstone Course (3 credits)

Course Name	Credits
EDE 776: Integrative Project in STEM Education	3

Program Coordinator

Dr. J. William Hug
 724-938-4135
hug@calu.edu
elemedonline@calu.edu

Department Website

<http://www.calu.edu/academics/online-programs/stem-teacher-education/index.htm>

Application Questions

School of Graduate Studies and Research

California University of Pennsylvania

Eberly 202B

250 University Avenue

California, PA 15419

724-938-4187

gradschool@calu.edu

<http://www.calu.edu/academics/colleges/graduate-school/index.htm>

Graduate Faculty

J. William Hug, Ph.D., Pennsylvania State University; specializes in Science and Environmental Education

Deborah Farrer, Ed.D., West Virginia University; specializes in Reading

Kyle Fredrick, Ph.D., University at Buffalo, specializes in groundwater hydrology and groundwater modeling

Laura Hummell, Ed.D., East Carolina University, specializes in educational leadership and instructional design

Building Character. Building Careers.

California University of Pennsylvania

 

[Home](#) [Graduate Catalog](#) [Academic Programs](#) [Elementary Education](#)
[Master of Education: English as a Second Language \(ESL\)](#)

Master of Education: English as a Second Language (ESL)

CREDITS: 33

Program Description

This completely online certified teachers interested in gaining a Master's degree, and seek additional certification in English as a Second Language (ESL). The curriculum is aligned with the PA Department of Education ESL Program Specialist Standards and Teachers of English to Speakers of Other Languages (TESOL) Standards. Graduate students in the English as a Second Language degree program will apply knowledge in the following domains: language, culture, instruction, assessment, and professionalism. In each of these domains educators will be challenged to develop professionalism in language education, promote individual language rights, provide accessible and high quality education, develop collaboration in a global community, engage in research and reflective practice for educational improvement, and cultivate a respect for diversity and multiculturalism.

Delivery Mode

100 percent online

Admissions Criteria

Only fully complete applications will be considered for admissions.

- A completed Graduate School application.
- An official transcript from every institution attended.
- A copy of all current professional certificates held.
- A current resume or curriculum vitae.

Additional Program Requirements:

- Evidence of an earned GPA of 3.00 on a 4.00 scale.
- The program is open to students with a bachelor's, master's or doctorate degree and teaching certification.
- Previous teaching experience is not required, but teaching certification is required for admission.
- The program coordinator and faculty will determine final recommendation for admission to the program.

Curriculum

Semester 1

Course	Credits	Field-Based Components
EDE 704: Introduction to Teaching English as a Second Language	3	Interview or observe an ESL teacher for strategies and methods appropriate for ELLs and include them in the e-resource guide. Add three methods that the ESL teacher uses with ELLs. Include handouts, resources, etc. if available.
EDE 701: Development & Organization of School Curriculum	3	

Semester 2

Course	Credits	Field-Based Components
EDE 709: Developing Cultural Awareness and Sensitivity	3	Via the global schoolhouse website you will partner with a teacher in the U.S., or out of the country that has ELLs in his/her classroom. The communication will occur mostly via e-mail, but if possible synchronous communication through instant messaging, web-cams or web-conferencing may also occur. You must have a minimum of five direct communications (on separate dates) with the teacher and the children in the classroom. Various interactions and communication can occur to gain a better understanding of the culture and ethnic groups represented in that classroom. A minimum of one assignment must be prepared and sent to the classroom to complete. Once returned to you, you are to provide feedback and comments to each individual student on their work.
EDE 713: Language	3	Choose one of the following options:

- Acquisition and Development
1. Work with an ESL teacher at your school,
 2. a teacher with ELLs in his/her classroom (in your school or in another district), or at the discretion of the professor through the global schoolhouse teacher contacts.
 3. Work in your school district or another school district with ELLs.

Examine & determine the ELLs language development stage/proficiency level; develop, plan and assess one reading and one writing instructional activity for one or multiple ELL(s) that incorporates research-based best practices.

Semester 3

Course	Credits	Field-Based Components
RES 800: Methods of Research	3	
EDE 714: Language Proficiency Assessment	3	Select one ELL to work with face-to-face for a minimum of 10 hours and develop a case study including, but not limited to: family background/demographics, needs assessment to identify ELP level and instructional needs, goals, lesson plans, assessments and reflection journal.
PSY 712: Advanced Psychology of Learning	3	

Semester 4

Course	Credits	Field-Based Components
EDE 712: Content Instruction and Assessment PK-12	3	<p>Choose one of the following options:</p> <ol style="list-style-type: none"> 1. Work with a regular education teacher that has a group of ELLs in his/her classroom. Collaboratively plan lessons for ELLs in the classroom that incorporates best-practice strategies and methods for ELLs.

2. Work with an ESL certified teacher to develop lesson plans that incorporate best-practice strategies and methods for a group of ELLs.

ESP 501:
Introduction to 3
Exceptionality
PSY 712: Advanced
Psychology of 3
Learning

Semester 5

Course	Credits	Field-Based Components
EDE 719: Supporting Second Language Learners, Families and Community	3	Interview school personnel via phone, in person, or e-mail to identify current ELL resources or supports that the school and community have in place for ELL families and children. Describe in detail the current resources, support programs/systems available and make recommendations. School websites may also be utilized, but interviews are mandatory.
*RES 849 Master's Thesis/EDE 766: Action Research OR *†EDE 768 Teacher Education Internship	3	Internships are arranged a semester in advance. Placements are the responsibility of the program coordinator with assistance from the university internship office. Placements will be selected based on the following criteria: Schools with an ELL population Preference will be given to schools with certified ESL teachers Location of school to candidate's home. The program coordinator will arrange all internship placements by making the appropriate contacts to school administration and arranging for school board approval if needed. The internship experience will be framed in a similar context as student teaching in which the candidate will be required to plan instruction and teach ELLs for the duration of their 120 hour internship.

The online program coordinator reviews student resumé upon admission to the program to determine which students will need to complete EDE 768 Teacher Education Internship and which will need to complete a research study EDE 766 Action Research/RES 849 Thesis as part of the program. You are responsible for providing the coordinator with an accurate resumé that reflects your teaching experiences. Those who

do not have experience teaching English Language Learners will be required to complete the internship during semester 3, 4 or 5. Those who do not need to complete the internship are required to complete the research study.

*Internship Note: the internship is to be completed during semester 3, 4 or 5 in the cohort cycle. All internships must be pre-approved a semester in advance and all internship students must have appropriate clearances (ACT 34, 114 and 151 if PA internship.) If you are completing an out-of-state internship clearances necessary for that state also apply. Schools or sites may require additional documentation. Any additional documents/requirements must be met in order for the internship to begin.

Program Coordinator

Dr. Clover Wright
724-938-4222
wright_c@calu.edu

Department Website

<http://www.calu.edu/academics/online-programs/me-esl/index.htm>

Application Questions

School of Graduate Studies and Research
California University of Pennsylvania
Eberly 202B
250 University Avenue
California, PA 15419
724-938-4187
<http://www.calu.edu/academics/colleges/graduate-school/index.htm>

Graduate Faculty

Christine Peterson, Ed.D., West Virginia University
Clover Wright, Program Coordinator, Ed.D., West Virginia University

Building Character. Building Careers.

California University of Pennsylvania



[Home](#) [Graduate Catalog](#) [Academic Programs](#) [Elementary/Special Education](#)

Elementary/Special Education

MASTER OF EDUCATION

DUAL CERTIFICATION

Credits: 63

Accreditation:

National Council for Accreditation of Teacher Education (NCATE)

Program Description:

The Master of Education with Elementary Education/Special Education certification program is available to students seeking Pennsylvania elementary education (Grades PreK-4) and special education (Grades K-8 certification) with a master's degree. Candidates for PA certification must have completed undergraduate or graduate coursework that includes the following:

- College level mathematics (6 credits)
- English Composition and English/American Literature (3 credits/3 credits)
- Health and Wellness (3 credits)
- Citizen: Geography, Political or Economy (3 credits)
- English Language Learners (3 credits)
- Instructional Technology (3 credits)
- U.S. History (3 credits)
- Physical Science (3 credits)
- Environmental/Earth Science (3 credits)
- Biology (3 credits)

Students entering the program without all, or part, of the undergraduate requirements may meet them with additional coursework or by competency tests while they are taking the graduate classes.

Delivery Mode:

Traditional with several online course offerings within the program

Admissions Criteria:

- Graduate School Application plus \$25 non-refundable application fee
- A minimum overall undergraduate GPA of 2.8 or 3.0 GPA in last 48 college credits taken
- Official transcripts from all institutions attended
- Current Act 34, 114 and 151 clearances
- Passing scores on PAPA (Pre-services Academic Performance Assessment) by the end of first semester

Students who have already passed the Praxis I tests (reading, writing and math) prior to April 2, 2012 do not need to take the new PECT PAPA test.

If you have taken the Praxis I tests prior to April 2, 2012 and have not passed any of them, you will have 2 years to repeat those Praxis 1 tests you have failed.

Curriculum:

Course Name	Credits
ESP 610: Special Ed: Foundations & Collaboration	3
ESP 620: Special Ed. History, Theory & Exceptionality	3
ESP 701: Introduction to Behavior Principles	3
ESP 739: Field Experience in Special Education	3
ESP 502: Life Skills Planning and Instruction	3
ESP 503: Assessment and Prescriptive Teaching	3
ESP 607: Early Intervention: Special Education	3
ESP 703: Literacy Development	3
ESP 612: Evidence-based Practices for PreK-8 Inclusion	3

ESP 622: Advanced Evidence Practices for PreK-8 Inclusion	3
ELE 701: Teaching and Assessment in Language Arts	3
ELE 702: Teaching and Assessment in Reading	3
ELE 731: Teaching and Assessment in Social Studies	3
ELE 711: Teaching and Assessment in Mathematics	3
ELE 718: Teaching and Assessment in Expressive Arts	3
ELE 721: Teaching and Assessment in Science	3
ECE 707: Leadership & Management in Early Childhood	3
ELE 795: Student Teaching	9
ESP 800: Seminar in Advanced Behavior Analysis & Research Design	3

Program Coordinators:

Dr. Kalie Kossar
724-938-4142
Kossar@calu.edu

Application Questions:

School of Graduate Studies and Research
California University of Pennsylvania
Eberly 202B
250 University Avenue
California, PA 15419-1394
724-938-4187
<http://www.calu.edu/academics/colleges/graduate-school/index.htm>

Graduate Faculty:

James Burton, Ed.D., West Virginia University, specializes in Life Skills, Transition and Assistive Technology
Holly Diehl, Ed.D., West Virginia University, specializes Reading Education
Deborah Farrer, Ed.D., West Virginia University, specializes in Reading
J. William Hug, Ph.D., specializes in Science Education and Research
Kalie Kossar, Ed.D., West Virginia University, program coordinator; specializes in Collaboration, Inclusion, Assessment and Strategy Instruction
Katherine Mitchem, Ph.D., BCBA-D, Utah State University; specializes in Applied Behavior Analysis and Autism
Christine Peterson, Ed.D., West Virginia University, specializes in Technology

Education

Mary Seman, Ed.D., West Virginia University, specializes in Applied Behavior Analysis, Direct Instruction, Learning Strategies and Content Enhancement Routines

Sherrill Szalajda, M.Ed., University of Pittsburgh, specializes in Special Education Pedagogy and Trends

Richard Wyman, Ed.D., University of Washington, specializes in Social Studies Education

Building Character. Building Careers.

California University of Pennsylvania



[Home](#) [Graduate Catalog](#) [Academic Programs](#) [Legal Studies: Criminal Justice](#)

Legal Studies: Criminal Justice

MASTER OF SCIENCE, CRIMINAL JUSTICE TRACK

CREDITS: 36-37

Program Description:

The Master of Science in Legal Studies: Criminal Justice track is offered on the California University Global Online Network in an accelerated format. The program is housed in the Department of Professional Studies within the College of Science and Technology. Both academics and practitioners whose pedagogy blends theory with practice instruct in this program. The curricular mission is to prepare learned and erudite justice practitioners who will assume leadership positions in the justice sector and make substantial contributions to the betterment of the legal and justice systems and the community served.

Delivery Mode:

100 percent online

Admissions Criteria:

- Minimum overall undergraduate 3.00 GPA
- Graduate School Application plus \$25 nonrefundable application fee
- Official transcripts

For those with less than 3.00 undergraduate GPA performances:

- Conditional acceptance with written essay
- Phone/e-mail interview with program coordinator

Curriculum:

Core Courses: 12 Semester Hours

Credits

LAW 600:	Law and Public Policy	3
LAW 601:	Law and Ethics	3
LAW 602:	Law, Civil Liberties and the Constitution	3
LAW 603:	Law and Legal Method	3

Criminal Justice Track: 12 Semester Hours **Credits**

PCJ 747:	Financial Investigations	3
PCJ 748:	Criminal Justice Organization and Management	3
PCJ 749:	Seminar in Justice Studies	3
PCJ 750:	Sexual Assault Investigations	3

Criminal Justice Electives 12 Semester Hours **Credits**

PCJ 751:	Executive Protection and the Law	3
PCJ 752:	Digital Imaging, Forensic Photography and the Law	3
PCJ 755:	Polygraph and Lie Detection	3
AST 700:	U.S. Homeland Security	3
AST 740:	Terrorism, Threat and Vulnerability Analysis and Protection	3
AST 760:	Biological, Chemical, Nuclear and WMD Threats in Homeland Security	3
AST 780:	Intelligence Practice in Homeland Security	3
LAW 605:	Law and Police Process	3
LAW 606:	Law, Punishment and Corrections	3
LAW 607:	Law and Criminal Conduct	3
LAW 702:	Law, Science and Forensic Applications	3
LAW 730:	Independent Study in Law and Public Policy	3
RES 849:	Thesis	4

Program Coordinator:

Professor Christina Toras, J.D., M.A.
 724-938-4710
 Fax 724-938-4712
 toras@calu.edu

Department Website:

<http://www.calu.edu/go>

Application Questions:

School of Graduate Studies and Research

California University of Pennsylvania

Eberly 202B

250 University Ave.

California, PA 15419

724-938-4187

<http://www.calu.edu/academics/colleges/graduate-school/index.htm>

Graduate Faculty:

- **Jeffrey S. Magers, Ed.D., various experience in patrol, violent crimes, narcotics and hostage negotiations**
- **Charles P. Nemeth, J.D., Ph.D., LL.M., specializes in legal system ethics, appellate legal practice and private sector justice**
- **Christina A. Toras, M.A., J.D., Program Coordinator, specializes in legal research and writing, real estate and corporate law**

Building Character. Building Careers.

California University of Pennsylvania

 

[Home](#) [Graduate Catalog](#) [Academic Programs](#)
[Legal Studies: Homeland Security](#)

Legal Studies: Homeland Security

MASTER OF SCIENCE
CREDITS: 36-37

Program Description:

California University of Pennsylvania's acute understanding of this extraordinary need in contemporary society has led to the creation of the Homeland Security track in Legal Studies. It presents a neat and clean track that prepares supervisory personnel to tackle the many challenges inherent in the protection of a nation. It allows justice professionals, health specialists and legal specialists to concentrate on the methodology of security in this narrow context. Aside from the recurring demands of professional justice duty, Homeland Security delivers another slant and perspective to harried and often over-tasked public servants.

The threat of terror and the posture to withstand its onslaught can only be described as a very serious business. Trained, educated and intellectually sophisticated specialists compose the front line of defense in the ongoing resistance to those forces, which undermine the American way of life.

Day-to-day, dedicated civil servants serve the needs of so many so often that the additional variable of terrorism cannot always be the primary consideration. Students can expect to complete the program in one year and one semester if taking four 8-week classes per semester; two years and one semester if taking two 8-week classes per semester.

Program Objectives:

- Develop strategies, plans and programs to prevent terrorist attacks within the United States and reduce America's vulnerability to terrorism
- Build the organizational arrangements needed to strengthen homeland security (HS), including local/state/federal, civil-military and interagency cooperation
- Help government leaders make immediate as well as longer-term improvements in

HS preparedness by having their students conduct policy development work on "real world," actionable opportunities for progress

Delivery Mode:

100 percent online

Admissions Criteria:

- Minimum overall undergraduate 3.00 GPA
- Graduate School Application plus \$25 nonrefundable application fee
- Official transcripts

For those with less than 3.00 undergraduate GPA performances:

- Conditional acceptance with written essay
- Phone/e-mail interview with program coordinator

Curriculum:

Core Curriculum (12 credits):

Course Name	Credits
LAW 600: Law and Public Policy	3
LAW 601: Law and Ethics	3
LAW 602: Law, Civil Liberties and the Constitution	3
LAW 603: Law and Legal Method	3

Homeland Security Track (12 credits):

Course Name	Credits
AST 700: U.S. Homeland Security	3
AST 740: Terrorism, Threat and Vulnerability Analysis and Protection	3
AST 760: Biological, Chemical, Nuclear and WMD Threats in Homeland Security	3
AST 780: Intelligence Practice in Homeland Security	3

Homeland Security Electives (12 credits):

Course Name	Credits
PCJ 747: Financial Investigations	3
PCJ 748: Criminal Justice Organization & Management	3
PCJ 749: Seminar in Justice Studies	3
PCJ 750: Sexual Assault Investigations	3
PCJ 751: Executive Protection	3
PCJ 752: Digital Imaging, Forensic Photography & the Law	3
PCJ 755: Polygraph and Lie Detection	3
LAW 605: Law and Police Process	3
LAW 607: Law and Criminal Conduct	3
LAW 700: Law and the International Community	3
LAW 702: Law, Science and Forensic Applications	3
LAW 730: Independent Study in Law and Public Policy	3
RES 849: Thesis	4

Program Coordinator:

Professor Christina Toras, J.D., M.A.
 724-938-4710
 Fax 724-938-4712
 toras@calu.edu

Department Website:

<http://www.calu.edu/go>

Application Questions:

School of Graduate Studies and Research
 California University of Pennsylvania
 Eberly 202B
 250 University Ave.
 California, PA 15419
 724-938-4187
<http://www.calu.edu/academics/colleges/graduate-school/index.htm>

Graduate Faculty:

- **Jeffrey S. Magers**, Ed.D., various experience in patrol, violent crimes, narcotics and hostage negotiations
 - **Charles P. Nemeth**, J.D., Ph.D., LL.M., specializes in legal system ethics, appellate legal practice and private sector justice
 - **Christina A. Toras**, M.A., J.D., Program Coordinator, specializes in legal research and writing, real estate and corporate law
-

Building Character. Building Careers.

California University of Pennsylvania

 

[Home](#) [Graduate Catalog](#) [Academic Programs](#)
[Legal Studies: Law and Public Policy](#)

Legal Studies: Law and Public Policy

MASTER OF SCIENCE, LAW AND PUBLIC POLICY TRACK
CREDITS: 36-37

Program Description:

The online Master of Science in Legal Studies: Law and Public Policy track blends the fields of humanities, business, political science and jurisprudence. This Internet-based program creates a wide-ranging educational opportunity for both working professionals and serious students seeking graduate education in the analysis and application of law in a myriad of settings. Law and Public Policy allows seasoned practitioners and scholarly graduate students the opportunity to address, analyze and critique the law and its implications from a social, administrative, juridical, operational, philosophical and managerial perspective. Special emphasis will be given to the ethical considerations inherent in all legal decision-making, the constitutional parameters of law and its practice, and practical assessments of how law influences the culture, the community and the individual.

Delivery Mode:

100 percent online

Admissions Criteria:

- Minimum overall undergraduate 3.00 GPA
- Graduate School Application plus \$25 nonrefundable application fee
- Official transcripts from all institutions attended

For those with less than 3.00 undergraduate GPA performances:

- Conditional acceptance with written essay
- Phone/e-mail interview with program coordinator

Curriculum:

Core Curriculum (12 credits):

Course Name	Credits
LAW 600: Law and Public Policy	3
LAW 601: Law and Ethics	3
LAW 602: Law, Civil Liberties and the Constitution	3
LAW 603: Law and Legal Method	3

Law and Public Policy Electives (24-25 credits):

Course Name	Credits
LAW 605: Law and Police Process	3
LAW 606: Law, Punishment and Corrections	3
LAW 607: Law and Criminal Conduct	3
LAW 608: Law and Civil Litigation	3
LAW 609: Law, Culture and Society	3
LAW 610: Law, Justice and the Family	3
LAW 700: Law and the International Community	3
LAW 701: Law and Administrative Agencies	3
LAW 702: Law, Science and Forensic Applications	3
LAW 703: Law and the Environment	3
LAW 704: Law, Business and the Workplace	3
RES 849: Thesis	4
LAW 730: Independent Study in Law and Public Policy	3

Program Coordinator:

Professor Christina Toras, J.D., M.A.
 724-938-4710
 Fax: 724-938-4712
 toras@calu.edu

Department Website:

<http://www.calu.edu/go>

Application Questions:

School of Graduate Studies and Research
California University of Pennsylvania
Eberly 202B
250 University Ave.
California, PA 15419
724-938-4187

<http://www.calu.edu/academics/colleges/graduate-school/index.htm>

Graduate Faculty:

- **Jeffrey S. Magers, Ed.D., various experience in patrol, violent crimes, narcotics and hostage negotiations.**
- **Charles P. Nemeth, J.D., Ph.D., LL.M., specializes in legal system ethics, appellate legal practice and private sector justice**
- **Christina A. Toras, M.A., J.D., Program Coordinator, specializes in legal research and writing, real estate and corporate law, J.D., Ph.D., LL.M., specializes in legal system ethics, appellate legal practice and private sector justice**

Building Character. Building Careers.

California University of Pennsylvania

 

[Home](#) [Graduate Catalog](#) [Academic Programs](#)
[Exercise Science and Health Promotion](#)

Exercise Science and Health Promotion

MASTER OF SCIENCE
CREDITS: 30

Program Description

The Master of Science degree in Exercise Science and Health Promotion is designed for working professionals and recent bachelor's degree graduates in the health and fitness industry, including certified athletic trainers, physical therapists, health and physical education teachers, coaches, chiropractors, personal trainers, business owners, wellness counselors, military personnel, and other health/fitness professionals. The University has worked closely with the National Academy of Sports Medicine (NASM) to develop outstanding course content. NASM was founded in 1987 by physicians, physical therapists and fitness professionals. Since its inception, the organization has expanded throughout the United States, Asia and Europe and has always focused on the development, refinement and implementation of superior educational programs for fitness, performance and sports medicine professionals.

Four distinct tracks are available, with each also offered as a post-graduate certificate to those who already have a master's degree. They are:

1. Wellness and Fitness
2. Performance Enhancement and Injury Prevention
3. Rehabilitation Science
4. Sport Psychology

Detailed information about each track can be found on our website. Each track involves specific coursework preparing the student for one of three NASM certification examinations:

1. Certified Personal Trainer (CPT)
2. Performance Enhancement Specialist (PES)
3. Corrective Exercise Specialist (CES)

Program length is 12 consecutive months with a July or January start. Thirty students per class work, learn, communicate online and function as a group of interactive peers. This virtual community, or cohort, creates a lively, dynamic educational experience that enriches the collaborative skills essential in the contemporary health care and fitness workplace.

Delivery Mode

100 percent online

Admissions Criteria

- Graduate School Application plus \$25 nonrefundable application fee
- Official transcripts/baccalaureate degree from an accredited institution
- Applicants must be a fitness, health, exercise science or wellness professional, health educator, coach, or military personnel or be certified, licensed or registered in one of the following: athletic training, physical therapy, occupational therapy, nutrition, physician assistant, nursing, chiropractic or other similar health care profession.
- Minimum overall undergraduate 2.75 GPA (candidates in the 2.50-2.75 range will be considered if they submit two professional letters of recommendation and a resume or curriculum vitae listing three references)
- Applicants **may** be contacted for a phone or e-mail interview with the program coordinator to determine success in a web-based learning environment.

Curriculum

Core Courses (required for all tracks):

Course Name	Credits
PRF 720: Essentials of Human Movement Science	3
PRF 705: Industrial, Clinical and Corporate Wellness	3
PRF 715: Business and Entrepreneurship in the Fitness Industry	3
PRF 760: Leadership and Professional Development	3
PRF 765: Nutrition for Peak Performance	3
PRF 770: Exercise Physiology: Assessment and Exercise Prescription	3

NOTE: One of the following tracks must be selected. All tracks are also available as post-graduate certificates for applicants who possess a graduate degree.

Wellness and Fitness Track

Wellness and Fitness Track

Course Name	Credits
PRF 800: Research in Fitness and Wellness	3
PRF 711: An Integrated Approach to Fitness and Wellness	3
PRF 751: Program Design in Fitness and Wellness	3
PRF 781: Current Topics in Fitness and Wellness	3

Performance Enhancement and Injury Prevention Track

Performance Enhancement and Injury Prevention Track

Course Name	Credits
PRF 810: Research in Performance Enhancement	3
PRF 710: Performance Enhancement in Physical Activity	3
PRF 750: Performance Enhancement Program Design	3
PRF 780: Current Topics in Performance Enhancement	3

Rehabilitation Science Track

Rehabilitation Science Track

Course Name	Credits
PRF 820: Research in Rehabilitation	3
PRF 712: Corrective Exercise in Rehabilitation	3
PRF 752: Corrective Exercise Program Design	3

PRF 782: Current Topics in Rehabilitation 3

Sport Psychology Track

Sport Psychology Track	
Course Name	Credits
PRF 713: Special Topics in Sport Psychology	3
PRF 753: Psychological Aspects of Sport Injury and Rehabilitation	3
PRF 783: Psychological Perspectives in Sport Performance Enhancement and Intervention	3
PRF 830: Research in Sport Psychology	3

Program Contact Information

Wellness and Fitness: fitness@calu.edu
Sport Performance Enhancement: sportperform@calu.edu
Rehabilitation Science: rehabscience@calu.edu
Sport Psychology: sportpsych@calu.edu
Or call 1-866-595-6348 or visit www.calu.edu/go

Global Online Department Website

<http://www.calu.edu/go>

Application Questions

School of Graduate Studies and Research
California University of Pennsylvania
Eberly 202B
250 University Ave.
California, PA 15419
724-938-4187
<http://www.calu.edu/academics/colleges/graduate-school/index.htm>

Graduate Faculty

Barry E. McGlumphy, Professor and Program Coordinator; Ed.D., ATC, University of Pittsburgh

William B. Biddington, Professor; Ed.D., M.S., ATC, West Virginia University

Carol M. Biddington, Associate Professor, Ed.D., West Virginia University

Michael A. Clark, Adjunct Professor; DPT, M.S., PES, University of North Carolina at Chapel Hill

Julie Ramsey Emrhein, Assistant Professor; M.Ed., University of Virginia

Marc Federico, Associate Professor; DPT, Slippery Rock University of Pennsylvania

Jeffrey Hatton, Assistant Professor; M.S., OTR, California University of Pennsylvania

Scott Lucett, Adjunct Professor; M.S., California University of Pennsylvania

Linda Meyer, Associate Professor; Ed.D., ATC, Duquesne University

Martin Miller, Adjunct Professor; B.S., Canisius College; M.S., California University of Pennsylvania; ATC, PES, CES, CSCS

Benjamin Reuter, Associate Professor; Ph.D., ATC, Auburn University

Joni L. Roh, Professor; Ed.D., ATC, West Virginia University

Christine Romani-Ruby, Associate Professor; M.P.T., ATC, Slippery Rock University of Pennsylvania

Alan Russell, Adjunct Professor; M.S., ATC, PES, California University of Pennsylvania

Jim Thornton, Adjunct Professor; M.S., ATC, University of the Pacific

Ronald W. Wagner, Associate Professor; Ph.D., ATC, University of Arkansas

Ellen West, Associate Professor; M.S., ATC, West Virginia University

Building Character. Building Careers.

California University of Pennsylvania

 

[Home](#) [Graduate Catalog](#) [Academic Programs](#) [Mentally/Physically Handicapped](#)

Mentally/Physically Handicapped

MASTER OF EDUCATION

CREDITS: 33

CERTIFICATION ONLY

CREDITS: 27

Accreditation:

National Council for Accreditation of Teacher Education (NCATE)

Program Description:

The M.Ed. in Mentally/Physically Handicapped Education is designed for students who are already certified in Elementary or Secondary Education and want to add Special Education (either K-8 or 7-12) to their existing certification and earn a Master's Degree. Students who are not certified will need to choose our Dual Elementary (Pre-K-4) and Special Education Program (K-8).

Elementary Education certified teachers can choose from the following:

M.Ed with certification in Special Education Grades K-8 - (33 graduate credits)

Certification Only - Special Education Grades K-8 - (27 credits)

Secondary Education certified teachers can choose from the following:

M.Ed. with certification in Special Education grades 7-12 - (33 graduate credits)

Certification Only - Special Education Grades 7-12 - (27 graduate credits)

Elementary/Special Education dual certification program is for students who are not certified in either Elementary or Special Education (63 credits). Students selecting this option will receive an M.Ed. with certification in Special Education K-8 and Elementary Pre-K-grade 4. Please see program sheet on dual certification for more information on this program or visit our website at www.calu.edu.

Delivery Mode:

Traditional with several online course offerings within the program

Admissions Criteria:

- Minimum overall 2.8 GPA or 3.00 GPA by calculation of last 48 credits earned
- Graduate School Application plus \$25 nonrefundable application fee
- Official transcripts
- Copy of teaching certificate (Elementary or Secondary)
- Current Act 34, 151 and 114 (fingerprint) clearances or proof of submission

Curriculum:

Major Area: 24 credits	
Course Name	Credits
*ESP 610: Special Ed. Foundations and Collaboration	3
*ESP 701: Introduction to Behavior Analysis	3
ESP 620: Special Ed. History, Theory, & Exceptionality	3
ESP 739: Field Experience in Special Education	3
ESP 502: Life Skills Planning & Instruction	3
ESP 503: Assessment and Prescriptive Teaching	3
ESP 74X: Autism Elective (ESP 740, 741, 742, or 743)	3
ESP 800: Seminar in Advanced Behavior Analysis & Research Design	3

*ESP 610 and ESP 701 are prerequisite courses for all other courses in Special Education.

Undergraduate course or competencies also needed for certification: ESL/ELL (3 credits)

In addition to the 24 credits listed above, students will need to complete one of the following 9 credits based on the certification track being pursued:

Grades K-Grade 8 track:

Course Name	Credits
ESP 607: Early Intervention: Special Education	3
ESP 612: Evidence-Based Practices for Pre-K-8 Inclusion	3
ESP 622: Advanced Evidence-Based Practices for Pre-K-8 Inclusion	3

OR

Grades 7-12 certification track:

Course Name	Credits
ESP 506: Transition Planning and Instruction	3
ESP 613: Evidence-Based Practices for Secondary Inclusion	3
ESP 623: Advanced Evidence-Based Practices for Secondary Inclusion	3

Both certification only track curriculums (27 credits) have the same coursework

as listed above except they both **exclude**:

ESP 74X: Autism Elective	3
ESP 800: Seminar in Advanced Behavior Analysis and Research Design	3

Curriculum pending final approval from the Pennsylvania Department of Education

Program Coordinator:

Dr. Kalie Kossar
724-938-4142
kossar@calu.edu

Department Website:

<http://www.calu.edu/academics/graduate-programs/mental-and-or-physical-handicapped/index.htm>

Application Questions:

School of Graduate Studies and Research
California University of Pennsylvania
Eberly 202B
250 University Ave
California, PA 15419
724-938-4187

<http://www.calu.edu/academics/colleges/graduate-school/index.htm>

Graduate Faculty:

James Burton, Ed.D., West Virginia University; specializes in Life Skills, Transition and Assistive Technology

Kalie Kossar, Ed.D., West Virginia University; Program Coordinator; specializes in Collaboration, Inclusion, Assessment and Strategy Instruction

Katherine Mitchem, Ph.D., BCBA-D, Utah State University; specializes in Applied Behavior Analysis and Autism and Special Education Technology

Ashlea Rineer-Hershey, Ph.D., Robert Morris University; specializes in Emotional/Behavioral Disorders and Autism

Mary Seman, Ed.D., West Virginia University; specializes in Applied Behavior Analysis, Direct Instruction, Learning Strategies and Content Enhancement Routines

Sherrill Szalajda, M.Ed., University of Pittsburgh; specializes in Special Education Pedagogy and Trends

Building Character. Building Careers.

California University of Pennsylvania



[Home](#) [Graduate Catalog](#) [Academic Programs](#) [Autism Spectrum Disorders](#)

Autism Spectrum Disorders

**(ASD) CERTIFICATION or
(CAD) CERTIFICATE OF ADVANCED STUDY
CREDITS: 12**

Program Description:

The Autism Spectrum Disorders program directly addresses the needs of today's educators and professionals who are working with individuals with Autism Spectrum Disorders throughout the lifespan. This program will add ASD certification to certified special education teachers or a Certificate of Advanced Studies for students with the desire to obtain knowledge in autism awareness, as well as, personal and professional development.

This program provides specialized preparation in ASD through an innovative 12 credit hour graduate program endorsement in ASD that has the provision of socialization opportunities for individuals with ASD and educational outreach materials and resources for parents and community members at its core.

Students can begin this program any term and complete within one year. Courses are offered one in the fall, two in spring (8 weeks each) and one in summer and are completed all online.

Delivery Mode:

100 percent online

Admissions Criteria:

Pennsylvania - ASD Certification

- Minimum overall undergraduate 2.8 GPA or 3.0 GPA in the last 48 credits earned
- Graduate School Application plus \$25 nonrefundable application fee
- Official transcripts

- Teaching certificate* (Special Education with 3 years experience)
- Current Act 34, 151 and 114 (fingerprint) clearances
- Three years teaching experience (students without three years experience can receive ASD certification after the program is completed and after three years experience is met)

*Other credentials and/or qualifications for educators and professionals applying to this program without a teaching certificate will be reviewed on a case-by-case basis.

CAD - Certificate of Advanced Study

- Minimum overall undergraduate 2.8 GPA or 3.0 GPA in the last 48 credits earned
- Graduate School Application plus \$25 nonrefundable application fee
- Official transcripts
- Current Act 34, 151 and 114 (fingerprint) clearances

Curriculum:

Required Courses

Course Name	Credits
ESP 740: Nature/Characteristics of Autism Spectrum Disorders	3
ESP 741: Communication, Behavior and Instruction: ASD	3
ESP 742: Life Transitions and Partnerships: ASD	3
ESP 743: Navigating the Social World: ASD	3

Program Coordinator:

Dr. Kalie Kossar
724-938-4142
Kossar@calu.edu

Department Website:

<http://www.calu.edu/academics/graduate-programs/autism-spectrum-disorders/index.htm>

Application Questions:

School of Graduate Studies and Research
California University of Pennsylvania
Eberly 202B
250 University Ave.
California, PA 15419
724-938-4187
<http://www.calu.edu/academics/colleges/graduate-school/index.htm>

Graduate Faculty:

James Burton, Ed.D., West Virginia University; specializes in Life Skills, Transition and Assistive Technology

Kalie Kossar, Ed.D., West Virginia University; program coordinator; specializes in Collaboration, Inclusion, Assessment and Strategy Instruction

Katherine Mitchem, Ph.D., BCBA-D, Utah State University; specializes in Applied Behavior Analysis and Autism

Ashlea Rineer-Hershey, Ph.D., Robert Morris University, specializes in Emotional/Behavioral Disorders and Autism

Mary Seman, Ed.D., West Virginia University; specializes in Applied Behavior Analysis, Direct Instruction, Learning Strategies and Content Enhancement Routines

Sherrill Szalajda, M.Ed., University of Pittsburgh; specializes in Special Education Pedagogy and Trends

Building Character. Building Careers.

California University of Pennsylvania

 

[Home](#) [Graduate Catalog](#) [Academic Programs](#)
[Nursing Administration and Leadership](#)

Nursing Administration and Leadership

MASTER OF SCIENCE IN NURSING
CREDITS: 30

Accreditation

California University of Pennsylvania is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools. California University of Pennsylvania has been accredited for more 40 years and was founded in 1852.

The MSN in Nursing Administration and Leadership program will seek accreditation by the Commission on Collegiate Nursing Education (CCNE), an autonomous arm of the AACN and devoted exclusively to the accreditation of baccalaureate and graduate degree nursing education programs. California University of Pennsylvania's RN-BSN program is already fully accredited by the CCNE.

Program Description

If you already hold a baccalaureate degree in nursing, California University of Pennsylvania offers a Master of Science in Nursing (MSN) with a concentration in Nursing Administration and Leadership. This program is designed to prepare nurses for administrative and leadership positions in a variety of health care settings. The courses blend theory and practice in administration, leadership, organization, quality of care, delivery systems of patient care, human resource management, legal and ethical practice, and health care finance, and incorporates health care informatics. The program culminates with a practicum in nursing administration where students work with a nurse administrator in their area of interest. graduate program builds upon coursework taken in an undergraduate bachelor of science in nursing (BSN) program. Upon completion of the MSN in Nursing Administration and Leadership program, graduates will be eligible academically to take the national certification exam for nurse administration offered by the American Nurses Credentialing Center (ANCC).

Delivery Mode

The MSN program is a part-time, web-based degree program offering courses completely online. Students take two 3-credit courses consecutively each term and the first summer session. During the second summer session, students take the 6-credit practicum capstone course.

Admissions Criteria

- Graduate School Application plus \$25 nonrefundable application fee
- Official transcripts from every institution attended. For programs attended outside of the United States, with the exception of Canada, applicants must submit a credential evaluation from the Commission on Graduates of Foreign Nursing Schools (CGFNS) for nursing course work and World Education Services (WES) for non-nursing course work.
- BSN from National League for Nursing Accrediting Commission (NLNAC) or CCNE accredited program. For international students, completion of a nursing bachelor's degree, if available in the country of origin.
- Minimum undergraduate 3.00 GPA on all previous coursework or the last 60 credits completed. For international students, scholastic record comparable to a 3.00 GPA.
- Prerequisites:
 1. Undergraduate course in nursing leadership (3 credits)
 2. Undergraduate course in nursing research (3 credits)
 3. Undergraduate course in statistics (3 credits)
- Two professional references – one from a supervisor who can speak to the applicant's clinical, administrative and/or leadership ability and one from someone who can speak to academic ability (exception: if the applicant is out of school for five or more years, the second reference should be a professional reference, preferably from a registered nurse).
- Current license as a registered nurse in the state in which the applicant is employed in nursing. International students need to be licensed in the country in which they are employed in nursing.
- Current complete resume or curriculum vitae.
- A personal statement describing interest in advanced nursing education and career goals related to the nursing administration and leadership program.
- A telephone or e-mail interview with the MSN in nursing administration and leadership program coordinator and completion of the "Is Online Learning for Me?" online test to determine the applicant's potential for success in the web-based learning environment.

NOTE: Prospective international master's students staying in their countries of

origin and taking an online program should also review International Applicants information for admission consideration in the Graduate Catalog.

Curriculum

Required Courses

Course Name	Credits
NUR 601: Theory and Research in Nursing	3
NUR 602: Health Policy in Nursing	3
NUR 603: Information Systems for Nurses in Health Care Organizations	3
NUR 604: Population Health Promotion and Disease Prevention	3
NUR 711: Nursing Organization and Leadership Theory	3
NUR 712: Nursing Administration and Leadership Role	3
NUR 714: Legal Aspects of Healthcare-Administration	3
NUR 715: Financial Management in Non-Profit Healthcare Organizations	3
NUR 813: Nursing Administration Role Practicum	6

Program Coordinator

Dr. Cheryl Hettman
724-938-4130
Fax: 724-938-5673
hettman@calu.edu
<http://www.calu.edu/go>

Department Website

<http://www.calu.edu/academics/online-programs/nursing-administration/index.htm>

Graduate Faculty

Joan Clites, Ed.D., West Virginia University
Cheryl Hettman, Ph.D., University of Pittsburgh
Mary A. O'Connor, Ph.D., University of Pittsburgh

Linda Pina, Ph.D., Kennedy-Western University

Debra Shelapinsky, M.S.N, CRNP, University of Pittsburgh

Building Character. Building Careers.

California University of Pennsylvania

 

[Home](#) [Graduate Catalog](#) [Academic Programs](#) [Reading Specialist](#)

Reading Specialist

**MASTER OF EDUCATION: Credits vary according to program plan
READING SPECIALIST CERTIFICATION ONLY (without Master of Education degree)**

Accreditation:

National Council for Accreditation of Teacher Education (NCATE)

Pennsylvania Department of Education

Program Description:

RSP candidates will study and apply theory and research in literacy acquisition, instruction and assessment. Candidates apply knowledge and expertise in a culminating practicum experience in which they work with struggling readers to assess literacy development to plan and implement appropriate instructional intervention and support. The mission of the Graduate Reading Specialist Program is to encourage the development of reading specialists who serve schools and communities with integrity, civility and responsibility, and who demonstrate superior knowledge and skills reflected in the International Reading Association Standards for Reading Specialists.

The reading specialist program offers three plans of study. In Plan A or Plan B candidates earn a Master of Education degree and advanced certification on the Pennsylvania teaching certificate. In Plan C candidates earn advanced certification on the PA Teaching Certificate.

Plan A requires coursework and a research project. In Plan A, candidates choose between a program of study that involves 40 credits, including a 4-credit master's thesis, or a program of study that involves 38 credits, including a 2-credit research project. Plan A is recommended for students who are interested in research or administration, or who plan to pursue a doctoral degree in the future.

Plan B requires 36 credits of coursework. Plan B will prepare students for work in the classroom by strengthening instructional skills and theoretical orientation. It will also

prepare them for the role of a reading specialist who may serve as a resource person to schools in addition to assessing and planning instruction to assist children and adults in the development of literacy skills.

Plan C requires 27-33 credits of coursework and enables candidates to earn advanced certification on the Pennsylvania teaching certificate only.

All plans require successful completion of a Livetext Reading Specialist Portfolio Interview to be taken during the last semester of coursework.

Reading specialist candidates seeking to have RSP certification added to their Pennsylvania teaching certificate must pass the Praxis II Reading Specialist test.

Delivery Mode:

Online and traditional courses are offered as well as hybrid courses that include a combination of traditional and online components.

Admissions Criteria:

- Official transcripts
- Minimum overall undergraduate 3.00 GPA or 3.00 GPA in last 48 college credits taken
- Graduate School Application plus \$25 nonrefundable application fee
- Copy of teaching certificate before completion of first semester (students who fail to meet this requirement will not be approved for RSP candidacy)
- Current Act 34, 151 and 114 (fingerprint) clearances

Curriculum

Core Reading Courses (21 credits required)

RSP 700:	Fundamentals of Literacy–Theory and Practice	3 credits
RSP 702:	Diagnosis and Instruction	3 credits
RSP 703:	Practicum - Assessment Case Study	3 credits
RSP 704:	Practicum - Instruction Case Study	3 credits
RSP 705:	Psychology of Reading	3 credits
RSP 706:	Adult Literacy	3 credits

RSP 734: Content Area Reading 3 credits

English Language Learner Courses (3 credits required)

EDE 704: Teaching English as a Second Language 3 credits

EDU 650: Supporting the English Language Learner 3 credits

Educational Research Courses (3 credits required)

RES 800: Methods of Research 3 credits

ESP 800: Sem in Adv Behavior Analysis 3 credits

Related Electives (Plan A & B: 9 credits required; Plan C: 3 - 9 credits required)

EDE 700: Foundations and History of American Ed 3 credits

EDE 701: Development and Organization of Curr. 3 credits

EDE 706: Evaluation and Measurement 3 credits

EDE 715: Teaching Language Arts 3 credits

ESP 501: Intro to Exceptionality 3 credits

ESP 610: Foundations and Collaboration 3 credits

ESP 613: Evidence Based Practice 3 credits

ESP 701: Intro to Behavior Analysis 3 credits

PSY 712: Advanced Psychology of Learning 3 credits

PSY 720: Neuropsychology of Learning 3 credits

EDP 600: Statistical Methods 3 credits

Research with advisor's approval (Plan A only)

RES 829: Research Project 2 credits

RES 849: Master's Thesis 3 credits

Effective January 2011, students entering the program must have at least 9 credits in special education and 3 credits in teaching ESL. If you do not have a special education course in your undergraduate or other graduate transcript (approved by the graduate RSP coordinator), be sure to choose ESP courses when registering for related electives.

Certification only students who have transcripts that include 9 special education credits (approved by the graduate RSP coordinator) can obtain certification with 3 credits of related electives. Certification only students with no special education courses must take 9 credits of ESP courses from the list of related electives. Thus, the range of 27-33 credits for the certification only program.

***All plans require successful completion of Livetext Exit Portfolio Interview**

***Endorsement for certification requires Praxis II RSP test.**

Program Coordinator:

Dr. Connie J. Armitage
724-938-4496
armitage@calu.edu

Department Website:

<http://www.calu.edu/academics/graduate-programs/reading-specialist/index.htm>

Application Questions:

School of Graduate Studies and Research
California University of Pennsylvania
Eberly 202B
250 University Ave.
California, PA 15419
724-938-4187
<http://www.calu.edu/academics/colleges/graduate-school/index.htm>

Graduate Faculty:

Dr. Connie J. Armitage, Program Coordinator; Ed.D., University of Pittsburgh; specializes in Reading

Dr. Holly Diehl, Ed.D., West Virginia University; specializes in Curriculum and Instruction

Dr. Diane Nettles, Ph.D., University of South Florida; specializes in Curriculum and Instruction

Dr. Christine Peterson, Ed.D., West Virginia University; specializes in Technology

Education

Building Character. Building Careers.

California University of Pennsylvania

 

[Home](#) [Graduate Catalog](#) [Academic Programs](#) [School Psychology](#)

School Psychology

MASTER OF SCIENCE

CREDITS: 36+

(31 ADDITIONAL FOR POST-MASTER'S CERTIFICATE IN SCHOOL PSYCHOLOGY)

Accreditation:

National Council for Accreditation of Teacher Education (NCATE)

National Association of School Psychologists (NASP) (SLFull, 2006)

Certification: Post-master's certificate in school psychology

Program Description:

The school psychology program offers graduate study leading to a Master of Science degree and/or a post-master's certificate in school psychology. The program is built on a respect for human diversity and does not discriminate in its practices or policies based on race, color, national origin, gender, sexual orientation, disability, age, religion or ethnic background.

Delivery Mode:

Traditional and distance education (live video/audio conference or online) offerings

Admissions Criteria:

- Two professional letters of recommendation, i.e., from professors or employers (use recommendation form found at http://www.calu.edu/academics/graduate-programs/files/LETTER_OF_RECOMMENDATION_form_grad_program.pdf)
- Minimum overall undergraduate 3.00 GPA
- Graduate School Application plus \$25 nonrefundable application fee
- Official transcripts
- Autobiographical essay focusing on student's motivation to become a school

psychologist

- Miller Analogies Test (MAT) or GRE scores

Admission to the Certification Program:

Individuals who have earned a master's degree in school psychology or a related area may apply for direct admission to the certification phase of the school psychology program. Applicants to the certification phase are not required to submit a Miller Analogies Test score; however, all other admission requirements listed for the master's degree program must be met.

Curriculum:

Master of Science Courses (36 credits)

Area I – Psychological and Educational Foundations

Course Name	Credits
PSY 702: Psychopathology of Childhood	3
PSY 713: Psychology of Growth and Development	3
PSY 712: Advanced Psychology of Learning	3
PSY 741: Theories of Counseling and Psychotherapy	3
PSY 720: Neuropsychology	3

Area II – Psychological Methods and Techniques

Course Name	Credits
PSY 721: Advanced Tests and Measurements	3
PSY 795: Seminar in Behavior Modification	3

Area III – School Programs and Organization

Course Name	Credits
PSY 752: Fundamentals of School Psychology	3
PSY 710: Principles of Instructional Design	3

Area IV – Research

Course Name	Credits
PSY 766: Psychological Statistics I	3
PSY 762: Psychological Statistics II	3
PSY 796: Seminar in Analysis of Research in School Psych	OR 3
PSY 849: Thesis Option (see student manual)	3

Specialist Certificate Courses (31 credits)

Area II – Psychological Methods and Techniques

Course Name	Credits
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	3

Area V – Professional School Psychology

Course Name	Credits
PSY 773: Internship in School Psychology	10
PSY 798: Seminar in Professional School Psychology	3

For initial certification, students must have:

- 6 credits of college math*
- 3 credits of English composition*
- 3 credits of English/American literature*

*These credits may be graduate or undergraduate credits

Program Coordinator:

Dr. Angela Bloomquist
724-938-4488
bloomquist@calu.edu

Department Website:

<http://www.calu.edu/academics/graduate-programs/school-psychology/index.htm>

Application Questions:

School of Graduate Studies and Research

California University of Pennsylvania

Eberly 202B

250 University Ave.

California, PA 15419

724-938-4187

<http://www.calu.edu/academics/colleges/graduate-school/index.htm>

Graduate Faculty:

Angela Bloomquist, Ed.D., Program Coordinator; Indiana University of Pennsylvania

Holiday Adair, Ph.D., University of Akron

Kirk John, Program Coordinator; Ed.D., Indiana University of Pennsylvania

Nickolas Martin, Ed.D., Indiana University of Pennsylvania

Elizabeth Mason, Ph.D., Ball State University

Rebecca Regeth, Ph.D., University of New Hampshire

Carrie Rosengart, Ph.D., University of Georgia

Linda Toth, Ed.D., West Virginia University

Building Character. Building Careers.

California University of Pennsylvania

 

[Home](#) [Graduate Catalog](#) [Academic Programs](#)
[Secondary Education \(Master of Arts Teaching\)](#)

Secondary Education (Master of Arts Teaching)

Master of Arts Teaching – Secondary Education

The M. A. T. program consists of two separate tracks. Each track is a separate program and has different course requirements.

- Initial Teacher Secondary Certification (online with a 3-day on-campus residency component)
 - Advanced Studies in Secondary Education–100 percent online (web-based) program (for practicing/certified teachers)
-

Building Character. Building Careers.

California University of Pennsylvania



[Home](#) [Graduate Catalog](#) [Academic Programs](#)
[Secondary Education \(Master of Arts Teaching\)](#)
[Master of Arts Teaching: Initial Teacher Certification](#)

Master of Arts Teaching: Initial Teacher Certification

45 Graduate Credits

Accreditation

National Council for Accreditation of Teacher Education (NCATE)
Pennsylvania Department of Education

Program Description

The initial teacher certification track provides teachers initial certification in the following areas: art K-12, biology 7-12, chemistry 7-12, earth science 7-12, English 7-12, Spanish K-12, mathematics 7-12, physics 7-12 and social studies 7-12. It is designed for individuals with a background in each area or those individuals wishing to make a career change into secondary teaching. However, anyone can be admitted regardless of previous degree. This program is designed for practicing professionals who wish to become certified teachers in their chosen fields of study, such as a chemist becoming a chemistry teacher, or a history major becoming a social studies teacher. However, many of the students enrolled in the program are becoming certified in areas not related to their undergraduate work. In this program, you may apply for your Pennsylvania teacher certification at the completion of student teaching. During the program, you may apply for a Pennsylvania intern certificate if you have a school district willing to hire you full time. Contact the program coordinator for more information about the intern certificate.

Delivery Mode

Online with 3-day on-campus residency component

Admissions Criteria

- Official transcripts
- Minimum overall undergraduate 2.80 GPA or 3.00 GPA in last 48 college credits taken
- Graduate School Application plus \$25 nonrefundable application fee
- Resume
- Three professional references (name, address, phone and e-mail)

Students must apply for candidacy between 6 and 12 credit hours of graduate work at California University of Pennsylvania. See the graduate catalog, www.calu.edu, or contact the Graduate School for more information or an application.

Applicants will receive evaluations of their transcripts to determine what, if any, content courses still need to be completed. This is done on an individual basis. Each applicant should contact the MAT coordinator and send in a complete set of transcripts for a content requirement evaluation. Certification area of interest should be specified.

Initial Teacher Certification Track content requirements may vary. For example: Biology certification requires different undergraduate courses than English. Each applicant will need to compare his/her transcripts with required undergraduate courses to determine what, if any, undergraduate (or graduate) content courses still need to be completed. This is done on an individual basis. Most students will need to take one or more undergraduate courses.

Curriculum: Initial Teacher Certification Track

Semester 1 (fall)

Course Name	Credits
MSE 641: Orientation to Secondary Education	3
MSE 642: Secondary Instructional Strategies	3
ESP 610: Special Education Foundations and Collaboration*	3

Semester 2 (spring)

Course Name	Credits
MSE 643: Content Area Literacy in 7-12 Education	3
MSE 644: Instructional Strategies in 7-12 Education	3

ESP 701: Introduction to Behavior Analysis* 3

Semester 3 (summer)

Course Name	Credits
MSE 65X: Methods of (Content) Teaching	3
MSE 646: Assessments and Interventions in 7-12 Education	3
MSE 645: Technology Integration in 7-12 Education	3

Semester 4 (fall)

Course Name	Credits
MSE 647: Classroom Management in 7-12 Education	3
ESP 613: Evidence-Based Practices for Secondary Inclusion*	3
EDU 650: Supporting English Language Learners*	3

Semester 5 (spring)

Must earn a recommendation for student teaching

Course Name	Credits
MSE 661: Student Teaching and School Law	9

*[Chapter 49-2 requirements mandated by the Pennsylvania Department of Education]
Courses are allowed to be satisfied with previously taken undergraduate courses subject approval of the program coordinator.

In addition to their courses, teacher candidates will need to do in-school field observations and a full semester of student teaching.

Applicants will receive evaluations of their transcripts to determine what, if any, content courses still need to be completed. This is done on an individual basis. Each applicant should send in a complete set of transcripts for a content requirement evaluation to:

Program Coordinator

Dr. Joseph Zisk
Secondary Education Department
California University of Pennsylvania
250 University Ave.
California, PA 15419
724-938-4487
zisk@calu.edu

Program Alternate Website

www.teacheronline.us

Application Questions

School of Graduate Studies and Research
California University of Pennsylvania
Eberly 202B
250 University Ave.
California, PA 15419
724-938-4187

Graduate Faculty

Joseph Zisk, Ed.D., Temple University; Program Coordinator
Keith Hepner, Ed.D., University of Pittsburgh
Marcia Hoover, Ed. D., West Virginia University
Connie Monroe, Ph.D., University of Dayton

Building Character. Building Careers.

California University of Pennsylvania



[Home](#) [Graduate Catalog](#) [Academic Programs](#)

[Secondary Education \(Master of Arts Teaching\)](#)

[Master of Arts Teaching: Advanced Studies in Secondary Education \(NBPTS aligned\)](#)

Master of Arts Teaching: Advanced Studies in Secondary Education (NBPTS aligned)

National Board Teacher Certification Preparation (Secondary Education)
Graduate Credits: 30 (Master's Degree)

Accreditation

National Council for Accreditation of Teacher Education (NCATE)

Program Description

California University of Pennsylvania's Master of Arts teaching degree in advanced secondary studies is a completely online (web-based) graduate program for middle and high school teachers. The 30-credit MAT degree program is **aligned with the National Board for Professional Teaching Standards (NBPTS) and the national board certification process**. In less than two years, you can earn your master's degree while becoming well informed about the national board certification process. It is a great way to advance in your profession. The courses and activities use data from teachers' own practices to reflect on their work and the work of their students to develop a deeper understanding of student learning. At the completion of this program, graduates will have a "jump start" if they decide to apply for national board teaching certification.

Delivery Mode

100 percent online

The MAT program is based upon NBPTS's Five Core Propositions:

- Teachers are committed to students and their learning.
- Teachers know the subjects they teach and how to teach those subjects to

students.

- Teachers are responsible for managing and monitoring student learning.
- Teachers think systematically about their practice and learn from experience.
- Teachers are members of learning communities.

Admissions Criteria

- Official transcripts
- Minimum overall undergraduate 2.80 GPA
- Graduate School Application plus \$25 nonrefundable application fee
- Current resume
- Copy of valid teaching certificate

Applicants with a GPA less than 2.80 must also:

- Have a 3.00 or higher in the last 48 credits or
- Submit two letters of recommendation from individuals who know the applicant well and can comment on the applicant's intellectual and leadership abilities.
- Submit evidence of successful teaching or professional educational experience.

Curriculum: Advanced Studies in Secondary Education

Semester 1 (fall)

Course Name	Credits
MSE 740: Advanced Instructional Technology	3
MSE 755: Constructivists Instructional Strategies	3

Semester 2 (spring)

Course Name	Credits
MSE 775: Teacher Leadership	3
MSE 750: Online Technologies in Education	3

Semester 3 (summer)

Course Name	Credits
MSE 745: Advanced Classroom Management	3
MSE 766: Instructional Design and Assessment	3

Semester 4 (fall)

Course Name	Credits
MSE 771: Strategies for Inclusive Classrooms in 7-12	3

MSE 725: Action Research in Secondary Education 3

Semester 5 (spring)

Course Name	Credits
MSE 720: Advanced Standards-Aligned Instruction 7-12	3
MSE 760: Reflective Practitioner	3

Program Coordinator

Joseph Zisk, Ed.D.
Secondary Education Department
724-938-4487
zisk@calu.edu

Programs Alternate Website

<http://www.teacheronline.us/>

Application Questions:

School of Graduate Studies and Research
California University of Pennsylvania
Eberly 202B
250 University Ave.
California, PA 15419
724-938-4187

Graduate Faculty

Joseph Zisk, Ed.D., Temple University; Program Coordinator
Keith Hepner, Ed.D., University of Pittsburgh
Marcia Hoover, Ed.D., West Virginia University
Connie Monroe, Ph.D., University of Dayton

Building Character. Building Careers.

California University of Pennsylvania



[Home](#) [Graduate Catalog](#) [Academic Programs](#) [Social Work](#)

Social Work

MASTER OF SOCIAL WORK

CREDITS: 36-60*

Accreditation:

Council on Social Work Education (CSWE)

Program Description:

The MSW program is committed to developing students' personal and professional growth, appreciating diversity, using an advanced generalist perspective to make a difference in rural environments, and preparing graduates to be highly competent, effective and well regarded social work practitioners. Our MSW program prepares students to respond professionally and creatively to the increasingly complex matrix of rural human needs and strengths in a changing society. It also provides students with a theoretical and professional practice focused curriculum in social work that promotes an understanding and appreciation of cultural diversity and its importance to competent advanced generalist practice. Built on a professional advanced generalist curriculum model, the program prepares students to work in direct and indirect practice and develops their leadership capacities to prevent and meet needs that affect people in southwestern Pennsylvania, including urban environments, and is designed for students with bachelor's degrees in psychology, social sciences, sociology, liberal arts and other disciplines.

*The 60-credit regular MSW program begins in the fall. The full-time regular program requires two years (four semesters). The part-time regular program takes three years; students must register for at least 6 credits each semester, are required to follow the plan for appropriate course sequencing, and must complete degree requirements within six years. The advanced standing program has 36 credits, and is designed for students with bachelor's degrees in social work from CSWE-accredited programs. It takes three semesters of full-time study (fall, spring, fall). Part-time advanced standing students follow requirements for part-time students and normally finish in two years (four semesters).

Delivery Mode:

Traditional with some online offerings

Admissions Criteria:

Regular Program:

- Minimum overall undergraduate 3.00 GPA (students below a 3.0 GPA may be considered for probationary acceptance.)
- Graduate School Application plus \$25 nonrefundable application fee
- Official transcripts from institutions attended
- MSW application
- Current resume
- Three letters of recommendation
- Personal professional statement (portfolio)
- Completion of 30 credits of upper level liberal arts work

Advanced Standing Program:

- Minimum overall undergraduate 3.00 GPA
- Graduate School Application plus \$25 nonrefundable application fee
- Official transcripts from institutions attended
- MSW application
- Current resume
- Three letters of recommendation
- Personal professional statement (portfolio)
- A social work degree from an accredited BSW program within six years of application to the MSW program
- Minimum 3.25 GPA in social work major

Transfer Credit:

A maximum of 12 credits of prior MSW course work and three credits of related graduate course work 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. No credit is given for life experiences, previous work experiences or non-course credit work.

Curriculum:

Full-time Regular Program (60 credits):

Course Name	Credits
<u>Foundation Year, Fall Term</u>	
*SWK 701: Generalist Practice I	3
SWK 707: Human Diversity and the Social Environment	3
*SWK 709: Social Welfare Policy, Services and Program Design	3
SWK 729: First Year Field Practicum I	6
<u>Foundation Year, Spring Term</u>	
*SWK 702: Generalist Practice II	3
*SWK 705: Human Behavior and the Social Environment	3
*SWK 716: Social Work Research Methodology and Data Analysis	3
SWK 730: First Year Field Practicum II	6
<u>Concentration Year Two, Fall Term</u>	
SWK 801: Advanced Generalist Practice	3
SWK 803: Differential Assessment	3
SWK 806: Rural Family and Community Policy	3
SWK 829: Advanced Field Practicum I	6
<u>Concentration Year Two, Spring Term</u>	
SWK 808: Advanced Practice Evaluation	3
SWK 812: Practice in Supervision and Administration	3
SWK: Advanced Practice/ SWK840 Special Topic	3
SWK 830: Advanced Field Practicum II	6

*May be waived through examination

Full-time Advanced Standing Program (36 credits):

Course Name	Credits
<u>Fall Term</u>	
SWK 707: Human Diversity and the Social Environment	3

SWK 715: Research, Policy and Rural SW Practice	3
SWK 801: Advanced Generalist Practice	3
SWK 829: Advanced Field Practicum I	6

Spring Term

SWK 812: Practice in Supervision and Administration	3
SWK 808: Advanced Practice Evaluation	3
SWK 830: Advanced Field Practicum II	6

Fall Term

SWK 803: Differential Assessment	3
SWK 806: Rural Family and Community Policy	3
SWK Advanced Practice/SWK 840 Special Topic	3

Advanced Practice Special Topics

Course Name	Credits
SWK 811: Practice with Aging	3
SWK 813: Practice in Health Care and Health Planning	3
SWK 814: Practice in MH/MR	3
SWK 815: Juvenile and Adult Justice System Practice	3

SWK 816: Practice with Children and Youth	3
SWK 821: Social Work with Substance Abuse/Addictions	3
SWK 840: Special Topics (varied)	3

Field Practicum: The program makes extensive use of a wide variety of practicum sites.

Program Coordinator:

Norma Thomas, DSW
724-938-1597
thomas@calu.edu

Department Website:

<http://www.calu.edu/academics/graduate-programs/social-work/index.htm>

Application Questions:

School of Graduate Studies and Research
California University of Pennsylvania
Eberly 202B
250 University Ave.
California, PA 15419
724-938-4187
gradschool@calu.edu
www.calu.edu/prospective

Graduate Faculty:

Norma Thomas, Program Coordinator; B.A., Pennsylvania State University; M.S.W., Temple University; D.S.W., University of Pennsylvania

Sylvia J. Barksdale, B.A., M.S.W., Ph.D., University of Pittsburgh

Sheri Boyle, Field Coordinator; B.A., University of California-Los Angeles; M.S.W., University of Pennsylvania

Margaret (Peg) Christopher, B.A., Mount St. Mary College; M.S.W., M.Ph., Ph.D., University of Pittsburgh

Gwendolyn D. Perry-Burney, B.S.W., M.S.W., Temple University; Ph.D., University of Pittsburgh

Rosalie Smiley, M.S.W., L.M.S.M., M.P.H., Ph.D., University of Pittsburgh

Pamela C. Twiss, B.A., Point Park College; M.S.W., Ph.D., University of Pittsburgh

Building Character. Building Careers.

California University of Pennsylvania

 

[Home](#) [Graduate Catalog](#) [Academic Programs](#)
[Spanish Certificates - Business or Law Enforcement](#)

Spanish Certificates - Business or Law Enforcement

CREDITS: 12

Program Description - Spanish for Business:

The Certificate in Spanish for Business is specifically designed to meet the needs of business majors, business professionals, and others seeking to pursue business opportunities or international trade in Spanish-speaking countries or U.S. communities with Spanish-speaking customers and clients. To successfully complete the certificate program, students must take all four courses regardless of their preexisting level of Spanish. Courses are offered in accelerated 8-week sessions that fall within a regular 16-week semester. For example, Elementary Spanish I and Elementary Spanish II are offered in one semester and Intermediate Spanish I and Spanish for Business are offered in the subsequent semester. This way, the student completes the entire certificate program in one academic year. Students will learn practical language skills that are specifically designed to address business situations such as serving Spanish-speaking customers, understanding the economic realities in relevant countries, and successfully undertaking financial and commercial aspects in domestic or international Spanish-speaking communities. Emphasis is placed on everyday spoken Spanish and business terminology.

Program Description - Spanish for Law Enforcement:

The Certificate in Spanish for Law Enforcement is specifically designed to meet the needs of law-enforcement officers, correctional officers, public and private security personnel, and for those students seeking employment in a relevant field. To successfully complete the certificate program, students must take all four courses regardless of their preexisting level of Spanish. Courses are offered in accelerated 8-week sessions that fall within a regular 16-week semester. For example, Elementary Spanish I and Elementary Spanish II are offered in one semester and Intermediate Spanish I and Spanish for Law Enforcement are offered in the subsequent semester.

This way, the student completes the entire certificate program in one academic year. Students will learn basic practical language skills that will assist them as criminal justice practitioners in a number of situations such as law-enforcement commands and dealing with suspects, victims, and witnesses; prison populations; and border and immigration issues. Students will also learn about Hispanic culture and customs so they can better understand the needs of members of their communities.

Admissions Criteria:

To enroll in either the Certificate in Spanish for Business program or the Certificate in Spanish for Law Enforcement program at California University of Pennsylvania, no previous college credit or work at the undergraduate level is necessary.

Complete and submit the following:

- Application
- \$25.00 application fee (current Cal U students do NOT pay this fee)
- Official sealed transcripts (high school or college)

The program coordinator and faculty will make the final recommendation for admission to the program.

Curriculum:

Spanish for Business

Course	Credits
SPN 101: Elementary Spanish I	3
SPN 102: Elementary Spanish II	3
SPN 203: Intermediate Spanish I	3
SPN 305: Spanish for Business	3

Spanish for Law Enforcement

Course	Credits
SPN 101: Elementary Spanish I	3
SPN 102: Elementary Spanish II	3
SPN 203: Intermediate Spanish I	3
SPN 304: Spanish for Law Enforcement	3

Courses are offered in accelerated eight-week sessions that fall within a regular 16-week semester. For example, Elementary Spanish I and Elementary Spanish II are offered in one semester and Intermediate Spanish I and Spanish for Business or Spanish for Law Enforcement are offered in the subsequent semester. This way, the student completes the entire certificate program in one academic year.

Registration:

The Certificate in Spanish for Law Enforcement and Business , as well as all Global Online programs of study, is housed within California University of Pennsylvania's Office of Web-Based Programs. This office assists students with their online educational experience, from application to graduation.

Program Coordinator:

Dr. Arcides Gonzalez
724-938-4246
gonzalez@calu.edu

Website:

<http://www.calu.edu/academics/online-programs/cert-spanish/index.htm>

Application Questions:

School of Graduate Studies and Research
California University of Pennsylvania
Eberly 202B
250 University Avenue
California, PA 15419
724-938-4187
www.calu.edu
gradschool@calu.edu

Faculty:

Our world-class faculty provides a student-centered learning environment that will inspire and motivate you to learn within and beyond the classroom. As recognized leaders and innovators in their areas of expertise, the faculty share their practical teaching experiences as well as their knowledge of research-based best practices. Most of all, Cal U's caring faculty help you achieve your educational and career goals.

Building Character. Building Careers.

California University of Pennsylvania

 

[Home](#) [Graduate Catalog](#) [Academic Programs](#) [Sport Management Studies](#)

Sport Management Studies

MASTER OF SCIENCE CREDITS: 36

POST-BACCALAUREATE / POST-MASTER'S CERTIFICATE CREDITS: 12

Program Description:

The sport management studies curriculum was created especially for presentation via the Internet. Sport management theory and principles are presented with streaming video, narrated PowerPoint presentations and online forums. Threaded discussion groups, chat rooms and e-mail allow the cohorts to communicate and interact, adding unique insight into the discussion. Students have the option of completing the sport management generalist track, the intercollegiate athletic administration track, or the sports counseling track. Program length is approximately 13 consecutive months, with new cohorts beginning in January and July. Cohorts of approximately 35 students each learn and communicate online and regularly function as a group of interactive peers. **All students must be enrolled as full-time cohort members.** This virtual community creates a lively and dynamic educational experience that enriches the collaborative skills essential for success in the sport industry. A post-baccalaureate/post-master's certificate is also available in intercollegiate athletic administration or sports counseling. Students are eligible for a graduate certificate upon completion of the 12 credits of either track. Sports counseling is offered through the Counselor Education Department. The intercollegiate athletic administration track has been developed in consultation with the NCAA.

Delivery Mode:

100 percent online

Admissions Criteria:

- Bachelor's degree from an accredited institution in sport management/administration or a related field
- Official transcripts
- Minimum overall undergraduate 3.00 GPA or 3.00 GPA in last 48 college credits

taken*

- Graduate School Application plus \$25 nonrefundable application fee

Applicants with sport industry-related experience and a non-sport-related degree (marketing, finance, business, coaching/physical education, public relations, etc.) may be considered for admissions.

*Students with a GPA of less than 3.00 may be considered by submitting two letters of recommendation highlighting sport industry experience.

Applications received by April 1 will receive preference for July admission. Subsequent applications will be considered until all class openings are filled.

A minimum of two student cohorts per year are accepted with approximately 30-35 students in each cohort. New cohorts begin in January and July. The MS in sport management studies offers students an option of completing the sport management mentorship track, intercollegiate athletic administration track, or the sports counseling track. Each track requires that students complete 36 credits to meet degree requirements. The sport management track requires students to complete a 12-credit mentorship, and the intercollegiate athletic administration and sports counseling tracks requires students to complete four courses in addition to the core requirements.

Students must complete ALL core curriculum coursework before being allowed to enroll in mentorship, or in Sports Counseling or Intercollegiate Athletic Administration track courses.

The course sequences for each track are listed below:

Curriculum:

Core Curriculum

Course Name	Credits
SPT 700: Research Methods in Sport	3
SPT 710: Socio-Cultural Aspects in Sport	3
SPT 720: Sport Marketing	3
SPT 730: Public Relations in Sport	3
SPT 740: Legal Aspects in Sport	3
SPT 750: Sport Finance	3
SPT 760: Sport Ethics	3
SPT 770: Management and Leadership in Sport	3

Sports Counseling Track (12 credits)

Course Name	Credits
-------------	---------

CED 780: Issues and Techniques in Counseling Athletes	3
CED 781: Sports Counseling Programming	3
CED 782: Advanced Issues and Techniques in Counseling Athletes	3
CED 788: Contemporary Topics in Counselor Education	3

Sport Management Track (12
credits)

Course Name	Credits
SPT 799: Sport Mentorship 12	

Intercollegiate Athletic Administration Track (12 credits)

Course Name	Credits
SPT 790: Sport Governance	3
SPT 791: Sport Compliance	3
SPT 792: Legal Aspects of Equity in Intercollegiate Athletics	3
SPT 793: Human Resource Strategies in Intercollegiate Athletics	3

Program Coordinator:

Dr. Robert Taylor
724-938-4356
taylor_rg@calu.edu

Department Website:

<http://www.calu.edu/go>

Application Questions:

School of Graduate Studies and Research
California University of Pennsylvania
Eberly 202B
250 University Ave.
California, PA 15419

724-938-4187

<http://www.calu.edu/prospective/graduate>

Course descriptions can be found at: <http://www.calu.edu/current-students/academic-resources/catalogs/graduate/spt.htm>

Graduate Faculty:

Robert G. Taylor, Associate Professor and Program Coordinator; B.S., San Diego State University; M.Ed., Frostburg State University; Ph.D., University of Southern Mississippi

Carol M. Biddington, Associate Professor, Ed.D., West Virginia University

Mary Kreis, Associate Professor; B.S., University of Virginia; M.S., University of Texas at San Antonio; Ph.D., University of Miami

Linda Meyer, Professor; B.S., Lock Haven University; ATC, M.S., West Virginia University; Ed.D., Duquesne University

Laura Miller, Assistant Professor; B.S., Pennsylvania State University – Behrend College; M.S., Ph.D., University of Southern Mississippi

Matt Wilson, Adjunct Faculty; B.S., M.Ed., Ed.D., Georgia Southern University

Brian D. Wood (2005), Associate Professor; B.S., University of Wisconsin-LaCrosse; M.S., Minnesota State University, Mankato; Ph.D., University of New Mexico

Building Character. Building Careers.

California University of Pennsylvania

 

[Home](#) [Graduate Catalog](#) [Academic Programs](#) [Sports Counseling](#)

Sports Counseling

GRADUATE CERTIFICATE

CREDITS: 12

Accreditation:

California University of Pennsylvania is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools. The University has been accredited for more than 40 years and was founded in 1852.

Program Description:

The graduate certificate in sports counseling is fully delivered online and is designed for practicing counselors, counselors in training (post-48 credits), educators and/or other helping professionals' needs for an advanced or specialty area of training and development with the athlete population. This program will provide counselor training competencies in three core areas of study: (1) foundations of sports counseling; (2) contextual dimensions of sports counseling; and (3) knowledge and skills for the practice of sports counseling. Students will be prepared to work with youth, adolescent, young adult or adult athletes across a variety of settings.

Delivery Mode:

100 percent online

Admissions Criteria and Process:

Applicants must complete both Steps 1 and 2*:

Step 1: This process requires the applicant to submit the following materials directly to the School of Graduate Studies and Research:

- Minimum overall undergraduate 3.00 GPA

- Graduate School Application plus \$25 nonrefundable application fee
- Official transcripts from all colleges and universities. (Transcripts from California University of Pennsylvania are not required.)
- Either a master's or a baccalaureate degree

Step 2: This process requires the applicant to submit the following materials directly to the Counselor Education Department:

- Documentation of a minimum 3.00 undergraduate GPA.
- A one-page typed resume of employment and education history
- A 1,000-word typed psychobiography. The applicant's psychobiography serves a different purpose than does a resume. Life is a process of maturing, learning and becoming. It is sometimes joyful, sometimes painful. The psychobiography is the applicant's own story. It should describe the psychosocial development of the writer. Applicants should examine their early influences, including family, significant others, economic, cultural and ethnic influences, athletics/sports, health and wellness, and important personal events. They should reflect on the course of their emotional, intellectual and personal development during the school years and as it relates to athletics/sports. It might deal with questions such as: How did I cope with problems and stress? What values were instilled, accepted and rejected? How did I become the person I am? What are my strengths and weaknesses? What do I hope for the future? In addition, how one has made the decision to seek advanced training in sports counseling should be discussed.
- Three current letters of recommendation on letterhead from professional, academic and/or business sources who can attest to the applicant's potential as a helping professional with the athlete population.
- An admissions interview may be required in person or via telephone.
- Official transcripts from all colleges and universities.

All materials must be received before the Admissions Committee reviews the application. Students may call the Counselor Education Department at 724-938-4123 or the School of Graduate Studies and Research at 724-938-4187 to verify that all admissions materials have been received.

Program Philosophy:

Sports counseling is a process that assists individuals in maximizing their personal, academic and athletic potential. Sports counseling is accomplished through a proactive, growth-oriented approach that incorporates the principles of counseling, career development, movement science, psychology and lifespan human development. Counselors, educators and other helping professionals should have specialized awareness, knowledge and skills beyond the basic counselor preparation as well as the ability to develop effective therapeutic relationships.

The sports counseling certificate program meets the particular interests and needs of a significant sub-sector of counselors, educators and other helping professionals who work with the athlete population in a variety of settings, including youth sports programs, interscholastic programs, colleges and universities, community and social agencies, and professional sporting agencies, as well as recreational settings.

Note: The graduate certificate in sports counseling will not certify you as a professional counselor. You may want to check your state's licensure laws for more information. However, the courses may be utilized for additional credits toward licensure or for continuing education credits/units (CEUs).

Curriculum:

Course Name	Credits
CED 780: Issues and Techniques in Counseling Athletes	3
CED 781: Sports Counseling Programming	3
CED 782: Advanced Issues and Techniques in Counseling Athletes	3
CED 788: Contemporary Topics in Counselor Education	3

Program Coordinator:

Taunya Tinsley, Ph.D., NCC, LPC
tinsley@calu.edu
724-938-4123

Department Website:

<http://www.calu.edu/academics/online-programs/sports-counseling/index.htm>

Application Questions:

For more information about Global Online, contact the Office of Web-Based Programs at 724-938-5958 or toll-free at 1-866-595-6348 or e-mail us at sportcounseling@calu.edu or calugo@calu.edu.

Graduate Faculty:

Jacqueline A. Walsh, Ph.D., NCC, ACS, Chair; Licensed Professional Counselor, Professor

Taunya Tinsley, Ph.D., NCC, LPC, Program Coordinator; Licensed Professional Counselor, Associate Professor

Gloria Cataldo Brusoski, Ph.D., Licensed Psychologist, Professor

Grafton Eliason, Ed.D., LPC, Licensed Professional Counselor, Professor

Elizabeth Gruber, Ph.D., LPC, NCC, Licensed Professional Counselor, Professor

John Patrick, D.Ed., CRC, NCC, LPC, Licensed Professional Counselor, Professor

Jeffrey L. Samide, Ed.D., LPC, Licensed Professional Counselor, Associate Professor

Building Character. Building Careers.

California University of Pennsylvania

 

[Home](#) [Graduate Catalog](#) [Academic Programs](#)
[Superintendent Letter of Eligibility](#)

Superintendent Letter of Eligibility

CREDITS: 18-27

Program Description:

The superintendent letter of eligibility (SLE) program provides an opportunity for a graduate student to obtain certification in the Commonwealth of Pennsylvania as a superintendent. Although not required for admission to the program, certification by the state of Pennsylvania requires 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 by the University.

Cal U's professional and knowledgeable faculty is drawn from the ranks of practicing school superintendents that represent the best of school leadership in southwestern Pennsylvania. All faculty members have extensive experience as teachers and administrators in area public schools.

Accreditation:

Approved by the Pennsylvania Department of Education, this online program meets state educational requirements for certification as a superintendent. The program complies with ISLLC standards, Educational Leadership Constituent Council Standards (ELCC), and may be used to meet certification and professional development requirements in other states. California University of Pennsylvania is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools and the National Council for Accreditation of Teacher Education. California University of Pennsylvania has been accredited for over 40 years and was founded in 1852.

Delivery Mode:

100 percent online

Classes are conducted online with field experiences and internships taking place at the student's school site.

Admissions Criteria:

Although not required for admission, certification by the state of Pennsylvania requires a minimum of six years of professional certified service in the basic schools, three of which shall have been in administration. These three years must be completed before certification endorsement will be granted by the University. These can be obtained before, after or during participation in the program.

- Minimum overall undergraduate 3.00 GPA
- Official transcripts from every institution attended
- Graduate School Application plus \$25 nonrefundable application fee
- Completed applicant data sheet
- Copies of all professional certificates
- Letter of endorsement from the chief school administrator in the school district of current employment
- Resume or curriculum vitae
- Statement of career goals and degree objectives

Curriculum:

18-27 credits depending on previously completed coursework. Program may be completed in 12 months of part-time study.

Sample Course Sequence:

Spring Semester:

Course Name	Credits
SLE 701: Administration Theory, Organization and Operation (<i>PIL approved</i>)	3
SLE 708: Internship (<i>PIL approved</i>)	3

Summer Semester:

Course Name	Credits
SLE 704: Technology and Facilities Development (<i>PIL approved</i>)	3
SLE 705: Curriculum/Instruction and Leadership/Supervision (<i>PIL approved</i>)	3

Fall Semester:

Course Name	Credits
SLE 707: Strategic Planning/Policy Analysis/Board Relations (<i>PIL approved</i>)	3
SLE 708: Internship (<i>PIL approved</i>)	3

Note:

Completion of an approved certification program is a requirement for certification in Pennsylvania. In the certification process, the University informs the state that a student has completed the University's state-approved program. The state then reviews the student's credentials and determines eligibility for certification. We encourage all students to contact the Pennsylvania Department of Education before beginning Cal U's program for further information about certification requirements in Pennsylvania.

Program Coordinator:

Dr. Silvia Braidic
724-938-4757
braidic@calu.edu

Department Website:

<http://www.calu.edu/go>

Application Questions:

School of Graduate Studies and Research
California University of Pennsylvania
Eberly 202B
250 University Ave.
California, PA 15419
724-938-4187
www.calu.edu
gradschool@calu.edu

Graduate Faculty:

Brian Barnhart, Ed.D., Adjunct Faculty; Assistant Executive Director, Lancaster-Lebanon

Intermediate Unit 13

Silvia Braidic, Ed.D., Program Coordinator and Professor, Full-time Faculty; Administrative

Leadership Programs, Department of Secondary Education and Administrative Leadership

Linda Hippert, Ed.D., Adjunct Faculty; Executive Director, Allegheny Intermediate Unit

Todd E. Keruskin, Ed.D., Adjunct Faculty; Principal, Baldwin-Whitehall School District

J. Kevin Lordon, Ed.D., Associate Professor, Full-time Faculty; Administrative Leadership

**Programs; Department of Secondary Education and Administrative Leadership
Christine Patti, Ed.D., Associate Professor, Full-time Faculty; Administrative Leadership**

**Programs; Department of Secondary Education and Administrative Leadership
Brian Toth, Ed.D., Adjunct Faculty; Superintendent of Schools, Belwood-Antis School District**

Building Character. Building Careers.

California University of Pennsylvania

 

[Home](#) [Graduate Catalog](#) [Academic Programs](#) [Technology Education](#)

Technology Education

MASTER OF EDUCATION

CREDITS: 31

Accreditation:

National Council for Accreditation of Teacher Education (NCATE)

Program Description:

The mission of this degree is to provide professional development to teachers and other educators in the field of technology education, providing a broad-based understanding of the field and its direction. Technology education is a vital aspect of education and promotes the development of technologically literate citizens by studying the broad spectrum of technology. In contrast, educational technology focuses on using computer technology to enhance instruction. *This degree is not intended for individuals interested in educational or instructional technology.*

This program does not lead to certification. Students interested in Pennsylvania certification in technology education should contact Dr. Glenn Hider at hider@calu.edu or visit <http://www.calu.edu/academics/online-programs/me-tech-ed/index.htm>.

Program Objectives:

1. Develop standards-based curriculum, instruction and assessment materials
2. Evaluate and synthesize literature related to the field of mathematics, science and technology education
3. Develop a strategic plan for an educational program
4. Research, develop and defend a grant proposal
5. Evaluate the impacts and consequences of technology nationally and internationally and make informed choices
6. Design, investigate, implement and evaluate a major culminating research

experience

7. Research and evaluate current trends in technology education (e.g., engineering education, STEM)

Delivery Mode:

100 percent online

Admissions Criteria:

- Minimum overall undergraduate 3.00 GPA (candidates with less than a 3.00 GPA may be considered on a provisional basis)
- Graduate School Application plus \$25 nonrefundable application fee
- Official transcripts from an accredited institution
- Applicant must read, sign and forward the Verification of Understanding for the Master's of Education in Technology Education document to be eligible for admission. Form can be found at <http://www.calu.edu/academics/online-programs/me-tech-ed/index.htm>

For program information, call 866-595-6348 or e-mail techedonline@calu.edu.

Curriculum:

This program is offered in a cohort model. In order to complete the program, two courses per semester are required with program start and finish. This includes summer semesters.

First Term

Course Name	Credits
TED 701: Curriculum and Instruction in Technology Education	3
TED 807: Technology Program Development and Improvement	3

Second Term

Course Name	Credits
TED 702: Assessment in a Constructivist Classroom	3
TED 703: Strategic Management in Education	3

Third Term

Course Name **Credits**

TED 704: Integrating Math, Science and Technology 3

TED 705: Technology and Sustainable Development 3

Fourth Term

Course Name **Credits**

TED 725: Applied Research in STEM Education 3

TED 715: Study in Human Creativity 3

Fifth Term

Course Name **Credits**

TED 718: Special Populations in Lab-Based Programs 3

TED 850: TED Major Project 4

Program Coordinator:

Dr. Glenn Hider
724-938-4085
hider@calu.edu

Department Website:

<http://www.calu.edu/academics/online-programs/me-tech-ed/index.htm>

Application Questions:

School of Graduate Studies and Research
California University of Pennsylvania
Eberly 202B
250 University Ave.
California, PA 15419

724-938-4187

<http://www.calu.edu/prospective/graduate>

Graduate Faculty:

Laura Hummell, Assistant Professor and Program Coordinator; B.S., Pennsylvania State University;

M.S., Old Dominion University; Ed.D., East Carolina University

Glenn Hider, Professor; A.S., B.S., State University of New York; M.S., Eastern Illinois University; Ed.D.,

West Virginia University

Rene Kruse, Professor; B.S., Peru State College; M.S., Ph.D., Texas A&M University

Peter H. Wright, Professor; B.A., Yale University; M.A., Ed.D., West Virginia University

Building Character. Building Careers.

California University of Pennsylvania



[Home](#) [Graduate Catalog](#) [Faculty](#)

Faculty

Faculty (Date of permanent appointment to California University of Pennsylvania)

Holiday Eve Adair. (1998) Professor, Psychology. B.A., M.A., Ph.D., University of Akron

Amanda M. Allen. (2006) Assistant Professor, Health Science Sport Studies. B.S., Ashland University; ATC, M.S., California University of Pennsylvania; Ph.D., Ohio University

Connie Armitage. (2005) Associate Professor, Elementary, Middle and Special Education. B.S., M.Ed., California University of Pennsylvania; Ed.D., University of Pittsburgh

Sylvia J. Barksdale. (1999) Professor, Social Work. B.A., M.S.W., Ph.D., University of Pittsburgh

Bruce D. Barnhart. (1986) Professor, Health Science Sport Studies. B.S., California University of Pennsylvania; ATC, M.Ed., California University of Pennsylvania; Ed.D., West Virginia University

Ralph J. Belsterling. (2001) Associate Professor, Communication Disorders. B.S., M.Ed., M.S., California University of Pennsylvania; M.S., Clarion University of Pennsylvania; Au.D., University of Florida

Carol M. Biddington. (2005) Associate Professor, Health Science Sport Studies. B.S., M.S., Ed.D., West Virginia University

William B. Biddington. (1977) Professor and Chair, Health Science Sport Studies. B.S., M.S., ATC, Ed.D., West Virginia University

Angela Bloomquist. (2008) Associate Professor, Psychology. B.S., University of Pittsburgh; M.Ed., Ed.S., Pennsylvania School Psychology Certification, Ed.D., Indiana University of Pennsylvania

William F. Bloesel. (1976) Associate Professor, Business and Economics. B.S., Pennsylvania State University; M.B.A., University of Pittsburgh; C.P.A.

Barbara H. Bonfanti. (1994) Professor and Chair, Communication Disorders. B.S., Indiana University of Pennsylvania; M.S., St. Francis College of Illinois; M.Ed., California University of Pennsylvania; Ph.D., University of Pittsburgh

Sylvia Braidic. (2004) Associate Professor, Educational Administration and Leadership. B.S., M.S., Duquesne University; Ed.D., University of Pittsburgh

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

Gloria Cataldo Brusoski. (1997) Professor and Chair, Counselor Education. B.A., Duquesne University; M.Ed., Gannon University; Ph.D., University of Pittsburgh

James O. Burton. (2007) Assistant Professor, Elementary, Middle and Special Education. B.A., Fairmont State University; M.A., West Virginia University; Ed.D., West Virginia University

Nancy Carlino. (2000) Assistant Professor, Communication Disorders. B.A., Duquesne University; M.A., University of Pittsburgh

M. Arshad Chawdhry. (1976) Professor, Business and Economics. B.S., University of Agriculture (Pakistan); M.S., University of Agriculture (Pakistan); M.A., University of Maryland; M.S., Ph.D., University of Illinois

Margaret Christopher. (1995) Associate Professor and Chair, Social Work. B.A., Mount St. Mary College; M.S.W., M.Ph., Ph.D., University of Pittsburgh

Joan Clites. (2009) Associate Professor, Nursing. B.S., University of Pittsburgh; M.S.N., Ed.D., West Virginia University

Ismail Cole. (1988) Professor, Business and Economics. B.A., Harvard College; M.A., Tufts University; Ph.D., University of Pittsburgh

Mark D. DeHainaut. (2002) Associate Professor, Business and Economics. B.S., M.B.A., Indiana University of Pennsylvania; Ed.D., University of Pittsburgh

Holly Diehl. (2005) Associate Professor, Elementary, Middle and Special Education. B.S., West Virginia University; M.Ed., Frostburg State University; Ed.D., West Virginia University

Grafton Eliason. (2004) Professor, Counselor Education. B.A., Duquesne University; M.Div., Princeton Theological Seminary; M.Ed., Shippensburg University; Ed.D., Duquesne University

Daniel E. Engstrom. (2001) Associate Professor, Applied Engineering and Technology. B.S., Millersville University; M.Ed., Bowling Green State University; Ed.D., Duquesne University

Deborah A. Farrer. (2001) Associate Professor, Elementary, Middle and Special Education. B.S., California University of Pennsylvania; M.A., Ed.D., West Virginia University

Marc S. Federico. (1999) Associate Professor, Health Science Sport Studies. B.S., University of Pittsburgh; M.P.T., D.P.T. Slippery Rock University of Pennsylvania

Jamie Foster. (2006) Assistant Professor, Health Science Sport Studies. B.S., ATC, DPT, Slippery Rock University of Pennsylvania

Elizabeth Gruber. (1990) Professor, Counselor Education. B.S., Bowling Green State University; M.A., Youngstown State University, Ph.D. Duquesne University

Chris T. Harman. (2005) Associate Professor, Health Science Sport Studies. B.S., University of Vermont; ATC, M.S., Indiana University; Ed.D., Oklahoma State University

Jeffrey R. Hatton. (2001) Assistant Professor, Health Science Sport Studies. B.S., Lock Haven University; B.S., College of Misericordia; OTR/L, M.S., California University of Pennsylvania

Nancy Hepting. (2009) Associate Professor, Communication Disorders. B.S., Clarion University of Pennsylvania; M.S., California University of Pennsylvania; Ph.D., University of Pittsburgh

Rebecca A. Hess. (2001) Associate Professor, Health Science Sport Studies. B.S., West Virginia University; M.S., West Virginia University; Ph.D., University of Pittsburgh

Cheryl A. Hettman. (2007) Associate Professor, Nursing. B.S.N., West Liberty State College; M.S.N., West Virginia University; Ph.D., University of Pittsburgh

Glenn R. Hider. (1998) Professor, Applied Engineering and Technology. A.S., State University of New York; B.S., State University College Oswego; M.S., Eastern Illinois University; Ed.D., West Virginia University

Marcia Hoover. (2007) Associate Professor, Secondary Education. B.S., M.Ed., California University of Pennsylvania; Ed.D., West Virginia University

J. William Hug. (2007) Associate Professor, Elementary, Middle and Special Education. B.S., Western Illinois University; M.S., Ph.D., Pennsylvania State University

Laura Johnson Hummell. (2008) Assistant Professor, Applied Engineering and Technology. B.S.Ed., Pennsylvania State University; M.Ed., Old Dominion University; Ed.D., East Carolina University

Kirk R. John. (1990) Professor, Psychology. B.A., California University of Pennsylvania; M.Ed., Ed.D., Indiana University of Pennsylvania; NCSP; Pennsylvania Certified School Psychologist; Pennsylvania Licensed Psychologist

Denise M. Joseph. (2005) Assistant Professor, Communication Disorders. B.S.Ed., Duquesne University; M.S., Syracuse University; Ph.D., University of Pittsburgh

Kalie R. Kossar. (2007) Associate Professor, Special Education. B.A., University of Pittsburgh; M.Ed., California University of Pennsylvania; Ed.D., West Virginia University

René L. Kruse. (1989) Professor, Applied Engineering and Technology. B.S., Peru State College; M.S., Ph.D., Texas A&M University

Mary Kreis. (2004) Associate Professor, Health Science Sport Studies. B.S., University of Virginia; M.S., University of Texas at San Antonio; Ph.D., University of Miami

Elizabeth Larsen . (2006) Associate Professor, Justice, Law and Society. B.A., University of Virginia; M.A., George Mason University; Ph.D., University of Pittsburgh

Nan Li. (2009) Associate Professor, Business and Economics. M.A., Ph.D., City University of New York; M.A., B.A., Zhongshan University

J. Kevin Lordon. (2003) Associate Professor, Educational Administration and Leadership. B.S., Edinboro University; M.Ed., Duquesne University; Ed.D., University of Pittsburgh

Ayanna Lyles. (2006) Associate Professor, Health Science Sport Studies. B.S., University of Connecticut; ATC, M.S., California University of Pennsylvania; Ph.D., University of Carbondale

Jeffrey Magers. (2006) Associate Professor, Professional Studies. B.S., M.S., Eastern Kentucky University; Ed.D., Spalding University

Robert Mancuso. (2005) Assistant Professor, Communication Disorders. B.A., West Liberty State College; M.S., West Virginia University

Margaret A. Marcinek. (1983) Professor, Health Science Sport Studies. B.S., Pennsylvania State University; M.S.N., University of Maryland; Ed.D., West Virginia University; R.N.

Nicholas Martin. (2000) Assistant Professor, Psychology. B.S., M.S.W., University of Pittsburgh; M.S., California University of Pennsylvania; Ed.D., Indiana University of Pennsylvania; Certified School Psychologist; Licensed Psychologist

Elizabeth Mason. (1987) Professor, Psychology. B.S., M.Ed., Indiana University of Pennsylvania; Ph.D., Ball State University; NCSP; Pennsylvania and West Virginia Certified School Psychologist; Licensed Psychologist

Barry E. McGlumphy. (2003) Professor, Health Science Sport Studies. B.S., Lock Haven University; M.S., University of Arizona; Ed.D., University of Arizona

Linda Meyer. (2006) Professor, Health Science Sport Studies. B.S., Lock Haven

University; ATC, M.S., West Virginia University; Ed.D., Duquesne University

Michael Meyer. (2007) Assistant Professor, Health Science Sports Studies. B.S., Waynesburg College; A.T.C., M.S., Ohio University

John E. Michaels. (1999) Associate Professor, Professional Studies. B.S., M.B.A., American University; D.B.A., George Washington University

Katherine J. Mitchem. (2005) Associate Professor and Chair, Elementary, Middle and Special Education. B.S., Manchester University; M.Ed., Drury University; Ph.D., Utah State University

Connie Monroe. (2006) Assistant Professor, Secondary Education. B.A., Case Western Reserve University; Post-Baccalaureate Teaching Certification, University of Texas at San Antonio; M.A., Regis University; Ph.D., University of Dayton

Thomas R. Mueller. (1999) Associate Professor, Earth Sciences. B.S., Towson State University; M.A., University of Connecticut; Ph.D., University of Illinois

Charles P. Nemeth. (2000) Professor and Chair, Professional Studies. B.A., University of Delaware; M.S., Niagara University; M.A., Ph.D, Duquesne University; J.D., University of Baltimore; LL.M., George Washington University

Diane H. Nettles. (1989) Professor, Elementary, Middle and Special Education. B.A., M.A., University of South Florida; Ph.D., University of South Florida

Mary O'Connor. (2001) Professor, Nursing. B.S.N., Carlow University; M.S.N., Ph.D., University of Pittsburgh

Pratul C. Pathak. (1990) Professor, English. B.A., M.A., LL.B., University of Delhi, India; M.A., Ph.D., University of Wisconsin-Milwaukee

John Patrick. (2001) Associate Professor, Counselor Education. B.A., Bloomsburg University of Pennsylvania; M.S., University of Scranton; D.Ed., Pennsylvania State University

Christine A. Patti. (2005) Professor, Educational Administration and Leadership. B.S., Duquesne University; M.Ed., University of Pittsburgh; Ed.D., University of Pittsburgh

Gwendolyn D. Perry-Burney. (2001) Associate Professor, Social Work. B.S.W., M.S.W., Temple University; Ph.D., University of Pittsburgh

Christine A. Peterson. (2002) Associate Professor, Elementary Education. B.S., Edinboro University of Pennsylvania; M.S., Johns Hopkins University; Ed.D., West Virginia University

Linda Pina. (2007) Assistant Professor, Nursing. B.S.N., M.S.N., Indiana University of

Pennsylvania; Ph.D. Kennedy-Western University

Rebecca A. Regeth. (2001) Professor, Psychology. B.A., M.S., Western Washington University; Ph.D., University of New Hampshire

Benjamin Reuter. (2004) Associate Professor, Health Science Sport Studies. B.S., Gettysburg College; M.S., Old Dominion University; ATC, Ph.D., Auburn University

Joni L. Cramer Roh. (1991) Professor, Health Science Sport Studies. B.S., West Virginia University; ATC, M.A.T., University of North Carolina at Chapel Hill; Ed.D., West Virginia University

Christine Romani-Ruby. (2001) Associate Professor, Health Science Sport Studies. B.S., Indiana University of Pennsylvania; ATC, M.P.T., Slippery Rock University of Pennsylvania

Carrie R. Rosengart. (2005) Associate Professor, Psychology. B.S., Tufts University of Medford; M.A., M.S., Ph.D., University of Georgia

Susan D. Ryan. (2002) Associate Professor, Earth Sciences. B.A., University of Western Ontario; M.A., Bournemouth University, England; Ph.D., University of Calgary

Jeffrey L. Samide. (2005) Associate Professor, Counselor Education and Services. B.A., Saint Vincent College; M.Ed., Ed.D., Indiana University of Pennsylvania

Louise E. Serafin. (1991) Professor, Business and Economics. B.S., California University of Pennsylvania; E.M.B.A., Ph.D., University of Pittsburgh

Debra A. Shelapinsky. (1986) Associate Professor, Nursing. B.S.N., University of Akron; M.S.N., University of Pittsburgh; C.R.N.P.

Sylvia E. Sholar. (1995) Associate Professor, Communication Studies. B.A., Georgia Southern University; M.A., University of Georgia; Ph.D., Temple University

Robert Skwarecki. (2000) Associate Professor, Communication Disorders. B.S., Duquesne University; M.S., Ph.D., University of Pittsburgh

Rosalie Smiley. (1999) Professor, Social Work. M.S.W., L.M.S.M., M.P.H., Ph.D., University of Pittsburgh

Robert G. Taylor. (2001) Associate Professor, Health Science Sport Studies. B.S., San Diego State University; M.Ed., Frostburg State University; Ph.D., The University of Southern Mississippi

Norma Thomas. (2007) Assistant Professor, Social Work. B.A., Pennsylvania State University; M.S.W., Temple University; D.S.W., University of Pennsylvania

Taunya Tinsley. (2007) Associate Professor, Counselor Education. B.A., Augsburg

College; M.A., University of Iowa; Ph.D., Duquesne University

Linda Toth. (2000) Associate Professor, Psychology. B.S., California University of Pennsylvania; M.S., Duquesne University; Ed.D., West Virginia University; Pennsylvania Licensed Psychologist

Pamela C. Twiss. (1999) Associate Professor, Social Work. B.A., Point Park College; M.S.W., Ph.D., University of Pittsburgh

John R. Vargo. (1970) Associate Professor, Elementary, Middle and Special Education. B.S., California University of Pennsylvania; M.A., West Virginia University; Reading Specialist

Jacqueline Walsh. (1998) Professor, Counselor Education. B.S., M.S., California University of Pennsylvania; Ph.D., Kent State University

Ellen West. (2005) Associate Professor, Health Science Sport Studies. B.S., California University of Pennsylvania; ATC, M.S., Ed.D., West Virginia University

Thomas F. West. (2004), Associate Professor, Health Science Sport Studies. M.S., West Virginia University; B.S., ATC, Ph.D., Pennsylvania State University

Brian D. Wood. (2005) Associate Professor, Health Science Sport Studies. B.S., University of Wisconsin - LaCrosse; M.S., Minnesota State University, Mankato; Ph.D., University of New Mexico

Clover Wright. (2011) Assistant Professor, Elementary Education. B.A., Antioch College; M.A. and Ed.D., West Virginia University

Peter H. Wright. (2000) Professor, Applied Engineering and Technology. B.A., Yale University; M.A., Ed.D., West Virginia University

Richard M. Wyman. (1992) Professor, Elementary, Middle and Special Education. B.A., Franklin and Marshall College; M.Ed., Tufts University; Ed.D., University of Washington

Joseph Zisk. (2000) Assistant Professor, Secondary Education. B.S., M.Ed., California University of Pennsylvania; M.S., Drexel University; Ed.D., Temple University

Building Character. Building Careers.