

2018-2019

GRADUATE CATALOG



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Graduate

California University of Pennsylvania Graduate Catalog
California University of Pennsylvania
Graduate Catalog

Edited by the Academic Affairs Office
California University of Pennsylvania
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www.calu.edu

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

The core values of California University are integrity, civility and responsibility.

Pennsylvania's State System of Higher Education
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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 see in assistance from our office.

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

- Eligibility requirements
- Financial aid application process, including FAFSA
- Cost of attendance
- Grants
- Student employment
- Scholarships
- Loans
- 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).

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About California University

University lies within the borough of California, a community of approximately 6,800 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) of 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. The parcel includes a cross country course, recreation space and a farmhouse that has been renovated for student meetings. Together, Roadman Park and the SAI Farm comprise the University's upper campus.

In the University's award-winning residence halls, students enjoy the comfort and convenience of on-campus living, usually sharing a bathroom with no more than one other person. All residence halls are air-conditioned and have state-of-the-art sprinkler and security systems.

Roadman Park is the site of an upper-campus university housing complex, Vulcan Village, whose residents live in attractive, furnished garden-style apartments. Most have individual baths, living room, dining area, completely furnished kitchen including dishwasher and microwave, and full-size washer and dryer. Vulcan Flyer shuttles make it easy for Vulcan Village residents to ride to and from the main campus.

The geographic location of the University gives the resident student opportunities to explore and pursue a wide variety of activities. The University is a short drive from scenic locations for camping, hiking, fishing, hunting, white-water rafting, canoeing and skiing. In addition to varied cultural activities on campus, students have 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

The institution that is now California University of Pennsylvania began as an academy in 1852. It has evolved over the years into a multipurpose university, one of the 14 state-owned institutions that comprise Pennsylvania's State System of Higher Education.

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

1865: The academy obtains a charter as a normal school for its district and becomes a teacher-preparatory institution.

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

1914: The commonwealth acquires the institution and renames it the California State Normal School. The curriculum becomes exclusively a two-year preparatory course for elementary school teachers.

1928: The institution becomes 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 are introduced and the college becomes California State College.

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1962: A graduate program is introduced.

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

1983: On July 1, 1983, the college becomes part of the Pennsylvania State System of Higher Education and changes its name to California University of Pennsylvania.

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

1992: Angelo Armenti, Jr. is appointed President of California University. He served until 2012.

1996: The College of Science and Technology is renamed the Eberly College of Science and Technology, honoring the Eberly Foundation for its philanthropic generosity.

1997: Cal U Southpointe Center opens in the Southpointe Technology Center in Canonsburg, Pa.

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

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

2004-2007: The University responds to student needs and completely redesigns the concept of residence life. Six suite-style residence halls are constructed on the main campus, and an apartment complex now known as Vulcan Village is constructed on the upper campus.

2009: After a major renovation and expansion project, Herron Recreation and Fitness Center is re-dedicated.

2010: The Student Association Inc. purchases SAI Farm and begins developing the location as a site for student recreation, learning and meetings.

2011: The Phillipsburg Soccer Facility is dedicated.

2012: Geraldine M. Jones is named acting President of the University; she is named interim President the following year.

2013: In May, the former Residence Hall A is renamed the G. Ralph Smith II Honors Hall in recognition of a former English professor whose bequest to the University is the largest in its modern history. In October, the former Residence Hall C is renamed Ivan '41 and and Adelaide Ivill '38 Guesman Hall in honor of the philanthropic alumni couple.

2015: Natali Student Center is re-dedicated after a two-year renovation and expansion project.

2016: Geraldine M. Jones is inaugurated as California's seventh President.

2017: Renovations begin at Coover Hall, which houses the Department of Applied Engineering and Technology, plus courses in art and graphic design.

2018: The largest gift in the institution's history establishes the Rutledge Institute for Early Childhood Education, named for donors Karen and Tom '77 Rutledge.

(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.)

Graduate

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.

- College of Education and Human Services
- College of Liberal Arts
- Eberly College of Science and Technology
- School of Graduate Studies and Research

Academic Programs

Academic Programs

- Administrative Program for Principals
- Advanced Studies in Secondary Education
- Arabic Language and Linguistics
- Applied Behavior Analysis
- Applied Criminology
- Applied Mathematics
- Athletic Training
- Autism Spectrum Disorders
- Business Administration
- Communication Disorders
- Conflict Resolution
- Counseling - Addictions Counseling
- Counseling - Clinical Mental Health Counseling
- Counseling - School Counseling
- Counseling - Spiritual, Ethical, and Religious Counseling
- Counseling - Sports Counseling
- Criminal Justice (D.C.J.)
- Cybersecurity
- Data Science
- Early Childhood Education
- Educational Leadership - Educational Studies
- Elementary Education Pre-K-Grade 4
- Elementary/Special Education
- English as a Second Language (ESL)
- Exercise Science and Health Promotion
- Health Science and Exercise Leadership
- Legal Studies: Criminal Justice
- Legal Studies: Homeland Security
- Legal Studies: Law and Public Policy
- Master of Arts Teaching
- Master of Science Nursing
- Online Teaching
- Reading Specialist
- School Psychology
- Social Work
- Special Education
- Sport Management Studies
- STEM (Science, Technology, Engineering, and Math) Teacher Education and Integrative Stem K-12 Education
- Superintendent Letter of Eligibility
- Teacher Education
- Technology Education
- Weather and Climatology

Administrative Program for Principals

Master of Education in School Administration Administrative Principal - Credits: 30 (program code: 0971)

Administrative Principal K-12 Certification - Credits: 24 (program code: 0977)

Program Description

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

Academic Programs

a principal's certificate or a master's degree in education or simply wish to continue to enhance their teaching and leadership skills. The program has two tracks: K-12 principal certification only (24 credits) and the Master of Education with K-12 principal certification (30 credits). At Cal U, K-12 principal certification can be pursued 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.

Individuals must apply for endorsement for certification through the program coordinator to initiate the process.

Delivery Mode

Global Online (100 percent online delivery)

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

Program 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) and Educational Leadership Constituent Council (ELCC) standards, and may be used to meet certification and professional development requirements in other states.

Curriculum - Master of Education in School Administration Administrative Principal

Course	Credits
ADP 621 G0 – Curriculum Leadership	3
ADP 626 G0 – Instructional Strategies	3
ADP 631 G0 – School Law & Ethics	3
ADP 641 G0 – School Community Relations Seminar	3
ADP 647 G0 – Orientation and Assessment	3
ADP 661 G0 – Educational Leadership	3
ADP 664 G0 – Field Project/Leadership (M.Ed. students only)	3
ADP 670 G0 – Internship Part 1	3
ADP 670 G0 – Internship Part 2 – Final Requirement for Certification	3
ADP 673 G0 – Field Project/Research & Evaluation (M.Ed. students only)	3
Total	30

Curriculum - Administrative Principal K-12 Certification

Course	Credits
ADP 621 G0 – Curriculum Leadership	3
ADP 626 G0 – Instructional Strategies	3
ADP 631 G0 – School Law & Ethics	3

Academic Programs

Course	Credits
ADP 641 G0 – School Community Relations Seminar	3
ADP 647 G0 – Orientation and Assessment	3
ADP 661 G0 – Educational Leadership	3
ADP 670 G0 – Internship Part 1	3
ADP 670 G0 – Internship Part 2	3
Total	24

Transfer Credits

Requests for transfer credit must occur once a student is officially accepted into the program and prior to beginning any coursework. At that time, contact the program coordinator for information on the transfer credit review process.

Advisement

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

Program Website

www.calu.edu/academics/online-programs/principals-program-certificate/curriculum/index.htm

For Additional Information

Email: adminprinprog@calu.edu

Phone: 1-866-595-6348

Program Coordinator

Silvia Braidic, Ed.D. and Superintendent Letter of Eligibility (University of Pittsburgh); Administrative Certification: Concentration, Elementary and Secondary Pennsylvania Principal Certification (Carnegie Mellon University); M.S. Education, B.S. Education (Duquesne University); Professor

Web Page: <https://www.calu.edu/inside/faculty-staff/profiles/silvia-braidic.aspx>

Email: braidic@calu.edu

Phone: 724-938-4757

Program Faculty

Brian Barnhart, Ed.D., Adjunct Faculty; Assistant Executive Director, Lancaster-Lebanon Intermediate Unit 13

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., Adjunct Faculty; 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; Assistant Superintendent, Elizabeth Forward School District

Academic Programs

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

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

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

Advanced Studies in Secondary Education

Master of Education: Advanced Studies in Secondary Education and Teacher Leadership - Credits: 30 (program code: 0972)

Program Description

Advanced studies in secondary education and teacher leadership is a graduate program for middle and high school teachers. The 30-credit Master of Education degree program is aligned with the National Board for Professional Teaching Standards (NBPTS) and the national board certification process. In less than two years, students can earn a master's degree while becoming well informed about the national board certification process. 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

Global Online (100 percent online delivery)

Accreditation

Council for the Accreditation of Educator Preparation (CAEP, formerly NCATE). Approved by the Pennsylvania Department of Education

Curriculum - Master of Education: Advanced Studies in Secondary Education and Teacher Leadership

Course	Credits
ADP 664 Field Project/Leadership	3
ADP 673 Field Project/Research & Evaluation	3
MSE 720 Advanced Standards-Aligned Instruction 7-12	3
MSE 740 Advanced Instructional Technology	3
MSE 745 Advanced Classroom Management	3
MSE 750 Online Technologies in Education	3
MSE 755 Constructivist Instructional Strategies	3
MSE 761 Assessment	3
MSE 766 Instructional Design and Assessment	3
MSE 771 Strategies for Inclusive Classrooms in 7-12	3
Total	30

Academic Programs

Advisement

Students in the Master of Education: Advanced Studies in Secondary Education and Teacher Leadership program receive academic and professional advisement from the program coordinator and program faculty. Each student is assigned to an academic adviser from the time he/she is accepted into the program of study. Advisers work with students to discuss, monitor and provide advisement as it relates to their program of study.

Application Questions

Phone: 724-938-4187

Email: gradschool@calu.edu

Program Website

<https://www.calu.edu/academics/graduate/masters/education-online/advanced-studies-in-secondary-education-and-administrative-leadership/index.aspx>

For Additional Information

Email: calugo@calu.edu

Phone: 866-595-6348

Program Coordinator

Michael Perrotti, Ph.D. (Marywood University), M.S.Ed. (Wilkes University), B.S.Ed. (Mansfield University)

Web Page: <https://www.calu.edu/inside/faculty-staff/profiles/michael-perrotti.aspx>

Email: mse@calu.edu

Phone: 724-938-4487

Program Faculty

Keith Hepner, Ed.D. (University of Pittsburgh), M.Ed., B.S. (California University of Pennsylvania), Professor

Marcia Hoover, Ed.D. (West Virginia University), M.Ed., B.S. (California University of Pennsylvania), Associate Professor

Connie Monroe, Ph.D. (University of Dayton), M.A. (Regis University), Post baccalaureate Teaching Certificate (University of Texas at San Antonio), B.A. (Case Western Reserve University), Associate Professor

Joseph Zisk, Ed.D. (Temple University), M.S. (Drexel University), B.S., M.Ed. (California University of Pennsylvania), Professor

For faculty bios, visit: www.calu.edu/academics/faculty/index.htm

Applied Behavior Analysis

Master of Education: Applied Behavior Analysis: Autism track - Credits: 33 or 39 (program code: 0744)

Master of Education: Applied Behavior Analysis: General track - Credits 33 or 39 (program code: 0759)

Certificate: Board Certified Behavior Analyst Preparation - Credits 18 or 27 (program code: 0758)

Program Description

Board certified behavior analysts address the behavioral and instructional needs of individuals in a wide variety of settings. Applied Behavior Analysis is recognized as a best practice for the instruction and behavioral management for individuals with exceptionalities.

Delivery Mode

Global Online (100 percent online delivery)

Practicum

California University of Pennsylvania has designed an Intensive Practicum for the Applied Behavior Analysis program to give students a wide range of potential placement options upon completion. Students will have the

Academic Programs

opportunity to study under Board Certified Behavior Analysts while applying the content they have covered during their coursework.

Practicum Placement Sites:

- Public and private school settings
- Individualized home programming sites
- Other mental health-related settings throughout Allegheny, Fayette, and Washington counties

Practicum Placement Site Tasks:

- Conducting behavioral assessments
- Designing education and behavioral programs
- Conducting preference assessments
- Developing behavior support plans
- Creating data collection procedures

Please NOTE: Students must first complete ESP 701 prior to being permitted to enroll in intensive practicum.

Curriculum - Master of Arts: Applied Behavioral Analysis - Autism

Course	Credits
ESP 701 Introduction to Behavior Analysis	3
ESP 740 Nature/Characteristics of Autism Spectrum Disorders	3
ESP 741 Communication, Behavior and Instruction: Autism Spectrum Disorders	3
ESP 742 Life Transitions and Partnerships: Autism Spectrum Disorders	3
ESP 743 Navigating the Social World: Autism Spectrum Disorders	3
ESP 750 Concepts, Principles, Assessment ABA	3
ESP 751 Applied Behavior Analysis Intervention 1	3
ESP 752 Applied Behavior Analysis Intervention 2	3
ESP 753 Professional Ethical Practice Behavior Analyst	3
ESP 754 Intensive Practical Training in Applied Behavior Analysis	3 or 9
ESP 800 Seminar in Advanced Behavior Analysis and Research Design	3
Total	33 or 39

MEd without experience requirement for BCBA credential = 33 credits

MEd with experience requirement for BCBA credential = 39 credits

Curriculum - Master of Arts: Applied Behavioral Analysis - Generalist

Academic Programs

Course	Credits
ESP 603 Assessment and Prescriptive Teaching	3
ESP 610 Special Education Foundations and Collaboration	3
ESP 612 Evidence-based Practices for Pre-K-8 Inclusion	3
ESP 620 Special Education History, Theory and Exceptionality	3
ESP 639 Field Experience Seminar in Special Education*	3
ESP 701 Introduction to Behavior Analysis	3
ESP 750 Concepts, Principles, Assessment ABA	3
ESP 751 Applied Behavior Analysis Intervention 1	3
ESP 752 Applied Behavior Analysis Intervention 2	3
ESP 753 Professional Ethical Practice Behavior Analyst	3
ESP 754 Intensive Practical Training in Applied Behavior Analysis*	3 or 9
ESP 800 Seminar in Advanced Behavior Analysis and Research Design	3
Total	33 or 39

* Students have the option of taking ESP 639 or ESP 754, depending on whether or not Cal U is supervising their practicum hours needed to sit for the BCBA exam or they are being supervised privately. For students who are being supervised by Cal U, they can take up to nine hours of ESP 754 in order to accumulate enough supervised hours to sit for the BCBA exam. These students can graduate with up to 39 credits.

Students who are being supervised privately will not take ESP 754 but instead will take ESP 639. These students will graduate with 33 credits.

Curriculum - Certificate

Course	Credits
ESP 701 Introduction to Behavior Analysis	3
ESP 750 Concepts, Principles, Assessment ABA	3
ESP 751 Applied Behavior Analysis Intervention 1	3
ESP 752 Applied Behavior Analysis Intervention 2	3
ESP 753 Professional Ethical Practice Behavior Analyst	3
ESP 754 Intensive Practical Training in Applied Behavior Analysis	9

Academic Programs

Course	Credits
ESP 800 Seminar in Advanced Behavior Analysis and Research Design	3
Total	18 or 27

The minimum credit range (18) represents a certificate only and does not include ESP 754.

Advisement

Students in the applied behavior analysis program receive academic and professional advisement from the program coordinator and program faculty. Each student is assigned to an academic adviser from the time he/she is accepted into the program of study. Advisers work with students to discuss, monitor and provide advisement as it relates to their program of study.

Program Website

<https://www.calu.edu/academics/graduate/masters/education-online/applied-behavior-analysis/index.aspx>

<https://www.calu.edu/academics/graduate/masters/education-online/applied-behavior-analysis/autism.aspx>

Program Coordinator

Peter Heh, Ed.D, BCBA (University of Pittsburgh), M.Ed. (Edinboro University of Pennsylvania), B.A. (Washington and Jefferson College), Assistant Professor; Specializations: Autism, Applied Behavioral Analysis, Assessment Design.

Web Page: <https://www.calu.edu/inside/faculty-staff/profiles/peter-heh.aspx>

Email: heh@calu.edu

Phone: 724-938-4993

Program Faculty

Kalie Kossar, Ed.D., BCBA-D, (West Virginia University), M.Ed. (California University of Pennsylvania), B.S. (University of Pittsburgh), Associate Professor

Specializations: Collaboration, Assessment, Inclusion, Applied Behavior Analysis

Katherine Mitchem, Ph.D., BCBA-D (Utah State University), M.Ed. (Drury University), B.S. (Manchester University), Professor; Specializations: Applied Behavior Analysis and Autism

For faculty bios, visit: www.calu.edu/academics/index.htm

Applied Criminology

Master of Arts: Criminal Justice Studies - Credits: 30 (program code: 0967)

Certificate: Applied Criminology - Credits: 12 (program code: 0740)

Certificate: Behavioral Crime Analysis - Credits: 12 (program code: 0741)

Program Description

With its focus on applied criminology, Cal U's 100% online Master of Arts in Criminal Justice Studies degree is on the forefront of presenting advanced criminological theories and examining the behavioral manifestations of violent offenders. By combining the best of criminal justice and applied criminology study, the criminal justice studies program enables students to build a strong foundation of theoretical and research knowledge and skills. Students also learn to apply this theoretical framework to real-world situations involving criminal investigative analysis, equivocal death analysis and geographical crime analysis.

Students may select to pursue the master's degree and two certificates. The two certificates may be completed separately or as part of the master's degree.

Delivery Mode

Global Online (100 percent online delivery)

Academic Programs

Curriculum - Master of Arts: Criminal Justice Studies

Course	Credits
CRM 700 Advanced Criminological Theories	3
CRM 710 Advanced Behavioral Crime Analysis Theory	3
CRM 720 Research Methods in Criminology	3
CRM 820 Ethical and Legal Aspects of Criminology	3
CRM 830 Criminal Investigative Analysis	3
CRM 840 Equivocal Death Analysis	3
CRM 850 Geographical Crime Analysis	3
CRM 855 Applied Research in Criminology	3
CRM 880* Criminology Thesis OR CRM 885 Criminology Internship OR CRM 890* Criminology Studies Abroad OR 6 credit hours of prior learning (FBI Academy, FLETC, CFE Certification and similar academies and programs)	6
Total	30

*Depending upon availability

Curriculum - Certificate: Applied Criminology

Curriculum - Certificate: Behavioral Crime Analysis

Advisement

Students receive academic and professional advisement from the program coordinator and program faculty. Each student is assigned to an academic adviser from the time he/she is accepted into the program of study. Advisers work with students to discuss, monitor and provide advisement as it relates to their program of study.

Program Website

www.calu.edu/academics/online-programs/applied-criminology/index.htm

For Additional Information

Email: appliedcriminology@calu.edu

Phone: 1-866-595-6348

Program Coordinator

John R. Cencich, J.S.D. (University of Notre Dame), LL.M. (Kent Law School, University of Kent at Canterbury), M.S. (Virginia Commonwealth University), B.S. (St. Paul's College), Professor

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Program Faculty

Aref M. Al-Khattar, Ph.D., M.A. (Indiana University of Pennsylvania), B.A. (University of Jordan), Professor

Michael Hummel, Ph.D., M.Phil., M.A. (Columbia University), B.S. (University of the State of New York), A.S. (Troy State University), Professor

Academic Programs

Raymond Hsieh, Ph.D. (State University of New York at Buffalo), M.S. (Rochester Institute of Technology), B.A. (Central Police University-Taiwan), Professor

Julie Warnick, J.D. (Thomas M. Cooley Law School), B.S. (West Virginia University), Assistant Professor

For faculty bios, visit: www.calu.edu/academics/faculty/index.htm.

Applied Mathematics

Professional Science Master: Applied Mathematics - Credits: 30 (program code: 0848)

Program Description

The Professional Science Master's in Applied Mathematics is designed to help develop skills in big data analysis and mathematics for a variety of STEM-related occupations for business, government and commercial applications.

Delivery Mode

Global Online (100 percent online delivery)

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

Curriculum - Professional Science Master: Applied Mathematics

PSA 611 Optimization and Operations Research I	3
PSA 671 Advanced Multivariate Statistics	3
PSM 645 Applied Cryptography	3
PSM 675 Project Management	3
PSM 760 Leadership and Professional Development	3
PSM 799 PSM Capstone Course	6
Electives	9
Total	30
Course	Credits

Experiential Component

In the capstone course experience, students in the PSM in Applied Mathematics program apply what they have learned in the classroom to real world situations, gaining experience and confidence in the workplace. Students will effectively manage a project, design a solution and effectively communicate results to business partners and to faculty.

Advisement

Students in the applied mathematics program receive academic and professional advisement from the program coordinator and program faculty. Each student is assigned to an academic adviser from the time he/she is accepted into the program of study. Advisers work with students to discuss, monitor and provide advisement as it relates to their program of study.

Program Website

www.calu.edu/academics/online-programs/ms-applied-math/index.htm

Academic Programs

For Additional Information

Email: appliedmath@calu.edu

Phone: 1-866-595-6348

Program Coordinator

Dr. Melissa Sovak, PhD., M.S. (University of Pittsburgh), M.S. (Duquesne University), B.S. (Carlow University)

Email: sovak@calu.edu

Phone: 724-938-4132

Program Faculty

Dr. Mohamed Benbourenane, Ph.D., M.A. (University of California, San Diego), B.S. (University of Science and Technology of Algeria, Algeria), Professor

Email: benbourenane@calu.edu

Phone: 724-938-4114

Dr. Kaddour Boukaabar, Ph.D. (Bowling Green University), M.S. (Florida Institute of Technology), B.S. (University of Wahran, Algeria), Professor

Email: boukaabar@calu.edu

Phone: 724-938-5858

Dr. Leandro Junes, Ph.D. (State University of New York at Binghamton), M.S. (Universidad Nacional de Colombia, Sede Medellin), B.S. (Universidad de Antioquia, Colombia, Medellin), Assistant Professor

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Phone: 724-938-1663

For faculty bios, visit: www.calu.edu/academics/faculty/index.htm

Arabic Language and Linguistics

Master of Arts: Arabic Language and Linguistics - Credits: 30 (program code: 0966)

Certificate: Arabic Language and Linguistics - Credits: 15 (program code: 0840)

Program Description

Strengthen your Arabic language skills and develop a deep understanding of Arabic linguistics and culture with a 100% online master's degree from California University of Pennsylvania.

Delivery Mode

Global Online (100 percent online delivery)

Curriculum - Master of Arts: Arabic Language and Linguistics

Course	Credits
ARB 610 Arabic Linguistics	3
ARB 620 Arabic-English Translation	3
ARB 630 Arabic Literature & Social Culture Aspects	3
ARB 640 Arabic Dialect Acquisition & Variation	3
ARB 810 Special Topics in Arabic	3
RES 800 Methods of Research	3
Electives (2)	6
Select 6 credits from the following:	

Academic Programs

Course	Credits
GRA 800 Graduate Internship	3 to 6
RES 810 Qualitative Research in Social Science	3
RES 849 Thesis	6
Total	30

Curriculum - Certificate: Arabic Language and Linguistics

Course	Credits
ARB 610 Arabic Linguistics	3
ARB 620 Arabic-English Translation	3
ARB 630 Arabic Literature & Social Cultural Aspects	3
ARB 640 Arabic Dialect Acquisition & Variation	3
ARB 810 Special Topics in Arabic	3
Total	15

Advisement

Students in the Arabic Language and Linguistics program receive academic and professional advisement from the program coordinator and program faculty. Each student is assigned to an academic adviser from the time he/she is accepted into the program of study. Advisers work with students to discuss, monitor and provide advisement as it relates to their program of study.

Program Website

<https://www.calu.edu/academics/graduate/masters/arabic/index.aspx>

For Additional Information

Email: calugo@calu.edu

Phone: 866-595-6348

Athletic Training

Master of Science: Athletic Training - Credits: 63 or 64 (program code: 0331)

Program Description

Commencing with the 2016 Summer cohort, the graduate-level program in athletic training is voluntarily withdrawing from CAATE accreditation. Students enrolled in courses beginning May 2016 will NOT be enrolled in a CAATE accredited post-professional program. Course content and graduate assistantship packages will not be affected.

Graduate students enrolled in the program may receive a graduate assistantship as part of their advanced clinical experience, but are not obligated to accept it. Advanced clinical experiences 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. The graduate assistantship includes a full tuition waiver and a \$10,000 stipend.

Delivery Mode

Traditional (on-ground, face-to-face delivery, with some online/distance elements)

Curriculum - Master of Science: Athletic Training

Academic Programs

Course	Credits
ATE 600 Cadaver Anatomy Dissection	4
ATE 603 Foundations of Athletic Training	2
ATE 610 Clinical Skills in Athletic Training	2
ATE 615 Emergency Care & Lab	3
ATE 630 Therapeutic Interventions II & Lab	4
ATE 635 Examination of the Lower Extremity & Lab	3
ATE 650 Head & Spine Cadaver Anatomy Dissection	2
ATE 655 Examination of the Head & Spine & Lab	2
ATE 660 Principles of Research	2
ATE 661 Research Project I	2
ATE 665 Examination of the Upper Extremity & Lab	3
ATE 670 Practicum I	2
ATE 673 Practicum II	2
ATE 690 Therapeutic Interventions I & Lab	4
ATE 715 Clinical Pathologies	3
ATE 723 Administration in Athletic Training (Online)	2
ATE 740 Advanced Nutrition for Sport & Exercise	2
ATE 744 Pharmacology (Online)	2
ATE 750 Orthopedic Appliances: Casting & Bracing	1
ATE 760 Research Project II (Online)	2
ATE 761 Research Project Capstone OR RES 849 Thesis	3 or 4
ATE 772 Clinical Immersion (Online)	2
ATE 774 Practicum III (Online)	2
ATE 776 Practicum IV	2
ATE 781 Complementary & Alternative Therapies with Lab	2
EDP 600 Statistical Methods	3
Total	63 or 64

Assistantships

Graduate students enrolled in the program also receive a graduate assistantship as part of their advanced clinical experience. The graduate assistantship includes a full tuition waiver and a \$10,000 stipend.

Academic Programs

Advisement

Students in the athletic training program receive academic and professional advisement from the program coordinator and program faculty. Each student is assigned to an academic adviser from the time he/she is accepted into the program of study. Advisers work with students to discuss, monitor and provide advisement as it relates to their program of study.

Program Website

<https://www.calu.edu/academics/graduate/masters/athletic-training/index.aspx>

For Additional Information

Email: gradschool@calu.edu

Phone: 724-938-4187

Program Coordinator

Shelly Fetchen DiCesaro, Ph.D., LAT, ATC (University of Pittsburgh), Health and Physical Activity-Exercise Physiology; M.S. (The George Washington University), Clinical Exercise Physiology; B.S. (California University of Pennsylvania), Athletic Training Education

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Phone: 724-938-5831

Program Faculty

Michael Meyer, Ph.D., ATC (Indiana University of Pennsylvania); Assistant Professor

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

Melissa Sovak, Ph.D., M.S. (University of Pittsburgh), M.S. (Duquesne University), B.S. (Carlow University)

Ellen J. West, Ed.D., ATC (West Virginia University); Associate Professor

Thomas F. West, Ph.D., ATC (Pennsylvania State University); Professor

Ed Zuchelkowski, Ph.D. (West Virginia University); Professor

Autism Spectrum Disorders

Master of Education: Special Education: Autism Spectrum Disorder - Credits: 30 (program code: 0749)

Certification Preparation: Autism Spectrum Disorders (currently certified in Special Education) - Credits: 12 (program code: 0752)

Certificate: Autism Spectrum Disorder - Credits: 12 (program code: 0751)

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 prepare candidates to add ASD certification to existing certification in special education or to receive a certificate 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 the spring (eight weeks each) and one in the summer, and are completed all online.

Autism Spectrum Disorders (currently certified in special education): This 100 percent online program is specialized to extend the professional development of applicants who have earned a graduate degree or certificate in special education and would like to add the ASD endorsement to their current certification. Upon completion, the student will be eligible to add ASD endorsement to his/her current teaching certificate in special education.

Academic Programs

Autism Spectrum Disorders Certificate (not certified in special education): Students who do not currently hold special education certification, including educators with certification in any area, other education professionals, family members of individuals with ASD and others, can complete the four-course, 12-credit online program for professional development, but will not be able to apply for ASD endorsement.

Delivery Mode

Online (100 percent online delivery)

Accreditation

Council for the Accreditation of Educator Preparation (CAEP, formerly NCATE)

Approved by the Pennsylvania Department of Education

Curriculum - Master of Education: Special Education: Autism Spectrum Disorder

Course	Credits
ESP 602 Life Skills Planning and Instruction	3
ESP 603 Assessment and Prescriptive Teaching	3
ESP 606 Transition Planning & Instruction OR ESP 607 Early Intervention: Special Education	3
ESP 639 Field Experience Seminar in Special Education	3
ESP 701* Introduction to Behavior Analysis	3
ESP 740 Nature/Characteristics of Autism Spectrum Disorders	3
ESP 741 Communication, Behavior and Instruction: Autism Spectrum Disorders	3
ESP 742 Life Transitions and Partnerships: Autism Spectrum Disorders	3
ESP 743 Navigating the Social World: Autism Spectrum Disorders	3
ESP 800 Seminar in Advanced Behavior Analysis and Research Design	3
Total	30

* ESP 701 is a prerequisite course for all other courses in Special Education.

Students must complete 15 credits of Required Special Education Courses. These courses listed in the sequence above include ESP 602, ESP 603, ESP 606, ESP 607, and ESP 639. Students may substitute any of these required 15 credits with the following courses listed below:

ESP 612 Evidence Based Practices for PK-8 Inclusion (3 credits)

ESP 613 Evidence Based Practices for Secondary Inclusion (3 credits)

ESP 620 Special Ed. History, Theory, and Exceptionality (3 credits)

ESP 622 Advanced Evidence Based Practices for PK-8 Inclusion (3 credits)

ESP 623 Advanced Evidence Based Practices for Secondary Inclusion (3 credits)

Curriculum - Certification Preparation: Autism Spectrum Disorder

Academic Programs

Course	Credits
ESP 740 Nature/Characteristics of Autism Spectrum Disorders	3
ESP 741 Communication, Behavior and Instruction: Autism Spectrum Disorders	3
ESP 742 Life Transitions and Partnerships: Autism Spectrum Disorders	3
ESP 743 Navigating the Social World: Autism Spectrum Disorders	3
Total	12

Curriculum - Certificate: Autism Spectrum Disorder

Course	Credits
ESP 740 Nature/Characteristics of Autism Spectrum Disorders	3
ESP 741 Communication, Behavior and Instruction: Autism Spectrum Disorders	3
ESP 742 Life Transitions and Partnerships: Autism Spectrum Disorders	3
ESP 743 Navigating the Social World: Autism Spectrum Disorders	3
Total	12

Advisement

Students in the autism spectrum disorders program receive academic and professional advisement from the program coordinator and program faculty. Each student is assigned to an academic adviser from the time he/she is accepted into the program of study. Advisers work with students to discuss, monitor and provide advisement as it relates to their program of study.

Program Website

<https://www.calu.edu/academics/graduate/masters/education-online/autism-spectrum-disorders/index.aspx>

For Additional Information

Email: gradschool@calu.edu

Phone: 724-938-4187

Program Coordinator

Peter Heh, Ed.D, BCBA (University of Pittsburgh), M.Ed. (Edinboro University of Pennsylvania), B.A. (Washington & Jefferson College), Assistant Professor; Specializations: Autism, Applied Behavioral Analysis, Assessment Design

Web Page: <https://www.calu.edu/inside/faculty-staff/profiles/peter-heh.aspx>

Email: heh@calu.edu

Phone: 724-938-4982

Program Faculty

James Burton, Ed.D., M.A. (West Virginia University), B.A. (Fairmont State University), Assistant Professor; Specializations: Life Skills, Transition and Assistive Technology

Academic Programs

Jason Kight, Ed.D. (West Virginia University), Assistant Professor; Specializations: Behavior Disorders, Co-Teaching, Classroom Management and Autism

Kalie R. Kossar, Ed.D., BCBA-D, (West Virginia University), M.Ed. (California University of Pennsylvania), B.S. (University of Pittsburgh), Associate Professor
Specializations: Collaboration, Assessment, Inclusion, Applied Behavior Analysis

Katherine Mitchem, Ph.D., BCBA-D (Utah State University), M.Ed. (Drury University), B.S. (Manchester University), Professor; Specializations: Applied Behavior Analysis and Autism

Mary Seman, Ed.D. (West Virginia University), M.Ed. (University of Vermont), B.S. (California University of Pennsylvania), Professor; Specializations: Applied Behavior Analysis, Direct Instruction, Learning Strategies and Content Enhancement Routines

For faculty bios, visit: www.calu.edu/academics/faculty/index.htm

Business Administration

Master of Business Administration (MBA) -Credits: 36 (program code: 0328)

Master of Business Administration (MBA) Entrepreneurship - Credits: 36 (program code: 0827)

Master of Business Administration (MBA) Business Analytics - Credits: 36 (program code: 0829)

MBA in Nursing Administration and Leadership - Credits: 36 (program code: 0828)

MBA in Healthcare Management - Credits: 36 (program code: 0821)

Certificate - Business Analytics - Credits: 15 (program code: 0329)

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 Business Administration degree directly addresses the needs of today's progressive business enterprise and nonprofit 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 nonprofit 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.

Delivery Mode

Two options are offered:

Traditional (on-ground, face-to-face delivery with some online/distance elements) - MBA

Global Online (100 percent online delivery) - Four options: MBA Business Analytics, MBA Entrepreneurship, MBA in Nursing Administration and Leadership, MBA in Healthcare Management

Curriculum - Master of Business Administration (MBA)

Academic Programs

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 742 Human Resource Management	3
MGT 751 International Business Management	3
MKT 711 Marketing Management	3
Electives* (4)	12
Total	36
Course	Credits

* Electives: Any four of the 3-credit graduate courses from the following areas: ACC, BUS, ECO, FIN, MGT, MKT (500-level minimum)

Foundation Courses:

Applicants who do not possess an undergraduate degree with a business major may also be required to take one or more of these foundation courses:

ACC 200: Financial Accounting

ECO 201: Intro Microeconomics

MAT 225/215: Business Statistics/Statistics

Curriculum - Master of Business Administration (MBA) Entrepreneurship

ACC 711 Managerial Accounting	3
BUS 741 Business Law	3
BUS 771 Quantitative Methods	3
BUS 799 Strategic Management	3
Business Elective	3
ECO 716 Applied Economic Analysis	3
ENP 701 Entrepreneurship	3
ENP 705 Entrepreneurial Finance	3
FIN 711 Corporate Finance	3
MGT 742 Human Resource Management	3
MGT 751 International Business Management	3
MKT 711 Marketing Management	3
Total	36
Course	Credits

Academic Programs

Curriculum - Master of Business Administration (MBA) Business Analytics

ACC 711 Managerial Accounting	3
BUS 771 Quantitative Methods	3
BUS 782 Forecasting and Predictive Modeling	3
BUS 799 Strategic Management	3
ECO 716 Applied Economic Analysis	3
FIN 711 Corporate Finance	3
MGT 742 Human Resource Management	3
MGT 751 International Business Management	3
MGT 783 Business Analytics for Big Data	3
MGT 784 Decision Support Systems	3
MKT 711 Marketing Management	3
PSA 725 Data Mining and Simulation Modeling or MAT 603 or MAT 604	3
Total	36
Course	Credits

Curriculum - Master of Business Administration (MBA) Nursing Administration and Leadership

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 742 Human Resource Management	3
MGT 751 International Business Management	3
MKT 711 Marketing Management	3
Nursing Electives*	12
Total	36
Course	Credits

MBA Foundation Courses:

ACC 200 Financial Accounting (3 credits)

ECO 100 or ECO 201 Elements of Economics or Principles of Microeconomics (3 credits)

* Nursing Electives: NUR 603, 604, 714, 715

Curriculum - Master of Business Administration (MBA) Healthcare Management

Academic Programs

Course	Credits
ACC 711 Managerial Accounting	3
BUS 771 Quantitative Methods	3
BUS 799 Strategic Management	3
Business Elective	3
ECO 765 Health Economics and Policy	3
FIN 711 Corporate Finance	3
MGT 742 Human Resource Management	3
MGT 751 International Business Management	3
MGT 761 U.S. Health Care Policy	3
MGT 763 Health Systems Management	3
MGT 766 Healthcare Information Systems	3
MKT 711 Marketing Management	3
Total	36

Curriculum - Certificate: Business Analytics

BUS 771 Quantitative Methods	3
BUS 782 Forecasting and Predictive Modeling	3
MGT 783 Business and Analytics for Big Data	3
MGT 784 Decision Support Systems	3
PSA 671 Advanced Multivariate Statistics OR PSA 715 Advanced Time Series and Stochastic Process OR PSA 725 Data Mining and Simulation Modeling	3
Total	15
Course	Credits

Prerequisite Course (if required): MAT 225 Business Statistics (3 credits)

Advisement

Students in the business program receive academic and professional advisement from the program coordinator and program faculty. Each student is assigned to an academic adviser from the time he/she is accepted into the program of study. Advisers work with students to discuss, monitor and provide advisement as it relates to their program of study.

Program Website

<https://www.calu.edu/academics/graduate/masters/mba/mba.aspx>

Additional Information

Email: calugo@calu.edu

Phone: 866-595-6348

Academic Programs

Program Coordinator

Arshad Chawdhry, Ph.D. (University of Illinois), M.S. (University of Illinois), M.A. (University of Maryland), M.Sc. Honours (University of Agriculture (Pakistan)), B.S. Honours (University of Agriculture (Pakistan))

Email: Chawdhry@calu.edu

Phone: 724-938-5990

Program Faculty

Ismail Cole, Ph.D. (University of Pittsburgh), M.A. (Tufts University), B.A. (Harvard College), Professor

Adnan Chawdhry, D.Sc. (Robert Morris University), M.S. (University of Pittsburgh), M.B.A. (California University of Pennsylvania), B.S. (California University of Pennsylvania), Assistant Professor

Paul L. Hettler, Ph.D., M.A. (University of Pittsburgh), B.A. (Pennsylvania State University), Professor

Richard J. LaRosa, Ph.D. (Cleveland State University), MBA, B.S. (Drexel University), Assistant Professor

Shirley A. Lazorchak, Ph.D. (Ohio State University), M.S. (Robert Morris University), B.S. (West Virginia University), Associate Professor

Nan Li, Ph.D. (City University of New York), B.A., M.A. (Zhongshan University, China), Associate Professor

John Michaels, D.B.A. (George Washington University), MBA, B.S. (American University), Associate Professor

Clyde A. Roberts, D.D.A. (University of Kentucky), B.S., MBA (Marshall University), Professor

Louise E. Serafin, E.M.B.A., Ph.D. (University of Pittsburgh), B.S. (California University of Pennsylvania), Professor

Joseph J. Schwerha IV, J.D. (University of Pittsburgh), B.S. (Carnegie Mellon University), Associate Professor

For faculty bios, visit: www.calu.edu/academics/faculty/index.htm.

Communication Disorders

Master of Science: Communication Disorders - Credits: 59 (program code: 0303)

Program Description

The Master of Science degree 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 public and private schools, hospitals, rehabilitation centers, government agencies, private practice, etc. The University has excellent facilities, including a large clinic and a Learning and Language Center located within the department, along with a technologically advanced Communication Science Laboratory. This academic program can be completed in two years (five consecutive terms).

Delivery Mode

Traditional (face-to-face delivery with some online/distance elements)

Accreditation

The master's program in communication disorders (speech-language pathology) at California University of Pennsylvania is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Blvd., Rockville, MD 20850-3289; phone: 800-498-2071; fax: 301-296-8580; www.asha.org.

Admission Deposit

Admission to this program is highly competitive. Students admitted to the program are required to submit a non-refundable \$250 deposit. The deposit is due to the university within two weeks of the student accepting the University's offer of admission. If the deposit is not received by the due date, the offer of admission will be withdrawn and offered to another applicant.

Academic Programs

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 GPA 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 - Master of Science: Communication Disorders

CMD 600 Research and Professional Practice in SLP	3
CMD 701 Language Disorders in Adults	3
CMD 702 Language Disorders in Children	3
CMD 703 Fluency Disorders	3
CMD 705 Voice Disorders	3
CMD 707 Phonology and Articulation	3
CMD 708 Neurology	3
CMD 712 Clinical Practicum in University Clinic	3
CMD 713 Speech Diagnostics	3
CMD 715/716 Clinical Externship (Available to all students in good standing)	3 (x2)
CMD 718 Advanced Audiology for the SLP	3
CMD 765 Dysphagia	3
CMD 766 Traumatic Brain Injury	3
CMD 772 Augmentative and Alternative Communication	3
CMD 785 Seminar in Speech Pathology	3
Clinical Practicum in Various Settings*	3 (x2)
Rotating Required Elective	3
RES 829 Research Project	2
Total	59
Course	Credits

*Choose from: CMD 711 Learning and Language Center, CMD 712 University Clinic and CMD 714 Audiology

Advisement

Students in the communication disorders program receive academic and professional advisement from the program coordinator and program faculty. Each student is assigned to an academic adviser from the time he/she

Academic Programs

is accepted into the program of study. Advisers work with students to discuss, monitor and provide advisement as it relates to their program of study.

Program Website

<https://www.calu.edu/academics/graduate/masters/communication-disorders/index.aspx>

Program Coordinator

Ralph Belsterling, Au.D. (University of Florida), M.S. (Clarion University), M.Ed., B.S. (California University of Pennsylvania), Associate Professor, specializes in audiological assessment, aural rehabilitation, amplification and hearing conservation

Web Page: <https://www.calu.edu/inside/faculty-staff/profiles/ralph-belsterling.aspx>

Email: belsterling@calu.edu

Phone: 724-938-4175

Program Faculty

Mary Alice Brightwell, Ed.D. (West Virginia University), M.Ed. (California University of Pennsylvania), B.S.Ed. (California University of Pennsylvania), Adjunct Professor, specializes in speech therapy and special education supervision and services for public school populations

Nancy Carlino, M.A. (University of Pittsburgh), B.A. (Duquesne University), Assistant Professor, specializes in neurogenetics and articulation, phonology, and traumatic brain injury

Patricia Falk

Denise Joseph, Ph.D. (University of Pittsburgh), M.S. (Syracuse University), B.S.Ed. (Duquesne University), Assistant Professor, specializes in pediatric language disorders, pediatric feeding and swallowing disorders, and communication disorders in special populations

Samantha Procaccini, CSc.D. (University of Pittsburgh), M.S. (Columbia University), B.S. (University of Rhode Island), Assistant Professor, specializes in evidence-based practice, dysphagia in medically complex populations, and clinical supervision

Robert Skwarecki, Ph.D., M.S. (University of Pittsburgh), B.S. (Duquesne University), Associate Professor, specializes in vocal pathologies, speech science, assistive technology, anatomy and physiology, and neurogenesis

April Wright

For faculty bios, visit: www.calu.edu/academics/index.htm

Conflict Resolution

Master of Arts: Conflict Resolution Studies - Credits: 30 (program code: 0968)

Program Description

The Master of Arts in Social Science - Conflict Resolution is designed to help develop skills in alternative dispute resolution (ADR), arbitration, and mediation for a variety of occupations in education, human resources, labor relations, law enforcement, counseling, government, law, social work, military, and court systems.

Delivery Mode

Global Online (100 percent online delivery)

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

Curriculum - Master of Arts: Social Science - Conflict Resolution

Course	Credits
CRS 700 Conflict Resolution Theory and Practice	3

Academic Programs

Course	Credits
CRS 720 Socio-Cultural Approaches to Identity Conflicts	3
CRS 730 Nonviolence: Theory and Practice	3
CRS 740 Law and Conflict Resolution	3
CRS 750 Communication and Collaboration	3
CRS 760 Applied Mediation and Negotiation	3
CRS 770 International and Intercultural Conflict Resolution	3
CRS 780 Ethics in Global Perspective	3
RES 800 Methods of Research	3
GRA 800 or RES 819 Graduate Internship	3
Total	30

Advisement

Students in the conflict resolution program receive academic and professional advisement from the program coordinator and program faculty. Each student is assigned to an academic adviser from the time he/she is accepted into the program of study. Advisers work with students to discuss, monitor and provide advisement as it relates to their program of study.

Department Website

www.calu.edu/academics/online-programs/conflict-resolution/index.htm

For Additional Information

Email: conflictresolution@calu.edu

Phone: 1-866-595-6348

Graduate Faculty

Dr. Melanie Blumberg, Ph.D. (Kent State University), M.A. (The University of Akron), B.A. (Youngstown State University), Professor

Email: blumberg@calu.edu

Phone: 724-938-5720

Dr. Arcides Gonzalez, Ph.D., M.A. (University of California, Los Angeles), B.A. (Brooklyn College), Assistant Professor

Email: gonzalez@calu.edu

Phone: 724-938-4485

Dr. Joseph Heim, Ph.D., M.A., B.A. (University of Pittsburgh), Professor

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Phone: 724-938-5721

Dr. Macdonald Kale, Ph.D. (Indiana University-Bloomington), J.D. (West Virginia University), M.A., B.A. (Governors State University), M.A. (University of Illinois-Chicago), Associate Professor

Email: kale@calu.edu

Phone: 724-938-4157

Dr. Beverly Ross, PhD., M.A., (The Chicago School of Professional Psychology), M.A. (Duquesne University), B.S. (California University of Pennsylvania), C.V.V.C; C.S.P., Instructor

Email: ross@calu.edu

Academic Programs

Phone: 724-938-4423

Dr. Nancy Shaffer, Ph.D., M.A. (Yale University), B.A. (Wheaton College), Associate Professor

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Dr. Emily Sweitzer, Ed.D. (West Virginia University), M.S., B.A. (California University of Pennsylvania), Professor

Email: sweitzer@calu.edu

Phone: 724-938-4438

Dr. Christina Toras, J.D. (Capital University Law School), M.A. (East Carolina University), B.A. (Youngstown State University), Associate Professor

Email: toras@calu.edu

Phone: 724-938-4761

Counseling - Addictions Counseling

Certificate: Addictive Disorders - Credits: 9 (program code: 0863)

Program Description

Addictions counselors work with clients to determine addictions and mental health issues and lead them on a path to recovery and eliminating triggers. Add the Addictive Disorders graduate certificate to a master's degree in Clinical Mental Health Counseling or School Counseling. Professionals in the addictions counseling field work as counselors, addictions experts, group support leaders, and educators.

Delivery Mode

Global Online (100% online delivery)

Curriculum - Certificate: Addictive Disorders Counseling

Course	Credits
CED 760 Gambling Addiction	3
CED 761 Addiction and the Family	3
CED 762 Assessment and Evaluation of Substance Use Disorders & Advanced Group Skills OR CED 788 Contemporary Topics in Counselor Education (must be in area of addiction)	3
Total	9

Advisement

Students in the Addictive Disorders program receive academic and professional advisement from the program coordinator and program faculty. Each student is assigned to an academic adviser from the time he/she is accepted into the program of study. Advisers work with students to discuss, monitor and provide advisement as it relates to their program of study.

Program Website

<https://www.calu.edu/academics/graduate/certificates/addictive-disorders-counseling/index.aspx>

For Additional Information

Email: calugo@calu.edu

Phone: 866-595-6348

Program Faculty

Grafton Eliason, Ed.D., B.A.(Duquesne University), M.Ed. (Shippensburg University), M.Div. (Princeton Theological Seminary), Associate Professor

E-mail: eliason@calu.edu

Academic Programs

Phone: 724-938-4123

Elizabeth Gruber, NCC, LPC, Ph.D. (Duquesne University), M.S. (Youngstown State University), B.S. (Bowling Green State University), Professor, Field Site Coordinator

E-mail: gruber@calu.edu

Phone: 724-938-1567

John Patrick, CRC, NCC, LPC, D.Ed. (Pennsylvania State University), M.S. (University of Scranton), B.A. (Bloomsburg University of Pennsylvania), Professor

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Jeff Samide, NCC, LPC, Ed.D., M.Ed. (Indiana University of Pennsylvania), B.A. (Saint Vincent College), Associate Professor

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Phone: 724-938-4123

Jacqueline A. Walsh, NCC, LPC, Ph.D. (Kent State University), M.S., B.S. (California University of Pennsylvania), Professor

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Phone: 724-938-4123

Counseling - Clinical Mental Health Counseling

Master of Science: Clinical Mental Health Counseling - Credits: 60 (program code 0720)

Post-Master's Certification: Counselor Education - Credits: Variable (program code: 0701)

Program Description

The Master of Science in Clinical Mental Health Counseling 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 completing the 60-credit master's degree program will meet the educational requirements 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.

Delivery Mode

Traditional (on-ground, face-to-face delivery with some online/distance elements)

Accreditation

Council for the Accreditation of Counseling and Related Educational Programs (CACREP)

This program fulfills the master's degree requirements for:

- National Certified Counselor (NCC)
- Licensed Professional Counselor (LPC) in Pennsylvania

Vital Program Statistics for the Academic Year at: <https://www.calu.edu/catalog/current/accreditations/counselor-education/index.aspx>

Curriculum - Master of Science: Clinical Mental Health Counseling

Area I: Core Courses Required for Candidacy
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Academic Programs

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	
CED 705 Developmental Group Counseling	3
CED 720 Cross-cultural Counseling	3
CED 786 Career Counseling	3
Area III: Field Education	
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	
CED 717 Diagnosis and Treatment in Mental Health	3
CED 722 Assessment Procedures for Counselors	3
CED 755 Counseling Across the Life Span: Prevention and Treatment in Schools and the Community	3
Area V: Research	
CED 785 Research Methods in Counseling	3
Area VI: Clinical Core	
CED 708 Substance Abuse and Addiction	3
CED 735 Introduction to Family Therapy	3
CED 791 Crisis Counseling and Disaster Preparedness	3

Academic Programs

Electives* (2)	6
Total	60
Course	Credits

* Electives will be selected in conjunction with your advisor. The following courses are recommended: CED 715, 730, 777, 778, 779, 780, 781, 782 and 778.

Curriculum - Post-Master's Certification: Counselor Education

The curriculum for this program varies by student. Courses taken will assist students in fulfilling the requirements necessary to become a Licensed Professional Counselor (LPC).
Course

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.

Post-Master's Preparation for Licensure Application

After completion of a master's in counseling or a related field, students are often required to complete additional credits in order to obtain their LPC (Licensed Professional Counselor) licensure. The counselor education post-master's program is a non-degree program designed to provide the opportunity for students to complete courses after their master's degree to total 60 credits, as required to become an LPC in Pennsylvania (Pennsylvania Licensure Act 136 of 1998). Two or more additional years of supervised work experience after graduation is also required to complete the LPC.

The department will evaluate your transcripts and advise which courses are required. Students should contact their licensure board to verify their eligibility and requirements for licensure.

Admission requirements are the same as above for entrance into the master's degree program.

Advisement

Students in the clinical mental health program receive academic and professional advisement from the program coordinator and program faculty. Each student is assigned to an academic adviser from the time he/she is accepted into the program of study. Advisers work with students to discuss, monitor and provide advisement as it relates to their program of study.

Program Website

<https://www.calu.edu/academics/graduate/masters/clinical-mental-health-counseling/index.aspx>

For Additional Information

Email: gradschool@calu.edu

Phone: 724-938-4187

Program Coordinator

Grafton Eliason, NCC, LPC, Ed.D., B.A. (Duquesne University), M.Ed., B.A. (Shippensburg University of Pennsylvania), M.Div. (Princeton Theological Seminary), Professor

Email: eliason@calu.edu

Phone: 724-938-4464

Academic Programs

Program Faculty

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Elizabeth Gruber, NCC, LPC, Ph.D. (Duquesne University), M.A. (Youngstown State University), B.S. (Bowling Green State University), Professor, Field Site Coordinator

John Patrick, D.Ed. (Pennsylvania State University), M.S. (University of Scranton), B.A. (Bloomsburg University of Pennsylvania), Professor

Jeff Samide, NCC, LPC, Ed.D., M.Ed. (Indiana University of Pennsylvania), B.A. (Saint Vincent College), Associate Professor

Jacqueline A. Walsh, NCC, LPC, Ph.D. (Kent State University), M.S., B.S. (California University of Pennsylvania), Professor

Counseling - School Counseling

Master of Education: School Counseling - Credits: 48 (program code: 0151)

Certification Only: School Counseling - Credits: 48 (program code: 0157)

Certificate: Student Affairs Practice Certificate - Credits: 9 (program code: 0703)

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 Council for the Accreditation of Educator Preparation (CAEP) accredits the school counseling programs (elementary and secondary school guidance). Courses offered by the Department of Counselor Education 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 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.

Delivery Mode

Traditional (on-ground, face-to-face delivery with some online/distance elements)

Accreditation

Council for Accreditation of Counseling and Related Educational Programs (CACREP)
Approved by the Pennsylvania Department of Education

[Vital Program Statistics for the Academic Year 2016-17](#)

Curriculum - Master of Education: School Counseling

Area I: Core Courses Required for Candidacy	
CED 700 Foundations of School Counseling	3
CED 702 Counseling Theory	3

Academic Programs

CED 710 Counseling Skills and Techniques	3
CED 724 Experiential Group Process	3
Area II: Advanced Counseling Core	
CED 705 Developmental Group Counseling	3
CED 720 Cross-cultural Counseling	3
CED 786 Career Counseling	3
Area III: Field Education Course	
CED 732 Current Issues in School Counseling: Evidence Based Practices and Inclusion	3
Area IV: Counseling and Education Courses	
CED 721 Diagnosis and Counseling Children and Adolescents	3
CED 722 Assessment Procedures for Counselors	3
CED 755 Counseling Across the Life Span: Prevention and Treatment in Schools and the Community	3
CED 785 Research Methods in Counseling	3
Area V: Psychological Foundations	
CED 711 Clinical Field Experience (Practicum)	3
CED 712 Clinical Field Experience	6
CED 787 Ethics, Integration, Collaboration and Consultation	3
Total	48
Course	Credits

If you have not taken the following courses or their equivalent as either an undergraduate or graduate, they are required by the Pennsylvania Department of Education (PDE) and must be taken in order to receive school counseling certification:

ESP 610 Special Ed: Foundations and Collaboration (3 credits)

EDU 650 Supporting English Language Learners (3 credits)

Curriculum - School Counseling Certification

Academic Programs

Course	Credits
Area I: Core Courses Required for Candidacy	
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	
CED 705 Developmental Group Counseling	3
CED 720 Cross-cultural Counseling	3
CED 786 Career Counseling	3
Area III: Field Education Course	
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	
CED 732 Current Issues in School Counseling: Evidence Based Practices and Inclusion	3
Area V: Psychological Foundations	
CED 721 Diagnosis and Counseling Children and Adolescents	3
CED 722 Assessment Procedures for Counselors	3
CED 755 Counseling Across the Life Span: Prevention and Treatment in Schools and the Community	3
Area VI: Research	
CED 785 Research Methods in Counseling	3
Total	48

Academic Programs

If you have not taken the following courses or their equivalent courses as either an undergraduate or graduate, they are required by the Pennsylvania Department of Education (PDE) and must be taken in order to receive school counseling certification:

ESP 701: Introduction to Behavior Analysis (3 credits)

ESP 612 or ESP 613: Evidence Based Practices in Inclusion (3 credits)

EDU 650: Supporting English Language Learners (3 credits)

Curriculum - Student Affairs Practice Certificate

CED 777 Student Affairs Services in Higher Education	3
CED 778 The College Student and Higher Education Environment	3
CED 779 Administration of Student Services in Higher Education	3
Total	9
Course	Credits

Practicum/Field Education

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 coordinator.

Advisement

Students in the school counseling program receive academic and professional advisement from the program coordinator and program faculty. Each student is assigned to an academic adviser from the time he/she is accepted into the program of study. Advisers work with students to discuss, monitor and provide advisement as it relates to their program of study.

Program Website

<https://www.calu.edu/academics/graduate/masters/education-campus/school-counseling/index.aspx>

Program Coordinator

Grafton Eliason, Ed.D., B.A. (Duquesne University), M.Ed. (Shippensburg University), M.Div. (Princeton Theological Seminary), Associate Professor

Web Page: <https://www.calu.edu/inside/faculty-staff/profiles/grafton-eliason.aspx>

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Phone: 724-938-4123

Graduate Faculty

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Academic Programs

Jeff Samide, NCC, LPC, Ed.D., M.Ed. (Indiana University of Pennsylvania), B.A. (Saint Vincent College), Associate Professor
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Phone: 724-938-4123
For faculty bios, visit: www.calu.edu/academics/faculty/index.htm

Counseling - Spiritual, Ethical, and Religious Counseling

Certificate - Spiritual, Ethical, and Religious Counseling - Credits: 9 (program code: 0861)

Program Description

The Spiritual, Ethical, and Religious Counseling program is a 9-credit Certificate that prepares students and practitioners to better serve populations in a variety of counseling and ministry settings, including hospitals, private practice, community agencies, churches, rescue missions, shelters, or faith-based counseling centers. This certificate program is also well-suited for individuals serving unique populations, such as military, hospital or sports chaplains. This program will provide competencies in four core areas of study:

1. Self-awareness and knowledge of applied theory to practical contextual settings of spiritual, ethical and religious counseling;
2. Ethics in spiritual and religious counseling;
3. Grief and loss counseling and care, and/or contemporary spiritual, ethical and religious perspectives in counseling;
4. The integration and application of spiritual, ethical and religious counseling skills into the counseling and ministry process.

Delivery Mode

Global Online (100% online delivery)

Admission Criteria

<https://www.calu.edu/catalog/current/graduate/admissions-requirements.aspx>

Curriculum - Certificate

Course	Credits
CED 770 Spiritual, Ethical and Religious Values in Counseling	3
CED 771 Applied Spiritual, Ethical, and Religious Counseling Theory	3
CED 772 Grief & Loss Counseling OR CED 788 Contemporary Topics in Counselor Education	3
Total	9

Advisement

Students in the Spiritual, Ethical, and Religious Counseling program receive academic and professional advisement from the program coordinator and program faculty. Each student is assigned to an academic adviser from the time he/she is accepted into the program of study. Advisers work with students to discuss, monitor and provide advisement as it relates to their program of study.

Program Website

<https://www.calu.edu/academics/graduate/certificates/spiritual-ethical-religious-counseling/index.aspx>

Academic Programs

For Additional Information

Email: calugo@calu.edu

Phone: 866-595-6348

Program Coordinator

Grafton Eliason, Ed.D., B.A.(Duquesne University), M.Ed. (Shippensburg University), M.Div. (Princeton Theological Seminary), Associate Professor

Web Page: <https://www.calu.edu/inside/faculty-staff/profiles/grafton-eliason.aspx>

E-mail: eliason@calu.edu

Phone: 724-938-4123

Program Faculty

Jacqueline A. Walsh, NCC, LPC, Ph.D. (Kent State University), M.S., B.S. (California University of Pennsylvania), Professor

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Elizabeth Gruber, NCC, LPC, Ph.D. (Duquesne University), M.S. (Youngstown State University), B.S. (Bowling Green State University), Professor, Field Site Coordinator

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Jeff Samide, NCC, LPC, Ed.D., M.Ed. (Indiana University of Pennsylvania), B.A. (Saint Vincent College), Associate Professor

E-mail: samide@calu.edu

Phone: 724-938-4123

For faculty bios, visit: www.calu.edu/academics/faculty/index.htm

Counseling - Sports Counseling

Certificate: Sports Counseling Certificate - Credits: 9 (program code: 0935)

Program Description

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 subsector of counselors, educators and other helping professionals who work with the athlete population in a variety of

Academic Programs

settings, including youth sports programs, interscholastic programs, colleges and universities, community and social agencies, professional sporting agencies, and recreational settings.

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

Delivery Mode

Global Online (100 percent online delivery)

Admission Criteria

<https://www.calu.edu/catalog/current/graduate/admissions-requirements.aspx>

Curriculum - Certificate

Course	Credits
CED 780 Issues & Techniques in Counseling Athletes	3
CED 781 Sports Counseling Programming	3
CED 783 Counseling and Advising Athletes with Death, Loss and Grief OR CED 788 Contemporary Topics in Counselor Education	3
Total	9

Program Website

www.calu.edu/academics/online-programs/sports-counseling/index.htm

For Additional Information

Email: sportcounseling@calu.edu

Phone: 866-595-6348

Graduate Faculty

Jacqueline A. Walsh, Ph.D. (Kent State University), M.S., B.S. (California University of Pennsylvania); NCC, ACS, LPC, Professor

Grafton Eliason, Ed.D. (Duquesne University), M.Ed. (Shippensburg University), M.Div. (Princeton Theological Seminary), B.A. (Duquesne University); LPC, Professor

Elizabeth Gruber, Ph.D. (Duquesne University); M.S. (Youngstown State University), B.S. (Bowling Green State University); LPC, NCC, Professor

John Patrick, D.Ed., (Pennsylvania State University); M.S. (University of Scranton), B.A. (Bloomsburg University of Pennsylvania), CRC, NCC, LPC, Professor

Jeffrey L. Samide, Ed.D., M.Ed. (Indiana University of Pennsylvania), B.A. (Saint Vincent College); LPC, Associate Professor

For faculty bios, visit: www.calu.edu/academics/faculty/index.htm

Criminal Justice (D.C.J.)

Doctor of Criminal Justice: Criminal Justice - 42 credits (program code: 0660)

Program Description

The first regionally accredited D.C.J. degree program in the United States, Cal U's unique graduate program addresses the need for top criminal justice practitioners to respond to current issues and policy changes.

Academic Programs

The 42-credit doctorate program focuses on professional development and practical approaches to major criminal justice issues. After passing a comprehensive exam, candidates develop a doctoral research portfolio (professional dissertation) based on theory and applied research relevant to their careers.

Delivery Mode

Global Online (100 percent online delivery)

Curriculum - Doctor of Criminal Justice

Course	Credits
CRJ 800 Leading Criminal Justice Agencies	3
CRJ 805 Using Theory to Improve CJ Practice	3
CRJ 810 Improving the Administration of Juvenile Justice	3
CRJ 820 Police Management for the 21st Century	3
CRJ 830 Corrections: Crisis and Management	3
CRJ 840 Advanced Criminal Law, Procedure, and Evidence for CJ Leaders	3
CRJ 850 Contemporary Forensic Science and Technology for Criminal Justice Leaders	3
CRJ 860 Criminal Justice Training: Needs, Problems, Solutions	3
CRJ 870 Understanding Civil Liability for Criminal Justice Managers	3
CRJ 880 Adjudication: Achieving Justice More Often	3
CRJ 890 Applied Criminal Justice Research Methods for CJ Leaders	3
CRJ 895 Legal Research Methods for Criminal Justice Practitioners	3
CRJ 900 Case Studies in Criminal Justice Management	3
CRJ 910 Sentinel Event Reviews	3
Total	42

Advisement

Students in the Doctor of Criminal Justice program receive academic and professional advisement from the program coordinator and program faculty. Each student is assigned to an academic adviser from the time he/she is accepted into the program of study. Advisers work with students to discuss, monitor and provide advisement as it relates to their program of study.

Program Website

<https://www.calu.edu/academics/graduate/doctoral/criminal-justice/index.aspx>

Academic Programs

For Additional Information

Email: calgo@calu.edu

Phone: 866-595-6348

Program Coordinator

Program Faculty

Aref M. Al-Khattar, Ph.D. (Indiana University of Pennsylvania), M.A. (Indiana University of Pennsylvania), B.A. (University of Jordan), Professor

Carol Benoit, Instructor

John R. Cencich, J.S.D. (University of Notre Dame), Professor and Director of the Pennsylvania Center for Investigative and Forensic Sciences and Director of Criminal Justice Graduate Programs

Raymond J. Hsieh, Ph.D. (State University of New York at Buffalo), M.S. (Rochester Institute of Technology), B.A. (Central Police University-Taiwan), Professor

Michael Hummel, Ph.D. (Columbia University Graduate School of Arts and Sciences), M.P.A. (Columbia University School of International and Public Affairs), M.Phil. (Columbia University) B.S. (University of the State of New York), A.S. (Troy State University), Professor

Beverly Ross, Ph.D. (The Chicago School of Professional Psychology), M.A. (The Chicago School of Forensic Psychology), M.A. (Duquesne University), B.S. (California University of Pennsylvania), Assistant Professor and Director of the Serene Leadership Institute at Cal U

Mathilda Spencer, Ph.D. (Indiana University of Pennsylvania), M.S. (Shippensburg University), B.A. (The Pennsylvania State University), Assistant Professor

Julie Warnick, J.D. (Thomas M. Cooley Law School), Department Chair and Assistant Professor

Christopher Wydra, D.S. (Robert Morris University), M.S. (Duquesne University), B.S. (Point Park University), Professor

For faculty bios, visit www.calu.edu/academics/faculty/index.htm

Cybersecurity

Professional Science Masters: Cybersecurity - Credits: 30 (program code: 0850)

Certificate: Cybersecurity - Credits: 12 (program code: 0851)

Program Description

Professional Science Master's in Cybersecurity provides professionals with specialized knowledge in cybersecurity and related skillsets to meet the demands and challenges of economic and infrastructure security in a high-technology society. The curriculum emphasizes both fundamental knowledge in current cybersecurity practices and management/leadership abilities.

Delivery Mode

Global Online (100 percent online delivery)

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

Curriculum - Professional Science Masters: Cybersecurity

Academic Programs

Course	Credits
PSC 600 Operating Systems	3
PSC 640 Computer and Networking	3
PSM 645 Applied Cryptography	3
PSM 675 Project Management	3
PSM 760 Leadership and Professional Development	3
PSC 755 Wireless Network and Security	3
PSM 799 Capstone Course	6
Electives (2)	6
Total	30

Curriculum - Certificate: Cybersecurity

PSC 640 Computer and Networking	3
PSM 645 Applied Cryptography	3
PSC 755 Wireless Network and Security	3
PSC 735 Biometrics OR PSC 745 Cybersecurity Risk Management & Assessment	3
Total	12
Course	Credits

Advisement

Students in the cybersecurity program receive academic and professional advisement from the program coordinator and program faculty. Each student is assigned to an academic adviser from the time he/she is accepted into the program of study. Advisers work with students to discuss, monitor and provide advisement as it relates to their program of study.

Department Website

www.calu.edu/academics/online-programs/ms-cybersecurity/index.htm

For Additional Information

Email: cybersecurity@calu.edu

Phone: 866-595-6348

Program Coordinator

Dr. Weifeng Chen, Ph.D., M.S. (University of Massachusetts at Amherst), M.S. (Institute of Software, Chinese Academy of Sciences), B.A., B.S. (Peking University)

Email: chen@calu.edu

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Graduate Faculty

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Academic Programs

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Dr. Leandro Junes, Ph.D. (State University of New York at Binghamton), M.S. (Universidad Nacional de Colombia, Sede Medellin), B.S. (Universidad de Antioquia, Colombia, Medellin), Assistant Professor

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Dr. Lisa Kovalchick, Ph.D., M.S., (West Virginia University), B.S. (California University of Pennsylvania), Professor

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For faculty bios: visit: www.calu.edu/academics/faculty/index.htm

Data Science

Certificate: Data Science - Credits: 12 (program code: 0849)

Program Description

Students in this hands-on graduate certificate program manipulate real-world data and utilize the same SAS software used in 80,000 workplaces in Pennsylvania and around the world.

Delivery Mode

Global Online (100 percent online delivery)

Curriculum - Certificate: Data Science

MAT 601 Data Preparation and Cleaning	3
MAT 602 Data Visualization	3
MAT 603 Big Data Tools	3
MAT 604 Big Data Analytics	3
MAT 605 Data Analytics Capstone Project	3
Total	15
Course	Credits

Advisement

Students in the data science program receive academic and professional advisement from the program coordinator and program faculty. Each student is assigned to an academic adviser from the time he/she is accepted into the program of study. Advisers work with students to discuss, monitor and provide advisement as it relates to their program of study.

Department Website

<https://www.calu.edu/academics/graduate/certificates/sas-data-science/index.aspx>

For Additional Information

Email: calgo@calu.edu

Phone: 866-595-6348

Early Childhood Education

Master of Education: Early Childhood Education with certification - Credits: 33 minimum (program code: 0903)

Academic Programs

Master of Education: Early Childhood Education without certification - Credits: 30 minimum (program code: 0913)

Certificate: Early Childhood Education - Credits: 24 minimum (program code: 0918)

Certificate: Gifted Education Endorsement - Credits: 12 minimum (program code: 0919)

Program Description

Early childhood education is a completely online graduate program for teachers who are certified in elementary, early childhood or special education and are interested in pursuing a Master of Education with or without certification. A certificate option is also available. Graduate students in the early childhood education program apply knowledge of child development, families and best teaching practices to a variety of educational settings, including public schools Pre-K to grade 4 primary programs, preschool programs, Head Start, child care, and parenting and family support programs. This program is open to students with a bachelor's, master's or doctorate degree from an accredited program and teaching certification in N-3, K-6 and/or special education Pre-K-12.

Delivery Mode

Global Online (100 percent online delivery)

Accreditation

Council for the Accreditation of Educator Preparation (CAEP, formerly NCATE)

Approved by the Pennsylvania Department of Education

Clearances

Pennsylvania Act 24, 34, 114, and 151 clearances (or appropriate clearances for non-Pennsylvania residents) are required for field-based course registration but not admission. Applicants may be admitted to the program but will not be able to register for field-based courses until all of the up-to-date clearances are submitted.

Curriculum - Master of Education: Early Childhood Education with certification

Course	Credits
ECE 700 Early Childhood Curriculum & Assessment	3
ECE 702 Advanced Childhood Development	3
ECE 703 Literacy Development	3
ECE 704 Special Topics in Early Childhood Education	3
ECE 705 Science & Math in Early Childhood	3
ECE 707 Leadership & Management in Early Childhood Settings	3
EDE 701 Standards Aligned Curriculum, Instruction & Assessments	3
EDE 768 Internship (if needed or elective)	3
ESP 610* Special Ed Foundations Collab	3
ESP 612 Evid Based Practice Sec Inc	3
ESP 701* Intro to Behav Analysis	3
PSY 712 Advanced Psychology of Learning	3

Academic Programs

Course	Credits
RES 800 Methods of Research	3
Total	33 to 39

* ESP 610 and 701 are prerequisites for all other ESP courses.

Curriculum - Master of Education: Early Childhood Education

Course	Credits
ECE 700 Early Childhood Curriculum & Assessment	3
ECE 702 Advanced Childhood Development	3
ECE 703 Literacy Development	3
ECE 704 Special Topics in Early Childhood Education	3
ECE 705 Science & Math in Early Childhood	3
ECE 707 Leadership & Management in Early Childhood Settings	3
EDE 701 Standards Aligned Curriculum, Instruction & Assessments	3
ESP 610 Special Ed Foundations Collab	3
PSY 712 Advanced Psychology of Learning	3
RES 800 Methods of Research	3
Total	30

Curriculum - Certificate: Early Childhood Education

Course	Credits
ECE 700 Early Childhood Curriculum & Assessment	3
ECE 702 Advanced Childhood Development	3
ECE 703 Literacy Development	3
ECE 704 Special Topics in Early Childhood Education	3
ECE 705 Science & Math in Early Childhood	3
ECE 707 Leadership & Management in Early Childhood Settings	3
EDE 701 Standards Aligned Curriculum, Instruction & Assessments	3
EDE 768 Internship (if needed or elective)	3
ESP 610* Special Education Foundations and Collaboration	3
ESP 612 Evid Based Practice Sec Incl	3

Academic Programs

Course	Credits
ESP 701* Intro to Behav Anal	3
RES 800 Methods of Research	3
Total	24 to 33

* ESP 601 and 701 are prerequisites for all other ESP courses.

** 24 credits minimum with internship; 33 credits with Chapter 49 requirements.

Curriculum - Certificate: Gifted Education Endorsement

Course	Credits
EDU 701 Foundations of Gifted Education	3
EDU 702 Instructional Design and Strategies for Gifted Education	3
EDU 703 Assessment and Identification of Gifted Students	3
EDU 705 Program Models for Gifted Education: Service Delivery Options	3
Total	12

Advisement

Students in the early childhood education program receive academic and professional advisement from the program coordinator and program faculty. The early childhood education program coordinator is the academic adviser for all students in the program. The adviser works with students to discuss, monitor and provide advisement as it relates to their program of study.

Program Website

<https://www.calu.edu/academics/graduate/masters/education-online/childhood-education/index.aspx>

For Additional Information

Email: elemedonline@calu.edu

Phone: 866-595-6348

Program Faculty

Christine Peterson, Ed.D. (West Virginia University), M.S. (Johns Hopkins University), B.S. (Edinboro University of Pennsylvania), Associate Professor

Clover Wright, Ed.D., M.A. (West Virginia University), B.A. (Antioch College)

For faculty bios, visit: www.calu.edu/academics/faculty/index.htm

Education Administration and Leadership

Doctor of Education: Education Administration and Leadership

- Ed.D. only - Credits: 39 (program code: 0451)
- Ed.D. + SLE - Credits: 57 credits (program code: 0450)

Superintendent's Letter of Eligibility - Credits: 18-27 (program code: 0455)

Academic Programs

Program Description

Education Administration and Leadership

The Doctor of Education in Education Administration and Leadership (EdD) with Superintendent Letter of Eligibility certification option is designed for individuals seeking their Superintendent Letter of Eligibility certification and doctorate. The program of study is comprised of three areas:

- Leadership and Research Courses
- Certification and Concentration Courses
- Capstone Project Courses

The online doctoral degree program provides education administrators with the knowledge and applied skills required to manage a school district or other academic enterprise.

***Note:** The Doctor of Education in Education Administration and Leadership (EdD Only) option is designed for individuals already holding their Superintendent Letter of Eligibility (SLE) certification. Students who have already completed the superintendent certification (and meet the admission requirements) will be granted advanced standing in the doctoral program.

Superintendent's Letter of Eligibility (SLE)

The 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.

Delivery Mode

Global Online (100 percent online delivery)

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

Accreditation

Approved by the Pennsylvania Department of Education, this online SLE program meets state educational requirements for certification as a superintendent. The program complies with Interstate School Leader Licensure Consortium (ISLLC) standards and Educational Leadership Constituent Council Standards (ELCC), and may be used to meet certification and professional development requirements in other states. The coursework has also been approved by the Pennsylvania Inspired Leadership Program (PIL).

Curriculum - Doctor of Education: Education Administration and Leadership

Doctor of Education: Administration and Leadership (EdD Only)

Course	Credits
EAL 701 Leadership I	3
EAL 702 Leadership II	3
EAL 703 Qualitative Research in Educational Leadership	3
EAL 704 Quantitative Research in Educational Leadership	3
EAL 705 Introduction to Capstone Research	3

Academic Programs

Course	Credits
EAL 706 Capstone 1 – Research Question/Review of Literature	3
EAL 707 Capstone 2 – Methods/Data Collection	3
EAL 708 Capstone 3 – Data Analysis/Results/Recommendations	3
SLE 702 Contract Law, School District Legal Issues	3
SLE 703 School Finance	3
SLE 706 School Community /Public Relations/Marketing	3
SLE 711 Field Project - Fiscal Responsibility	3
SLE 712 Human Resources	3
Total	39

The Doctor of Education in Education Administration and Leadership (EdD Only) option is designed for individuals already holding their Superintendent Letter of Eligibility (SLE) certification. Students who have already completed the superintendent certification (and meet the admission requirements) will be granted advanced standing in the doctoral program.

Doctor of Education: Administration and Leadership (EdD + SLE)

Course	Credits
EAL 701 Leadership I	3
EAL 702 Leadership II	3
EAL 703 Qualitative Research in Educational Leadership	3
EAL 704 Quantitative Research in Educational Leadership	3
EAL 705 Introduction to Capstone Research	3
EAL 706 Capstone 1 – Research Question/Review of Literature	3
EAL 707 Capstone 2 – Methods/Data Collection	3
EAL 708 Capstone 3 – Data Analysis/Results/Recommendations	3
SLE 701 Administration Theory, Organization, and Operation	3
SLE 702 Contract Law, School District Legal Issues	3
SLE 703 School Finance	3
SLE 704 Technology and Facilities Development	3

Academic Programs

Course	Credits
SLE 705 Curriculum/Instruction and Leadership/Supervision	3
SLE 706 School Community/Public Relations/Marketing	3
SLE 707 Strategic Planning/Policy Analysis/Board Relations	3
SLE 708 Internship I	3
SLE 708 Internship II	3
SLE 711 Field Project - Fiscal Responsibility	3
SLE 712 Human Resources	3
Total	57

The Superintendent Letter of Eligibility Certification plus Doctor of Education in Education Administration and Leadership (EdD Only) option is designed for individuals seeking their Superintendent Letter of Eligibility (SLE) certification and the EdD.

Curriculum - Certificate: Superintendent's Letter of Eligibility

Course	Credits
SLE 701 Administration Theory, Organization and Operation (PIL approved)	3
SLE 704 Technology and Facilities Development (PIL approved)	3
SLE 705 Curriculum/Instruction and Leadership/Supervision (PIL approved)	3
SLE 707 Strategic Planning/Policy Analysis/Board Relations (PIL approved)	3
SLE 708 Internship (PIL approved)	6 to 9
Total	18 to 27

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.

Students seeking certification in a state other than Pennsylvania must check their respective state Department of Education requirements and whether completing the superintendent letter of eligibility at Cal U will be accepted. Out-of-state students seeking Pennsylvania certification are required to notify the department of that intent in order to meet the Pennsylvania certification expectations. Additional information related to Pennsylvania certification can be found on the Pennsylvania Department of Education website: www.education.state.pa.us/portal/server.pt/community/pennsylvania_department_of_education/7237.

Academic Programs

Special Program Requirements

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.

Transfer Credits

Request for transfer credit must occur once a student is officially accepted into the program and prior to beginning any coursework. At that time, contact the program coordinator for information on the transfer credit review process.

Advisement

Candidates in the SLE program receive academic and professional counseling throughout their enrollment in the program. Each candidate is assigned to an academic adviser from the time he/she is accepted into the program of study. Advisers work with candidates to discuss, monitor and provide counseling as it relates to their program of study.

Program Website

<https://www.calu.edu/academics/graduate/doctoral/education-administration-leadership/index.aspx>

<https://www.calu.edu/academics/graduate/certificates/education/superintendent-letter-of-eligibility/index.aspx>

For Additional Information

Email: calugo@calu.edu

Phone: 866-595-6348

Program Coordinator

Silvia Braidic, Ed.D. and Superintendent Letter of Eligibility (University of Pittsburgh); Administrative Certification: Concentration, Elementary and Secondary Pennsylvania Principal Certification (Carnegie Mellon University); M.S. Ed., B.S. Ed. (Duquesne University)

Web Page: <https://www.calu.edu/inside/faculty-staff/profiles/silvia-braidic.aspx>

Email: braidic@calu.edu

Phone: 724-938-4757

Program Faculty

J. Kevin Lordon, Ed.D., Associate Professor, Full-time Faculty; Administrative Leadership Programs; Department of Secondary Education and Administrative Leadership

For faculty bios, visit: www.calu.edu/academics/faculty/index.htm

Educational Leadership: Educational Studies

Master of Education: Educational Leadership: Educational Studies - Credits: 30 (program code: 0973)

Program Description

The Educational Studies program is a concentration in the Master's of Education in Educational Leadership degree. The 30-credit program, which is designed to be a master's degree-completion program, includes two required Core courses, at 12-credit Focus area, and a 12-credit Cognate area. Applicants must have completed at least 12 credits of prior graduate courses from a single graduate education program with a grade of B or better. Upon entry into the program, the student must identify their Focus area, which includes at least 12 credits in a single graduate education program. The student will provide a philosophy statement and rationale to be approved by the coordinator. Students prepare a portfolio in the Focus area for faculty review related to accreditation and program review. The Cognate courses are graduate courses that may be in several different disciplines related to the student's interests or their chosen focus. The program does not lead to teacher certification.

Academic Programs

Delivery Mode

Global Online (100 percent online delivery)

Curriculum - Master of Education: Educational Leadership: Educational Studies

Course	Credits
ADP 664 Field Project/Leadership	3
ADP 673 Field Project/Research & Evaluation	3
Focus Area in Education	12
Cognate Courses	12
Total	30

Program Notes:

- Upon entry into the program, the student must identify their focus area, which includes at least 12 credits in a single graduate education program. The student will provide a philosophy statement and rationale to be approved by the coordinator.
- Student prepares a portfolio in the focus area for faculty review related to accreditation and program review.
- The cognate courses are graduate courses that may be in several different disciplines related to the student's interests or their chosen focus.
- Students must seek permission of departments to take program specific courses.
- This program does not lead to teacher certification.

Advisement

Students in the Educational Studies program receive academic and professional advisement from the program coordinator and program faculty. Each student is assigned to an academic adviser from the time he/she is accepted into the program of study. Advisers work with students to discuss, monitor and provide advisement as it relates to their program of study.

Program Website

<https://www.calu.edu/academics/graduate/masters/education-online/educational-leadership-educational-studies/index.aspx>

For Additional Information

Email: calugo@calu.edu

Phone: 866-595-6348

Program Coordinator

Michael Perrotti, Ph.D. (Marywood University), M.S.Ed. (Wilkes University), B.S.Ed. (Mansfield University)

Web Page: <https://www.calu.edu/inside/faculty-staff/profiles/michael-perrotti.aspx>

Email: mse@calu.edu

Phone: 724-938-4487

Program Faculty

Keith Hepner, Ed.D. (University of Pittsburgh), M.Ed., B.S. (California University of Pennsylvania), Professor

Marcia Hoover, Ed.D. (West Virginia University), M.Ed., B.S. (California University of Pennsylvania), Associate Professor

Connie Monroe, Ph.D. (University of Dayton), M.A. (Regis University), Post baccalaureate Teaching Certificate (University of Texas at San Antonio), B.A. (Case Western Reserve University), Associate Professor

Joseph Zisk, Ed.D. (Temple University), M.S. (Drexel University), B.S., M.Ed. (California University of Pennsylvania), Professor

Academic Programs

For faculty bios, visit: www.calu.edu/academics/faculty/index.htm

Elementary Education Pre-K-Grade 4

Master of Education - Elementary Education (Pre-K - Grade 4) with certification - Credits: 54 (program code: 0906)

Master of Education - Elementary Education (Pre-K - Grade 4) without certification - Credits: 45 (program code: 0908)

Program Description

The elementary education program is designed for students who have a baccalaureate degree and are seeking a master's degree or Pennsylvania elementary education (grades Pre-K-4). This program is appropriate for students who wish to broaden their knowledge of elementary/early childhood education and teachers certified in other areas, and for those with an undergraduate degree outside of education.

Students who are not certified in Pennsylvania must pass the PECT test. It is possible to earn the master's degree and Pre-K-4 certification in the same program.

Students who hold Pennsylvania teacher certification may also satisfy Act 48 requirements by successfully completing graduate courses.

Candidates for Pennsylvania 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)

The courses listed above apply only to the Master of Education with certification program. 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 (on-ground, face-to-face delivery with some online/distance elements)

Accreditation

Council for the Accreditation of Educator Preparation (CAEP, formerly NCATE)

Curriculum - Master of Education: Elementary Education with certification

ECE 703 Literacy Development	3
ECE 707 Leadership and Management in Early Childhood	3
EDE 701 Standards Aligned Curriculum, Instruction and Assessment	3

Academic Programs

ELE 701 Teaching in Language Arts	3
ELE 702 Teaching in Reading	3
ELE 703 Field Experience	3
ELE 711 Teaching in Mathematics	3
ELE 718 Teaching in Expressive Arts	3
ELE 721 Teaching in Science	3
ELE 731 Teaching in Social Studies	3
ELE 795 Student Teaching	9
ESP 610 Special Education Foundations and Collaboration	3
ESP 612 Evidence-based Practices for Pre-K-8 Inclusion	3
ESP 701 Introduction to Behavior Analysis	3
PSY 712 Advanced Psychology of Learning	3
RES 800 Methods of Research	3
Total	54
Course	Credits

Curriculum - Master of Education: Elementary Education

ECE 703 Literacy Development	3
ECE 707 Leadership and Management in Early Childhood	3
EDE 701 Standards Aligned Curriculum, Instruction and Assessment	3
ELE 701 Teaching in Language Arts	3
ELE 702 Teaching in Reading	3
ELE 703 Field Experience	3
ELE 711 Teaching in Mathematics	3
ELE 718 Teaching in Expressive Arts	3
ELE 721 Teaching in Science	3
ELE 731 Teaching in Social Studies	3
ESP 610 Special Education Foundations and Collaboration	3

Academic Programs

ESP 612 Evidence-based Practices for Pre-K-8 Inclusion	3
ESP 701 Introduction to Behavior Analysis	3
PSY 712 Advanced Psychology of Learning	3
RES 800 Methods of Research	3
Total	45
Course	Credits

Advisement

Students in the Pre-K-4 education program receive academic and professional advisement from the program coordinator and program faculty. Each student is assigned to an academic adviser from the time he/she is accepted into the program of study. Advisers work with students to discuss, monitor and provide advisement as it relates to their program of study.

Program Website

<https://www.calu.edu/academics/graduate/masters/education-campus/elementary-education/certification.aspx>

Program Coordinator

Michelle Early Torregano, Ph.D. (Pennsylvania State University), B.A., M.A. (Xavier University of Louisiana)

Web page: <https://www.calu.edu/academics/faculty/Michelle-Torregano.aspx>

E-mail: torregano@calu.edu

Phone: 724-938-4499

Program Faculty

Peter Cormas, Ph.D. (University of Texas at Austin), M.S. (University of North Carolina at Charlotte), Post-baccalaureate (Yale University), B.A. (University of Pittsburgh)

Holly Diehl, Ed.D. (West Virginia University), M.Ed. (Frostburg State University), B.S. (West Virginia University), Associate Professor

Diane Fine, Ed.D., M.A. (West Virginia University), M.Ed. (California University of Pennsylvania), B.A. (West Virginia Wesleyan College)

William Hug, Ph.D., M.S. (Pennsylvania State University), B.S. (Western Illinois University), Associate Professor

Rebecca R. Maddas, Ed.D. (Indiana University of Pennsylvania), M.Ed., B.S. (California University of Pennsylvania)

Christine Peterson, Ed.D. (West Virginia University), M.S. (Johns Hopkins University), B.S. (Edinboro University of Pennsylvania), Associate Professor

Clover Wright, Ph.D., M.A. (West Virginia University), B.A. (Antioch College)

For faculty bios, visit: www.calu.edu/academics/faculty/index.htm.

English as a Second Language (ESL)

Master of Education - English as a Second Language with certification- Credits: 33 (program code: 0904)

Master of Education - English as a Second Language without certification - Credits: 33 minimum (program code: 0914)

English as a Second Language Certificate - Credits: 18 minimum (program code: 0926)

Academic Programs

Program Description

This online program is for certified teachers interested in English as a second language (ESL). The program offers three options: master's degree with certification, master's without certification, and certificate. The curriculum is aligned with the Pennsylvania Department of Education ESL Program Specialist Standards and Teachers of English to Speakers of Other Languages (TESOL) Standards. Graduate students in the ESL program apply knowledge in the following domains: language, culture, instruction, assessment and professionalism. In each domain, educators are 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

Global Online (100 percent online delivery)

Accreditation

Council for the Accreditation of Educator Preparation (CAEP, formerly NCATE)
Approved by the Pennsylvania Department of Education

Curriculum - Master of Education: English as a Second Language with Certification

Course	Credits
EDE 701 Standards Aligned Curriculum, Assessment, and Instruction	3
EDU 704 Introduction to English as a Second Language	3
EDU 709 Developing Cultural Awareness and Sensitivity	3
EDU 712 Content Instruction and Assessment Pre-K to Grade 12	3
EDU 713 Language Acquisition and Development	3
EDU 714 Language Proficiency Assessment	3
EDU 719 Supporting Second Language Learners, Families, and Community	3
ESP 610 Special Education Foundations & Collaboration	3
PSY 712 Advanced Psychology of Learning	3
RES 800 Methods of Research	3
Elective	3
Total	33 to 39

33 credits minimum with internship; 39 credits minimum with Chapter 49 requirements.

Chapter 49 Regs - Required for certification IF not previously completed at the undergraduate or graduate level.

Offered every semester - can be taken to fill out the student's schedule:

ESP 701 Introduction to Behavior Analysis (3 credits)

ESP 612 Evidence-based Practices for Pre-K-8 Inclusion (3 credits)

Curriculum - Master of Education: English as a Second Language

Academic Programs

Course	Credits
ADP 664 Field Project/Leadership	3
EDE 701 Standards Aligned Curriculum, Assessment, and Instruction	3
EDU 704 Introduction to English as a Second Language	3
EDU 709 Developing Cultural Awareness and Sensitivity	3
EDU 712 Content Instruction and Assessment Pre-K to Grade 12	3
EDU 713 Language Acquisition and Development	3
EDU 714 Language Proficiency Assessment	3
EDU 719 Supporting Second Language Learners, Families, and Community	3
ESP 610 Special Education Foundations & Collaboration	3
PSY 712 Advanced Psychology of Learning	3
RES 800 Methods of Research	3
Total	33

Curriculum - English as a Second Language Certificate

Course	Credits
EDU 704 Introduction to English as a Second Language	3
EDU 709 Developing Cultural Awareness and Sensitivity	3
EDU 712 Content Instruction and Assessment Pre-K to Grade 12	3
EDU 713 Language Acquisition and Development	3
EDU 714 Language Proficiency Assessment	3
EDU 719 Supporting Second Language Learners, Families, and Community	3
EDE 768 Internship (Required for students who do NOT have experience teaching ESL)	3
ESP 610** Special Education Foundations & Collaboration	3
ESP 612* Evidence Based Practices (PreK to Grades 8)	3

Academic Programs

Course	Credits
ESP 701** Introduction to Behavioral Analysis	3
Total	18 to 30

* Chapter 49 Regs - Required for certification IF not previously completed at the undergraduate or graduate level.

- ESP 610 Special Education Foundations & Collaboration
- ESP 612 Evidence Based Practices (PreK to Grades 8)
- ESP 701 Introduction to Behavioral Analysis

** ESP 610 and 701 are prerequisites for all other ESP courses.

18 minimum credits; 21 minimum credits with internship; 30 minimum credits with Ch. 49.

Advisement

Students in the English as a second language education program receive academic and professional advisement from the program coordinator and program faculty. Each student is assigned to an academic adviser from the time he/she is accepted into the program of study. Advisers work with students to discuss, monitor and provide advisement as it relates to their program of study.

Program Website

www.calu.edu/academics/online-programs/me-esl/index.htm

For Additional Information

Email: elemedonline@calu.edu

Phone: 866-595-6348

Program Coordinator

Susan Morris-Rutledge, Ph.D.: Curriculum and Instruction (University of Mississippi), M.A.: English, (University of South Dakota), B.A.: History and Political Science, University of South Dakota

Web Page: <https://www.calu.edu/inside/faculty-staff/profiles/susan-morris-rutledge.aspx>

Email: morrisrutledge@calu.edu

Phone: 724-938-4724

Program Faculty

Christine Peterson, Ed.D. (West Virginia University), M.S. (Johns Hopkins University), B.S. (Edinboro University of Pennsylvania), Associate Professor

Clover Wright, Ed.D., M.A. (West Virginia University), B.A. (Antioch College)

For faculty bios, visit: <https://www.calu.edu/academics/faculty/index.htm>

Exercise Science and Health Promotion

Master of Science: Exercise Science and Health Promotion 36-credit Concentrations:

- Group Fitness (program code: 0978)
- Nutrition (program code: 0984)
- Performance Enhancement and Injury Prevention (program code: 0954)
- Rehabilitation Science (program code: 0956)
- Sport Psychology (program code: 0958)
- Wellness and Fitness (program code: 0952)
- Wellness Coaching (program code: 0959)

Master of Science: Exercise Science and Health Promotion: Applied Sport Science - 42 credits (program code: 0969)

Post-Bachelor's 12-credit Certificate options:

Academic Programs

- Group Fitness and Leadership (program code: 0979)
- Nutrition (program code: 0985)
- Performance Enhancement and Injury Prevention (program code: 0994)
- Rehabilitation Science (program code: 0996)
- Sport Psychology (program code: 0998)
- Wellness and Fitness (program code: 0992)
- Wellness Coaching (program code: 0983)

Program Description

The Master of Science 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 as well as individuals looking to change careers and enter the broad field of fitness and wellness. 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.

Note: For the master's degree, one of the concentrations listed above must be selected. Five 12-credit certificates are also available for applicants who possess a bachelor's degree.

Each option involves specific coursework preparing the student for one of three NASM certification examinations or the Wellness Coaches USA certification:

1. Certified Personal Trainer (CPT) (wellness and fitness concentration)
2. Performance Enhancement Specialist (PES) (performance enhancement concentration)
3. Corrective Exercise Specialist (CES) (rehabilitation science concentration)
4. Certified Wellness Coach (wellness coaching concentration)

Program length is 12 consecutive months with a summer or winter start. Thirty-five 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

Global Online (100 percent online delivery)

Curriculum - Master of Science: Exercise Science and Health Promotion - Group Fitness

PRF 700 Orientation to Exercise Science and Wellness	3
PRF 701 Advanced Topics in SAQ and Endurance Training	3
PRF 705 Industrial, Clinical, and Corporate Wellness	3
PRF 715 Business and Entrepreneurship in the Fitness Industry	3
PRF 717 Strength and HIIT in Group Fitness Exercise	3
PRF 720 Essentials of Human Movement Science	3

Academic Programs

PRF 757 Cardiovascular and Flexibility Training in Group Fitness Exercise	3
PRF 760 Leadership and Professional Development	3
PRF 765 Nutrition for Peak Performance	3
PRF 770 Exercise Physiology: Assessment and Exercise Prescription	3
PRF 781 Current Topics in Fitness and Wellness	3
PRF 800 Research in Fitness and Wellness	3
Total	36
Course	Credits

Curriculum - Master of Science: Exercise Science and Health Promotion - Nutrition

PRF 700 Orientation to Exercise Science and Wellness	3
PRF 705 Industrial, Clinical, and Corporate Wellness	3
PRF 715 Business and Entrepreneurship in the Fitness Industry	3
PRF 718 Health Behavior Change in Nutrition Education	3
PRF 720 Essentials of Human Movement Science	3
PRF 758 Applied Principles of Human Nutrition	3
PRF 760 Leadership and Professional Development	3
PRF 765 Nutrition for Peak Performance	3
PRF 770 Exercise Physiology: Assessment and Exercise Prescription	3
PRF 781 Current Topics in Fitness and Wellness	3
PRF 788 Nutrition Through the Lifecycle	3
PRF 800 Research in Wellness and Fitness	3
Total	36
Course	Credits

Curriculum - Master of Science: Exercise Science and Health Promotion - Performance Enhancement and Injury Prevention

Academic Programs

PRF 700 Orientation to Exercise Science and Wellness	3
PRF 701 Advanced Topics in SAQ and Endurance Training	3
PRF 705 Industrial, Clinical, and Corporate Wellness	3
PRF 710 Performance Enhancement in Physical Activity	3
PRF 715 Business and Entrepreneurship in the Fitness Industry	3
PRF 720 Essentials of Human Movement Science	3
PRF 750 Performance Enhancement Program Design	3
PRF 760 Leadership and Professional Development	3
PRF 765 Nutrition for Peak Performance	3
PRF 770 Exercise Physiology: Assessment and Exercise Prescription	3
PRF 780 Current Topics in Performance Enhancement	3
PRF 810 Research in Performance Enhancement	3
Total	36
Course	Credits

Curriculum - Master of Science: Exercise Science and Health Promotion - Rehabilitation Science

PRF 700 Orientation to Exercise Science and Wellness	3
PRF 701 Advanced Topics in SAQ and Endurance Training	3
PRF 705 Industrial, Clinical, and Corporate Wellness	3
PRF 712 Corrective Exercise in Rehabilitation	3
PRF 715 Business and Entrepreneurship in the Fitness Industry	3
PRF 720 Essentials of Human Movement Science	3
PRF 752 Corrective Exercise Program Design	3

Academic Programs

PRF 760 Leadership and Professional Development	3
PRF 765 Nutrition for Peak Performance	3
PRF 770 Exercise Physiology: Assessment and Exercise Prescription	3
PRF 782 Current Topics in Rehabilitation	3
PRF 820 Research in Rehabilitation	3
Total	36
Course	Credits

Curriculum - Master of Science: Exercise Science and Health Promotion - Sport Psychology

PRF 700 Orientation to Exercise Science and Wellness	3
PRF 701 Advanced Topics in SAQ and Endurance Training	3
PRF 705 Industrial, Clinical, and Corporate Wellness	3
PRF 713 Special Topics in Sport Psychology	3
PRF 715 Business and Entrepreneurship in the Fitness Industry	3
PRF 720 Essentials of Human Movement Science	3
PRF 753 Psychological Aspects of Sport Injury and Rehabilitation	3
PRF 760 Leadership and Professional Development	3
PRF 765 Nutrition for Peak Performance	3
PRF 770 Exercise Physiology: Assessment and Exercise Prescription	3
PRF 783 Psychological Perspectives in Sport Performance Enhancement	3
PRF 830 Research in Sport Psychology	3
Total	36
Course	Credits

Curriculum - Master of Science: Exercise Science and Health Promotion - Wellness and Fitness

PRF 700 Orientation to Exercise Science and Wellness	3
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Academic Programs

PRF 701 Advanced Topics in SAQ and Endurance Training	3
PRF 705 Industrial, Clinical, and Corporate Wellness	3
PRF 711 An Integrated Approach to Fitness and Wellness	3
PRF 715 Business and Entrepreneurship in the Fitness Industry	3
PRF 720 Essentials of Human Movement Science	3
PRF 751 Program Design in Wellness and Fitness	3
PRF 760 Leadership and Professional Development	3
PRF 765 Nutrition for Peak Performance	3
PRF 770 Exercise Physiology: Assessment and Exercise Prescription	3
PRF 781 Current Topics in Fitness and Wellness	3
PRF 800 Research in Wellness and Fitness	3
Total	36
Course	Credits

Curriculum - Master of Science: Exercise Science and Health Promotion - Wellness Coaching

PRF 700 Orientation to Exercise Science and Wellness	3
PRF 701 Advanced Topics in SAQ and Endurance Training	3
PRF 705 Industrial, Clinical, and Corporate Wellness	3
PRF 714 Health and Wellness Coaching Competencies	3
PRF 715 Business and Entrepreneurship in the Fitness Industry	3
PRF 720 Essentials of Human Movement Science	3
PRF 754 Health and Wellness Coaching – Facilitating Change	3
PRF 760 Leadership and Professional Development	3
PRF 765 Nutrition for Peak Performance	3

Academic Programs

PRF 770 Exercise Physiology: Assessment and Exercise Prescription	3
PRF 784 Current Topics in Wellness Coaching	3
PRF 840 Leadership and Professional Development	3
Total	36
Course	Credits

Curriculum - Master of Science: Exercise Science and Health Promotion - Applied Sport Science

GRA 800 Graduate Internship	6	
PRF 700 Orientation to Exercise Science and Wellness	3	
PRF 701 Advanced Topics in SAQ and Endurance Training	3	
PRF 705 Industrial, Clinical, and Corporate Wellness	3	
PRF 715 Business and Entrepreneurship in the Fitness Industry	3	
PRF 716 Advanced Techniques in Movement and Recovery	3	
PRF 720 Essentials of Human Movement Science	3	
PRF 756 Program Design for Optimizing Human Movement and Recovery	3	
PRF 760 Leadership and Professional Development	3	
PRF 765 Nutrition for Peak Performance	3	
PRF 770 Exercise Physiology: Assessment and Exercise Prescription	3	
PRF 786 Current Topics in Movement and Recovery Science	3	
PRF 816 Research in Movement and Recovery Science	3	
Total	42	
Course	Credits	

Academic Programs

Curriculum - Certificate: Group Fitness and Leadership

PRF 717 Strength and HIIT in Group Fitness Exercise	3
PRF 757 Cardiovascular and Flexibility Training in Group Fitness Exercise	3
PRF 787 Key Concepts in Group Fitness Exercise	3
PRF 800 Research in Fitness and Wellness	3
Total	12
Course	Credits

Curriculum - Certificate: Nutrition

PRF 718 Health Behavior Change in Nutrition Education	3
PRF 758 Applied Principles of Human Nutrition	3
PRF 788 Nutrition Through the Lifecycle	3
PRF 800 Research in Fitness and Wellness	3
Total	12
Course	Credits

Curriculum - Certificate: Performance Enhancement and Injury Prevention

PRF 710 Performance Enhancement in Physical Activity	3
PRF 750 Performance Enhancement Program Design	3
PRF 780 Current Topics in Performance Enhancement	3
PRF 810 Research in Performance Enhancement	3
Total	12
Course	Credits

Curriculum - Certificate: Rehabilitation Science

PRF 712 Corrective Exercise in Rehabilitation	3
PRF 752 Corrective Exercise Program Design	3
PRF 782 Current Topics in Rehabilitation	3
PRF 820 Research in Rehabilitation	3
Total	12
Course	Credits

Academic Programs

Curriculum - Certificate: Sport Psychology

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
Total	12
Course	Credits

Curriculum - Certificate: Wellness and Fitness

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
PRF 800 Research in Fitness and Wellness	3
Total	12
Course	Credits

Curriculum - Certificate: Wellness Coaching

PRF 714 Health and Wellness Coaching Competencies	3
PRF 754 Health and Wellness Coaching - Facilitating Change	3
PRF 784 Current Topics in Wellness Coaching	3
PRF 840 Research in Health and Wellness Coaching	3
Total	12
Course	Credits

Advisement

Students in the exercise science and health promotion program receive academic and professional advisement from the program coordinator and program faculty. Each student is assigned to an academic adviser from the time he/she is accepted into the program of study. Advisers work with students to discuss, monitor and provide advisement as it relates to their program of study.

Program Website

<https://www.calu.edu/academics/graduate/masters/exercise-science/index.aspx>

Academic Programs

For Additional Information

Email:

- Wellness and Fitness: fitness@calu.edu
- Sport Performance Enhancement: sportperform@calu.edu
- Rehabilitation Science: rehabscience@calu.edu
- Sport Psychology: sportpsych@calu.edu
- Wellness Coaching: welcoach@calu.edu

Phone: 866-595-6348

Program Coordinator

Barry E. McGlumphy, Ed.D. (University of Pittsburgh), M.S. (University of Arizona), B.S. (Lock Haven University), Professor, Full-Time Faculty

Specializations: online education, sports medicine, athletic training

Web Page: <https://www.calu.edu/inside/faculty-staff/profiles/barry-mcglumphy.aspx>

Email: mcglumphy@calu.edu

Phone: 724-938-4356

Program Faculty

Carol M. Biddington, Ed.D., M.S., B.S. (West Virginia University), Associate Professor; Specializations: curriculum and instruction, health, physical education and safety, elementary education, gerontology; Research Interests: health promotion, diversity awareness, fitness

William B. Biddington, Ed.D., M.S., B.S.P.E. (West Virginia University), Professor, Faculty Athletics Representative; Specializations: athletic training, health and wellness, sport management, curriculum development

Marc S. Federico, D.P.T., M.P.T. (Slippery Rock University), B.S. (University of Pittsburgh), Associate Professor; Specializations: corrective exercise, postural awareness/correction, muscular imbalance; Research Interests: spine, hip, shoulder rehabilitation/function/stabilization

Jeffrey R. Hatton, O.T.D. (Chatham University), M.S. (California University), B.S.O.T. (College Misericordia), B.S.Ed. (Lock Haven University), Assistant Professor; Specializations: business of fitness, fitness for special populations; Research Interests: meaningful activity to increase health-related quality of life

Linda P. Meyer, Ed.D. (Duquesne University), M.S. (West Virginia University), B.S. (Lock Haven State College), LAT (Licensed Athletic Trainer in Pennsylvania), ATC, Professor; Specializations: leadership, professional development, athletic training, exercise science; Research Interests: leadership, athletic training related subject matter, exercise science related subject matter

Laura L. Miller, Ph.D., M.S. (University of Southern Mississippi), B.S. (Pennsylvania State University - Behrend College), Associate Professor; Specializations: sport marketing, sport psychology, sport sales; Research Interests: consumer behavior in sport, marketing and sales techniques, disability in sport

Ben Reuter, Ph.D. (Auburn University), M.S.Ed. (Old Dominion University), B.A. (Gettysburg College), Associate Professor; Expertise and Research Interests: exercise science - training age group/masters athletes, injury prevention, strength and conditioning, endurance training.

Joni Lee Cramer Roh, Ed.D., B.S. (West Virginia University), M.A.T. (University of North Carolina at Chapel Hill), Professor; Specializations: athletic training/sports medicine, sport psychology, psychophysiology of injury and rehabilitation; Research Interests: psychophysiology of injury and rehabilitation, psychology of injury, psychology of rehabilitation, sport psychology performance enhancement and interventions; Memberships: NATA, PATS, MAATA, APA, AASP, KON; Professional Services: Second Vice Chair of the KON Executive Committee, KON Adviser at Cal U (Nu Omicron chapter); Ad hoc CAATE PPE Annual Review Team.

Academic Programs

Christine Romani-Ruby, PT, MPT, ATC, PMA CPT; M.P.T. (Slippery Rock University), B.S. Exercise Science (Indiana University of Pennsylvania), B.S. Natural Science (Indiana University of Pennsylvania), Certificate in Athletic Training (West Chester University), Doctoral Candidate (Indiana University of Pennsylvania), Associate Professor; Licenses: Athletic Training, Physical Therapy and Direct Access Physical Therapy; Certifications: Certified Pilates Teacher by Pilates Method Alliance; Interests: wellness, injury prevention, posture, Pilates, body weight training, business

Ronald W. Wagner, Ph.D. (University of Arkansas), M.S. (Eastern Kentucky University), M.S. (Bloomsburg University), B.S. (Southeast Missouri State University), Associate Professor; Specializations: kinesiology, athletic training, instructional design, educational technology; Research Interests: sports performance training, cultural competence in athletic health care, functional movement screening

Ellen J. West, Ed.D., M.S. (West Virginia University), B.S. (California University of Pennsylvania), Associate Professor; Specializations: education leadership, chemical dependency counselor education, health education, athletic training, elementary education; Research Interests: acute care of injury and illness, wellness and fitness, worksite health programming, student-centered learning (constructivist approach), learning styles, psychology of sport, community-based approaches to promoting physical activity

For faculty bios, visit: www.calu.edu/academics/faculty/index.htm.

Grades Pre-K-4/Pre-K-8 Dual Certification

Master of Education - Pre-K-4/Pre-K-8 Special Education (dual certification) - Credits: 63 (program code: 0148)

Program Description

For program details, see the Special Education section.

Curriculum - Master of Arts: Pre-K-4/Pre-K-8 Special Education (dual certification)

Course	Credits
Core Courses	
ESP 610* Special Ed: Foundations & Collaboration	3
ESP 620 Special Ed. History, Theory & Exceptionality	3
ESP 639 Field Experience Seminar in Special Education	3
ESP 701* Introduction to Behavior Analysis	3
Specialized Courses	
ECE 703 Literacy Development	3
ECE 707 Leadership and Management in Early Childhood	3
ELE 701 Teaching Language Arts	3
ELE 702 Teaching in Reading	3
ELE 711 Teaching in Mathematics	3
ELE 718 Teaching Expressive Arts	3
ELE 721 Teaching in Science	3

Academic Programs

Course	Credits
ELE 731 Teaching in Social Studies	3
ESP 602 Life Skills Planning and Instruction	3
ESP 603 Assessment and Prescriptive Teaching	3
ESP 607 Early Intervention: Special Education	3
ESP 612 Evidence-based Practices for PreK-8 Inclusion	3
ESP 622 Advanced Evidence Practices for PreK-8 Inclusion	3
Capstone Courses**	
ELE 795 Student Teaching Internship	3 to 9
ESP 661 Student Teaching Internship	3 to 9
ESP 800 Seminar in Advanced Behavior Analysis & Research Design	3
Total	63

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

** Total of 12 credits for capstone courses.

Program Requirements

PA certification requires the following at the undergraduate or graduate level:

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 must take the Graduate Comprehensive Exam.

Program Website

<https://www.calu.edu/academics/graduate/masters/education-campus/elementary-special-ed-dual/index.aspx>

Health Science and Exercise Leadership

Doctor of Health Science - Health Science and Exercise Leadership - 48-53 credits (program code: 0650)

Program Description

The Doctor of Health Science (DHSc) degree in Health Science and Exercise Leadership addresses the education and workforce needs resulting from continued growth in the aging population and the shift from treating disease to promoting health and wellness. The DHSc is a post-professional academic degree designed for individuals working in clinical, educational, professional, managerial, and research roles within healthcare-related

Academic Programs

fields who wish to pursue an advanced professional degree that will provide opportunities for career enhancement or career advancement.

Delivery Mode

Global Online (100 percent online delivery)

Doctoral candidates are required to be on campus to present and defend their evidence base professional portfolio and/or optional dissertation research as part of the Department of Exercise Science and Sport Studies Graduation Workshop. The workshop is held annually the Wednesday, Thursday, and Friday prior to graduation in December.

Curriculum - Doctor of Health Science: Health Science and Exercise Leadership

Course	Credits
DHS 804 Evidence-Based Practice Theory	3
DHS 805 Health Promotion and Wellness for the Individual	3
DHS 806 Community and Corporate Wellness	3
DHS 825 Research Methods in Exercise Science I	3
DHS 826 Research Methods in Exercise Science II	3
DHS 830 Leadership in Wellness Education and Professional Practice	3
DHS 835 Values, Ethics, and the Promotion of Health and Wellness	3
DHS 845 Advanced Delivery Techniques and Technology	3
DHS 850 Theories and Foundations of Adult Learning	3
DHS 851 Learning Concepts for the Adult Learner	3
DHS 852 Curriculum and Course Design	3
DHS 899 Evidence-based Project Seminar	3
DHS 915 Evidence-based Professional Portfolio I	3
DHS 925 Evidence-based Professional Portfolio II	3
DHS 950 Evidence-based Professional Portfolio III	3
PRF Elective Course (700, 701, 705, 710, 711, 712, 713, 714, 715, 720, 760, 765, 770, 780, 781, 782, 783, 784, 800, 810, 820 or 840)	3
Total	48

+ Dissertation

Course	Credits
DHS 900 Dissertation	5

Academic Programs

Course	Credits
DHS 901 (Taken only as needed if Dissertation is not completed by end of Fall IV)	1 to 3
Total	53

Advisement

Students in the Doctor of Health Science program receive academic and professional advisement from the program coordinator and program faculty. Each student is assigned to an academic adviser from the time he/she is accepted into the program of study. Advisers work with students to discuss, monitor and provide advisement as it relates to their program of study.

Program Website

www.calu.edu/academics/online-programs/doctorate-health-sciences/index.htm

For Additional Information

Email: DHSc@calu.edu

Phone: 866-595-6348

Program Coordinator

Marc S. Federico, D.P.T., M.P.T. (Slippery Rock University), B.S. (University of Pittsburgh), Professor;
Specializations: corrective exercise, postural awareness/correction, muscular imbalance; Research Interests:
spine, hip, shoulder rehabilitation/function/stabilization

Website: www.calu.edu/academics/faculty/marc-federico.aspx

Email: federico@calu.edu

Phone: 724-938-4356

Program Faculty

Carol M. Biddington, Ed.D., M.S., B.S.(West Virginia University), Associate Professor

William B. Biddington, Ed.D., M.S., B.S.P.E. (West Virginia University), Professor

Jeffrey R. Hatton, O.T.D. (Chatham University), M.S. (California University), B.S.O.T. (College Misericordia),
B.S.Ed. (Lock Haven University), Associate Professor

Rebecca Hess, Ph.D. (University of Pittsburgh), M.F.A. (University of North Carolina at Greensboro), M.S. (West Virginia University), B.S. (West Virginia University), Professor

Barry McGlumphy, Ed.D. (University of Pittsburgh), M.S. (University of Arizona), B.S. (Lock Haven University),
Professor

Linda P. Meyer, Ed.D. (Duquesne University), M.S. (West Virginia University), B.S. (Lock Haven State College),
LAT (Licensed Athletic Trainer in Pennsylvania), ATC, Professor

Brian Oddi, Ph.D. (Trident University), M.S., B.S. (California University of Pennsylvania), Assistant Professor

Ellen J. West, Ed.D., M.S. (West Virginia University), B.S. (California University of Pennsylvania), Associate
Professor

Tom West, Ph.D. (Penn State University), M.S. (West Virginia University), B.S. (Penn State University), Professor

For faculty bios, visit www.calu.edu/academics/faculty/index.htm

Academic Programs

Legal Studies: Criminal Justice

Master of Science: Legal Studies: Criminal Justice - Credits: 30 (program code: 0957)

Certificate: Criminal Justice - Credits:15 (program code: 0714)

Certificate: Sexual Assault Investigation and Victimization - Credits:15 (program code: 0719)

Program Description

The Legal Studies: Criminal Justice program provides two options: a master's degree and a certificate.

The Master of Science in Legal Studies: Criminal Justice concentration is offered 100% online in an accelerated format. 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.

The Criminal Justice Certificate, which is also offered 100% online in an accelerated format, permits students to focus on the key courses within the master's degree program. The certificate may be completed as part of the master's degree or as a stand-alone program.

Delivery Mode

Global Online (100 percent online delivery)

Curriculum - Master of Science: Legal Studies - Criminal Justice

Course	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 605 Law and Police Process	3
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
PCJ 752 Digital Imaging, Forensic Photography and the Law	3
Total	30

Curriculum - Certificate: Criminal Justice

Course	Credits
LAW 605 Law and Police Process	3

Academic Programs

Course	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
Total	15

Curriculum - Certificate: Sexual Assault Investigation and Victimization

Course	Credits
LAW 702 Law, Science and Forensic Applications	3
LAW 703 Independent Study in Law and Public Policy	3
PCJ 750 Sexual Assault Investigations	3
PCJ 752 Digital Imaging, Forensic Photography and the Law	3
PCJ 755 Polygraph and Lie Detection	3
Total	15

Advisement

Students in the legal studies: criminal justice master's degree and certificate programs receive academic and professional advisement from the program coordinator and program faculty. Each student is assigned to an academic adviser from the time he/she is accepted into the program of study. Advisers work with students to discuss, monitor and provide advisement as it relates to their program of study.

Program Website

<https://www.calu.edu/academics/online-programs/legal-studies/curriculum/ms-criminal-justice/index.htm>

For Additional Information

Email: legalstudiesonline@calu.edu

Phone: 866-595-6348

Program Coordinator

Christina A. Toras, J.D. (Capital University Law School), M.A. (East Carolina University), B.A. (Youngstown State University), Chair/Associate Professor, Full-Time Faculty;

Specializations: legal research and writing, real estate and corporate law, legal system ethics, appellate legal practice and private sector justice

Web Page: <https://www.calu.edu/inside/faculty-staff/profiles/christina-toras.aspx>

Email: toras@calu.edu

Phone: 724-938-4716

Program Faculty

Jeffrey S. Magers, Ed.D., M.A. (Spalding University), B.S. (Eastern Kentucky University), Associate Professor

For faculty bios, visit: www.calu.edu/academics/faculty/index.htm.

Academic Programs

Legal Studies: Homeland Security

Master of Science: Legal Studies: Homeland Security Concentration - Credits: 30 (Program Code: 0953)

Certificate: Homeland Security - Credits: 15 (Program Code: 0715)

Program Description

The Legal Studies: Homeland Security program provides two options: a master's degree and a certificate.

The Master's of Science Degree in Legal Studies: Homeland Security Concentration presents a neat and clean program 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.

Daily, 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 master's degree 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.

The Homeland Security Certificate program provides students with the opportunity to focus on the key courses within the master's degree. Students may complete the certificate as part of the master's degree or as a stand-alone program.

Delivery Mode

Global Online (100 percent online delivery)

Curriculum - Master of Science: Legal Studies - Homeland Security

Course	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
AST 700 U.S. Homeland Security	3
AST 710 Emergency Management Principles, Law, and Policy	3
AST 720 Domestic Extremism in the United States	3
AST 740 Terrorism, Threat & Vulnerability Analysis & Protection	3
AST 760 Biological, Chemical, Nuclear and WMD Threats in Homeland Security	3
AST 780 Intelligence Practice in Homeland Security	3
Total	30

Curriculum - Certificate: Homeland Security

Academic Programs

Course	Credits
AST 700 U.S. Homeland Security	3
AST 720 Domestic Extremism in the United States	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
Total	15

Advisement

Students in the legal studies master's degree and certificate programs receive academic and professional advisement from the program coordinator and program faculty. Each student is assigned to an academic adviser from the time he/she is accepted into the program of study. Advisers work with students to discuss, monitor and provide advisement as it relates to their program of study.

Program Website

<https://www.calu.edu/academics/online-programs/legal-studies/curriculum/ms-homeland-security/index.htm>

For Additional Information

Email: legalstudiesonline@calu.edu

Phone: 866-595-6348

Program Coordinator

Christina A. Toras, J.D. (Capital University Law School), M.A. (East Carolina University), B.A. (Youngstown State University), Chair/Associate Professor, Full-Time Faculty;

Specializations: legal research and writing, real estate and corporate law, legal system ethics, appellate legal practice and private sector justice

Web Page: <https://www.calu.edu/inside/faculty-staff/profiles/christina-toras.aspx>

E-mail: toras@calu.edu

Phone: 724-938-4761

Program Faculty

Jeffrey S. Magers, Ed.D., M.A. (Spalding University), B.S. (Eastern Kentucky University), Associate Professor, Full-Time Faculty

For faculty bios, visit: www.calu.edu/academics/faculty/index.htm.

Legal Studies: Law and Public Policy

Master of Science: Legal Studies: Law and Public Policy Concentration - Credits: 30 (program code: 0955)

Certificate: Law and Public Policy - Credits: 15 (program code: 0716)

Certificate: Police Executive Law and Policy - Credits: 15 (program code: 0718)

Program Description

The online Master of Science in Legal Studies: Law and Public Policy program provides two options: a master's degree and a certificate.

The Master of Science in Legal Studies: Law and Public Policy Concentration blends the fields of humanities, business, political science and jurisprudence. This program creates a wide-ranging educational opportunity for

Academic Programs

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.

The Law and Public Policy Certificate provides students with the opportunity to focus on the key courses within the master's degree program. The certificate may be earned as part of the master's degree or as a stand-alone program.

Delivery Mode

Global Online (100 percent online delivery)

Curriculum - Master of Science: Legal Studies - Law and Public Policy

Course	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 607 Law and Criminal Conduct	3
LAW 608 Law and Civil Litigation	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 704 Law, Business and the Workplace	3
Total	30

Curriculum - Certificate: Law and Public Policy

Course	Credits
LAW 600 Law and Public Policy	3
LAW 602 Law, Civil Liberties and the Constitution	3
LAW 603 Law and Legal Method	3
LAW 608 Law and Civil Litigation	3
LAW 701 Law and Administrative Agencies	3
Total	15

Academic Programs

Curriculum - Certificate: Police Executive Law and Policy

Course	Credits
LAW 605 Law and Police Process	3
LAW 607 Law and Criminal Conduct	3
LAW 701 Law and Administrative Agencies	3
LAW 704 Law, Business and the Workplace	3
PCJ 748 Criminal Justice Organization and Management	3
Total	15

Advisement

Students in the legal studies: law and public policy master's degree and certificate programs receive academic and professional advisement from the program coordinator and program faculty. Each student is assigned to an academic adviser from the time he/she is accepted into the program of study. Advisers work with students to discuss, monitor and provide advisement as it relates to their program of study.

Program Website

<https://www.calu.edu/academics/online-programs/legal-studies/curriculum/ms-law-public-safety/index.htm>

For Additional Information

Email: legalstudiesonline@calu.edu

Phone: 866-595-6348

Program Coordinator

Christina A. Toras, J.D. (Capital University Law School), M.A. (East Carolina University), B.A. (Youngstown State University), Chair/Associate Professor, Full-Time Faculty;

Specializations: legal research and writing, real estate and corporate law, legal system ethics, appellate legal practice and private sector justice

Web Page: <https://www.calu.edu/inside/faculty-staff/profiles/christina-toras.aspx>

E-mail: toras@calu.edu

Phone: 724-938-4761

Program Faculty

Jeffrey S. Magers, Ed.D., M.A. (Spalding University), B.S. (Eastern Kentucky University), Associate Professor, Full-Time Faculty

For faculty bios, visit: www.calu.edu/academics/faculty/index.htm

Master of Arts Teaching

Master of Arts Teaching: Secondary Education - Credits: 45

- Concentration: Art Certification (program code: 0521)
- Concentration: Biology Certification (program code: 0560)
- Concentration: Chemistry Certification (program code: 0590)
- Concentration: Communications Certification (program code: 0525)
- Concentration: Earth Science Certification (program code: 0563)
- Concentration: English Certification (program code: 0501)
- Concentration: Mathematics Certification (program code: 0548)
- Concentration: Physics Certification (program code: 0530)
- Concentration: Social Studies Certification (program code: 0580)
- Concentration: Spanish Certification (program code: 0540)

Academic Programs

Program Description

This program prepares individuals to apply for initial certification in the following areas: art, biology, chemistry, communications, earth science, english, mathematics, physics, and social studies. 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 certification.

Delivery Mode

Online with two-day on-campus residency component

Field observations/experiences and student teaching are conducted in school settings.

Program Accreditation

Council for the Accreditation of Educator Preparation (CAEP, formerly NCATE)

Approved by the Pennsylvania Department of Education

Curriculum - Master of Arts Teaching: Secondary Education - Art

Course	Credits
ENG 101 English Composition I	3
Required Content Courses (a grade of C or better is required for certification)	
ART 110 Drawing I	3
ART 119 Design 2-D	3
ART 120 Design 3-D	3
ART 308 AH: Ancient/Medieval	3
ART 316 Renaissance/Rococo	3
ART 317 Neoclassism/Present	3
ART 350 Printmaking: Relief OR ART 351 Printmaking: Intaglio	3
ART 376 Jewelry/Metals: Casting OR ART 377 Jewelry/Metals: Fabrication	3
ART 382 Ceramics Studio	3
ART 383 Painting Studio	3
ART 385 Sculpture Studio	3
ART Electives (2)	6

Academic Programs

Course	Credits
Cal U Required Courses	
EDU 650 Supporting the English Language Learner	3
ESP 610 Sp. Ed. Foundations & Collaboration	3
ESP 613 Evidence-Based Practices for Sec Inclusion	3
ESP 701 Introduction to Behavior Analysis	3
MSE 641 Orientation to 7-12 Ed.	3
MSE 642 Standards-Based Instruction in 7-12 Ed	3
MSE 643 Content Area Literacy in 7-12 Ed.	3
MSE 644 Instructional Strategies in 7-12 Ed.	3
MSE 645 Technology in 7-12 Education*	3
MSE 646 Assessments and Interventions*	3
MSE 647 Classroom Management in 7-12 Ed.	3
MSE 655 Methods of Art Teaching K-12*	3
MSE 661 Student Teaching & School Law**	9
Total Graduate Credits	45

* Must earn candidacy/admission to teacher education. 2-day on-campus July residency will be integrated into the summer MSE courses.

** Must earn a recommendation for student teaching.

Curriculum - Master of Arts Teaching: Secondary Education - Biology

Course	Credits
MAT 199 Pre-Calculus (or higher)	3
Required Content Courses (a grade of C or better is required for certification)	
BIO 120 General Zoology	4
BIO 125 General Botany	4
BIO 215 Cellular and Molecular Biology	4
BIO 305 Comparative Vertebrate Anatomy OR BIO 306 Human Anatomy	4
BIO 248 General Ecology	4
BIO 318 Genetics	4

Academic Programs

Course	Credits
BIO 328 Human Physiology OR BIO 486 Comparative Animal Physiology	4
CHE 101 General Chemistry I	4
CHE 102 General Chemistry II	4
PHY 121 General Physics I	4
Cal U Required Courses	
EDU 650 Supporting the English Language Learner	3
ESP 610 Sp. Ed. Foundations & Collaboration	3
ESP 613 Evidence-Based Practices for Sec Inclusion	3
ESP 701 Introduction to Behavior Analysis	3
MSE 641 Orientation to 7-12 Ed.	3
MSE 642 Standards-Based Instruction in 7-12 Ed	3
MSE 643 Content Area Literacy in 7-12 Ed.	3
MSE 644 Instructional Strategies in 7-12 Ed.	3
MSE 645 Technology in 7-12 Education*	3
MSE 646 Assessments and Interventions*	3
MSE 647 Classroom Management in 7-12 Ed.	3
MSE 653 Methods of Science Teaching 7-12*	3
MSE 661 Student Teaching & School Law**	9
Total Graduate Credits	45

* Must earn candidacy/admission to teacher education. 2-day on-campus July residency will be integrated into the summer MSE courses.

** Must earn a recommendation for student teaching.

Curriculum - Master of Arts Teaching: Secondary Education - Chemistry

Course	Credits
MAT 281 Calculus I	3
MAT 282 Calculus II	3
Required Content Courses (a grade of C or better is required for certification)	
CHE 101 General Chemistry I	4

Academic Programs

Course	Credits
CHE 102 General Chemistry II	4
CHE 104 Introduction to Experimental Chem	3
CHE 306 Inorganic Chemistry	3
CHE 320 Analytical/Instruments Methods	3
CHE 331 Organic Chemistry I	4
CHE 341 Organic Chemistry II	4
CHE 371 Intermediate Lab I	1
CHE 372 Intermediate Lab II	1
CHE 415 Biochemistry	4
CHE 461 Physical Chemistry I	3
CHE 471 Advanced Lab I	1
PHY 101 College Physics I	4
Science Elective	3
Cal U Required Courses	
EDU 650 Supporting the English Language Learner	3
ESP 610 Sp. Ed. Foundations & Collaboration	3
ESP 613 Evidence-Based Practices for Sec Inclusion	3
ESP 701 Introduction to Behavior Analysis	3
MSE 641 Orientation to 7-12 Ed.	3
MSE 642 Standards-Based Instruction in 7-12 Ed	3
MSE 643 Content Area Literacy in 7-12 Ed.	3
MSE 644 Instructional Strategies in 7-12 Ed.	3
MSE 645 Technology in 7-12 Education*	3
MSE 646 Assessments and Interventions*	3
MSE 647 Classroom Management in 7-12 Ed.	3
MSE 653 Methods of Science Teaching 7-12*	3
MSE 661 Student Teaching & School Law**	9
Total Graduate Credits	45

Academic Programs

* Must earn candidacy/admission to teacher education. 2-day on-campus July residency will be integrated into the summer MSE courses.

** Must earn a recommendation for student teaching.

Curriculum - Master of Arts Teaching: Secondary Education - Communications

Course	Credits
ENG 101 English Composition I	3
ENG 102 English Composition II	3
Required Content Courses (a grade of C or better is required for certification)	
COM 101 Oral Communications	3
COM 142 Video Production	3
COM 230 Argumentation & Debate	3
COM 490 Communication Theory	3
ENG 308 Research for Writers OR ENG 352 Studies in Writing	3
ENG 345 English Grammar and Usage OR ENG 347 Introduction to Linguistics	3
ENG 425 Shakespeare	3
ENG Literature Elective	3
THE 131 Fundamentals of Acting	3
THE 150 Intro to Theatrical Design	3
THE 302 History of Theater I OR THE 304 World Drama OR THE 306 Modern Drama	3
THE 320 Fundamentals of Directing	3
Cal U Required Courses	
EDU 650 Supporting the English Language Learner	3
ESP 610 Sp. Ed. Foundations & Collaboration	3
ESP 613 Evidence-Based Practices for Sec Inclusion	3
ESP 701 Introduction to Behavior Analysis	3
MSE 641 Orientation to 7-12 Ed.	3
MSE 642 Standards-Based Instruction in 7-12 Ed	3
MSE 643 Content Area Literacy in 7-12 Ed.	3
MSE 644 Instructional Strategies in 7-12 Ed.	3

Academic Programs

Course	Credits
MSE 645 Technology in 7-12 Education*	3
MSE 646 Assessments and Interventions*	3
MSE 647 Classroom Management in 7-12 Ed.	3
MSE 651 Methods of English Teaching 7-12*	3
MSE 661 Student Teaching & School Law**	9
Total Graduate Credits	45

* Must earn candidacy/admission to teacher education. 2-day on-campus July residency will be integrated into the summer MSE courses.

** Must earn a recommendation for student teaching.

Curriculum - Master of Arts Teaching: Secondary Education - Earth Science

Course	Credits
MAT 181 College Algebra (or higher)	3
Required Content Courses (a grade of C or better is required for certification)	
CHE 101 General Chemistry I	4
EAS 150 Introduction to Geology	4
EAS 163 Introduction to Oceanography	3
EAS 200 Historical Geology	3
EAS 230 Earth Resources or 39X	3
EAS 240 Introduction to Meteorology	4
EAS 242 Climatology	3
EAS 303 Hydrology	3
EAS 343 Geomorphography	3
PHY 121 General Physics	4
PHS 145 Astronomy	3
Science Elective (EAS, CHE, BIO, PHS, PHY)	3
Cal U Required Courses	
EDU 650 Supporting the English Language Learner	3
ESP 610 Sp. Ed. Foundations & Collaboration	3
ESP 613 Evidence-Based Practices for Sec Inclusion	3

Academic Programs

Course	Credits
ESP 701 Introduction to Behavior Analysis	3
MSE 641 Orientation to 7-12 Ed.	3
MSE 642 Standards-Based Instruction in 7-12 Ed	3
MSE 643 Content Area Literacy in 7-12 Ed.	3
MSE 644 Instructional Strategies in 7-12 Ed.	3
MSE 645 Technology in 7-12 Education*	3
MSE 646 Assessments and Interventions*	3
MSE 647 Classroom Management in 7-12 Ed.	3
MSE 653 Methods of Science Teaching 7-12*	3
MSE 661 Student Teaching & School Law**	9
Total Graduate Credits	45

* Must earn candidacy/admission to teacher education. 2-day on-campus July residency will be integrated into the summer MSE courses.

** Must earn a recommendation for student teaching.

Curriculum - Master of Arts Teaching: Secondary Education - English

Course	Credits
ENG 101 English Composition I	3
ENG 102 English Composition II	3
Required Content Courses (a grade of C or better is required for certification)	
ENG 106 Intro to Poetry OR ENG 107 Intro to Fiction OR ENG 108 Intro to Drama	3
ENG 205 World Lit to 1600 OR ENG 206 World Lit from 1600	3
ENG 301 English Literature I OR ENG 302 English Literature II	3
ENG 308 Research for Writers OR ENG 352 Studies in Writing	3
ENG 337 Survey of American Literature I OR ENG 338 Survey of American Literature II	3
ENG 345 English Grammar and Usage OR ENG 347 Introduction to Linguistics	3
ENG 346 History of English Language	3

Academic Programs

Course	Credits
ENG 425 Shakespeare	3
ENG Writing Elective	3
ENG Literature Elective	3
ENG Upper Level Elective	3
ENG Elective	3
Cal U Required Courses	
EDU 650 Supporting the English Language Learner	3
ESP 610 Sp. Ed. Foundations & Collaboration	3
ESP 613 Evidence-Based Practices for Sec Inclusion	3
ESP 701 Introduction to Behavior Analysis	3
MSE 641 Orientation to 7-12 Ed.	3
MSE 642 Standards-Based Instruction in 7-12 Ed	3
MSE 643 Content Area Literacy in 7-12 Ed.	3
MSE 644 Instructional Strategies in 7-12 Ed.	3
MSE 645 Technology in 7-12 Education*	3
MSE 646 Assessments and Interventions*	3
MSE 647 Classroom Management in 7-12 Ed.	3
MSE 651 Methods of English Teaching 7-12*	3
MSE 661 Student Teaching & School Law**	9
Total Graduate Credits	45

* Must earn candidacy/admission to teacher education. 2-day on-campus July residency will be integrated into the summer MSE courses.

** Must earn a recommendation for student teaching.

Curriculum - Master of Arts Teaching: Secondary Education - Mathematics

Course	Credits
Required Content Courses (a grade of C or better is required for certification)	
MAT 199 Pre-Calculus	3
MAT 272 Discrete Mathematics	3
MAT 281 Calculus I	3

Academic Programs

Course	Credits
MAT 282 Calculus II	3
MAT 290 Technology for Math	3
MAT 303 Geometry	3
MAT 304 History of Mathematics	3
MAT 305 Theory of Equations	3
MAT 341 Linear Algebra I	3
MAT 351 Abstract Algebra I	3
MAT 381 Calculus III	3
MAT 400 Mathematical Modeling	3
MAT 461 Statistical Analysis	3
MAT Elective	3
Cal U Required Courses	
EDU 650 Supporting the English Language Learner	3
ESP 610 Sp. Ed. Foundations & Collaboration	3
ESP 613 Evidence-Based Practices for Sec Inclusion	3
ESP 701 Introduction to Behavior Analysis	3
MSE 641 Orientation to 7-12 Ed.	3
MSE 642 Standards-Based Instruction in 7-12 Ed	3
MSE 643 Content Area Literacy in 7-12 Ed.	3
MSE 644 Instructional Strategies in 7-12 Ed.	3
MSE 645 Technology in 7-12 Education*	3
MSE 646 Assessments and Interventions*	3
MSE 647 Classroom Management in 7-12 Ed.	3
MSE 652 Methods of Mathematics Teaching K-12*	3
MSE 661 Student Teaching & School Law**	9
Total Graduate Credits	45

* Must earn candidacy/admission to teacher education. 2-day on-campus July residency will be integrated into the summer MSE courses.

** Must earn a recommendation for student teaching.

Academic Programs

Curriculum - Master of Arts Teaching: Secondary Education - Physics

Course	Credits
Required Content Courses (a grade of C or better is required for certification)	
CHE 101 General Chemistry	4
MAT 281 Calculus I	3
MAT 282 Calculus II	3
MAT 381 Calculus III	3
MAT 382 Calculus IV	3
MAT 406 Differential Equations	3
PHY 101 College Physics I	4
PHY 202 College Physics II	4
PHY 203 College Physics III	4
PHY 221 Intermediate Elect & Mag	4
PHY 301 Intermediate Mechanics	4
PHY 331 Modern Physics	3
PHY 495 Physics Seminar	1
Science Elective	3
Cal U Required Courses	
EDU 650 Supporting the English Language Learner	3
ESP 610 Sp. Ed. Foundations & Collaboration	3
ESP 613 Evidence-Based Practices for Sec Inclusion	3
ESP 701 Introduction to Behavior Analysis	3
MSE 641 Orientation to 7-12 Ed.	3
MSE 642 Standards-Based Instruction in 7-12 Ed	3
MSE 643 Content Area Literacy in 7-12 Ed.	3
MSE 644 Instructional Strategies in 7-12 Ed.	3
MSE 645 Technology in 7-12 Education*	3
MSE 646 Assessments and Interventions*	3
MSE 647 Classroom Management in 7-12 Ed.	3
MSE 653 Methods of Science Teaching 7-12*	3

Academic Programs

Course	Credits
MSE 661 Student Teaching & School Law**	9
Total Graduate Credits	45

* Must earn candidacy/admission to teacher education. 2-day on-campus July residency will be integrated into the summer MSE courses.

** Must earn a recommendation for student teaching.

Curriculum - Master of Arts Teaching: Secondary Education - Social Studies

Course	Credits
ENG 101 English Composition I	3
Required Content Courses (a grade of C or better is required for certification)	
ANT 100 Introduction to Anthropology	3
ECO 100 Elements of Economics	3
GEO 100 Introduction to Geography	3
HIS 101 US History to 1877	3
HIS 102 US History since 1878	3
HIS 104 History of Western Civ to 1500 OR HIS 111 Development of Major World Civilizations	3
HIS 106 History of Western Civ since 1500 OR HIS 112 Major World Civilizations in Transition	3
HIS 3xx Non-Western Elective	3
POS 105 American Politics	3
PSY 206 Adolescent Psychology	3
SOC 100 Principles of Sociology	3
Social Studies Elective	3
Cal U Required Courses	
EDU 650 Supporting the English Language Learner	3
ESP 610 Sp. Ed. Foundations & Collaboration	3
ESP 613 Evidence-Based Practices for Sec Inclusion	3
ESP 701 Introduction to Behavior Analysis	3
MSE 641 Orientation to 7-12 Ed.	3

Academic Programs

Course	Credits
MSE 642 Standards-Based Instruction in 7-12 Ed	3
MSE 643 Content Area Literacy in 7-12 Ed.	3
MSE 644 Instructional Strategies in 7-12 Ed.	3
MSE 645 Technology in 7-12 Education*	3
MSE 646 Assessments and Interventions*	3
MSE 647 Classroom Management in 7-12 Ed.	3
MSE 655 Methods of Art Teaching K-12*	3
MSE 661 Student Teaching & School Law**	9
Total Graduate Credits	45

* Must earn candidacy/admission to teacher education. 2-day on-campus July residency will be integrated into the summer MSE courses.

** Must earn a recommendation for student teaching.

Curriculum - Master of Arts Teaching: Secondary Education - Spanish

Course	Credits
ENG 101 English Composition I	3
Required Content Courses (a grade of C or better is required for certification)	
SPN 101 Elementary I	3
SPN 102 Elementary II	3
SPN 203 Intermediate I	3
SPN 204 Intermediate II	3
SPN 311 Conversation & Phonetics I	3
SPN 312 Conversation & Phonetics II	3
SPN 401 Adv. Comp. Grammar & Stylistics	3
SPN 421 Survey of Literature I	3
SPN 422 Survey of Literature II	3
SPN 450 Foreign Language Colloquium	3
Spanish Electives (2)	6
Cal U Required Courses	
EDU 650 Supporting the English Language Learner	3

Academic Programs

Course	Credits
ESP 610 Sp. Ed. Foundations & Collaboration	3
ESP 613 Evidence-Based Practices for Sec Inclusion	3
ESP 701 Introduction to Behavior Analysis	3
MSE 641 Orientation to 7-12 Ed.	3
MSE 642 Standards-Based Instruction in 7-12 Ed	3
MSE 643 Content Area Literacy in 7-12 Ed.	3
MSE 644 Instructional Strategies in 7-12 Ed.	3
MSE 645 Technology in 7-12 Education*	3
MSE 646 Assessments and Interventions*	3
MSE 647 Classroom Management in 7-12 Ed.	3
MSE 656 Methods of Foreign Language Teaching K-12*	3
MSE 661 Student Teaching & School Law**	9
Total Graduate Credits	45

* Must earn candidacy/admission to teacher education. 2-day on-campus July residency will be integrated into the summer MSE courses.

** Must earn a recommendation for student teaching.

Advisement

Students in the Master of Arts Teaching program receive academic and professional advisement from the program coordinator and program faculty. Each student is assigned to an academic adviser from the time he/she is accepted into the program of study. Advisers work with students to discuss, monitor and provide advisement as it relates to their program of study.

Program Website

www.calu.edu/academics/graduate-programs/secondary-education/index.htm

For Additional Information

Email: gradschool@calu.edu

Phone: 724-938-4187

Program Coordinator

Michael Perrotti, Ph.D. (Marywood University), M.S.Ed. (Wilkes University), B.S.Ed. (Mansfield University)

Web Page: <https://www.calu.edu/inside/faculty-staff/profiles/michael-perrotti.aspx>

Email: mse@calu.edu

Phone: 724-938-4487

Program Faculty

Keith Hepner, Ed.D. (University of Pittsburgh), M.Ed., B.S. (California University of Pennsylvania), Professor

Marcia Hoover, Ed.D. (West Virginia University), M.Ed., B.S. (California University of Pennsylvania), Associate Professor

Academic Programs

Connie Monroe, Ph.D. (University of Dayton), M.A. (Regis University), Post baccalaureate Teaching Certification (University of Texas at San Antonio), B.A. (Case Western Reserve University), Associate Professor

Joseph Zisk, Ed.D (Temple University), M.S. (Drexel University), M.Ed., B.S. (California University of Pennsylvania), Professor

For faculty bios, visit: www.calu.edu/academics/faculty/index.htm

Master of Science in Nursing

Master of Science in Nursing: Nursing Administration and Leadership - Credits: 30 (program code: 0934)

Master of Science in Nursing: Nursing Education - Credits: 36 (program code: 0931)

MSN - MBA Dual Degree: Nursing Administration and Leadership / MBA - Credits: 54 (program code: 0930-0826)

MBA in Nursing Administration and Leadership - Credits: 36 (program code: 0828)

Certificate: Nursing Administration and Leadership - Credits: 21 (program code: 0932)

Certificate: Nursing Education - Credits: 21 (program code: 0933)

Program Description

The Master of Science in Nursing (MSN degree) is designed for nurses who already have a Bachelor of Science in Nursing (BSN) and is designed to prepare nurses to advance in their careers, either in nursing administration and leadership or nursing education roles.

MSN: Nursing Administration and Leadership

The Master of Science in Nursing (MSN degree) in Nursing Administration and Leadership is designed for those who have already obtained a baccalaureate degree in nursing. The MSN program is intended for nurses who: 1) currently hold administrative or leadership positions and wish to complement their experience through advancing their education formally, and 2) wish to gain knowledge and skills needed to expand their career options in the area of nursing administration and leadership in a variety of health care settings.

The Nursing Administration and Leadership courses blend theory and practice in administration, leadership, organization, quality of care, delivery systems of patient care, human resource management, legal and ethical concepts, practice, and health care finance, and incorporate health care informatics. The Nursing Administration and Leadership program culminates with a practicum in nursing administration and/or leadership where the student works with a nurse administrator/leader in his/her area of interest.

Upon completion of the MSN in Nursing Administration and Leadership program, graduates will be eligible academically to take one of the national certification exams for nurse administration offered by the American Organization of Nurse Executives (AONE) or the American Nurses Credentialing Center (ANCC).

MSN: Nursing Education

The MSN in Nursing Education prepares graduates to develop, implement and evaluate nursing education programs and curricula as a nurse educator. The curriculum is comprised of core master's level, advanced clinical practice, and specialty courses that include curriculum design, teaching and instructional strategies, and assessment and evaluation methods. A preceptor based role practicum provides experiential application of nurse educator competencies. Competencies for the academic nurse educator provide a foundation for education specialty courses.

Upon completion of the MSN in Nursing Education program, graduates will be eligible academically to take the Certified Nurse Educator^{CM} (CNE) Examination offered by the National League for Nursing.

Academic Programs

MSN-MBA

The Master of Science-Master of Business Administration degree option is designed for working nurse professionals who want to gain a broad perspective on the business issues that are critical in a medical setting and gain the highly desired MBA credential. This dual degree can be completed with only 54 credit hours, plus 6 credit hours for business foundation courses if needed.

MBA in Nursing Administration and Leadership

Graduates from the MSN program in Nursing Administration and Leadership at California University of Pennsylvania may complete the MBA for Nursing Administration and Leadership program. Graduates from other MSN programs in nursing administration can also apply but may have additional coursework to complete based upon their MSN degree evaluation.

Delivery Mode

Global Online (100 percent online delivery)

Accreditation



The baccalaureate degree program in nursing and master's degree program in nursing at California University of Pennsylvania are accredited by the Commission on Collegiate Nursing Education (<http://www.ccneaccreditation.org>).

Curriculum - Master of Science in Nursing - Nursing Administration and Leadership

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

Academic Programs

NUR 714 Legal Aspects of Health Care Administration	3
NUR 715 Financial Management in Non-profit Health Care Organizations	3
NUR 813 Nursing Administration Role Practicum	6
Total	30
Course	Credits

Curriculum - Master of Science in Nursing - Nursing Education

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 721 Foundations of Nursing Education	3
NUR 722 Curriculum Design in Nursing Education	3
NUR 723 Teaching and Instructional Strategies in Nursing Education	3
NUR 724 Assessment and Evaluation Methods in Nursing Education	3
NUR 725 Advanced Clinical Practice for Nurse Educators	3
NUR 823 Nursing Education Role Practicum	6
Total	36
Course	Credits

Curriculum - Master of Science in Nursing & Master of Business Administration Dual Degree

ACC 200 Financial Accounting*	3
ACC 711 Managerial Accounting	3
BUS 771 Quantitative Methods	3
BUS 799 Strategic Management	3
ECO 100* or ECO 201* Elements of Economics or Principles of Microeconomics	3

Academic Programs

ECO 716 Applied Economic Analysis	3
FIN 711 Corporate Finance	3
MGT 742 Human Resource Management	3
MGT 751 International Business Management	3
MKT 711 Marketing Management	3
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 Health Care Administration	3
NUR 715 Financial Management in Non-profit Health Care Organizations	3
NUR 813 Nursing Administration Role Practicum	6
Total	54 or 60
Course	Credits

* ACC 200, ECO 100 or ECO 201 - Undergraduate Foundation Courses - These courses are only required if your admission decision letter listed the foundation courses in addition to the graduate courses in order to fulfill the graduation requirements of the program.

Curriculum - Master of Business Administration (MBA) Nursing Administration and Leadership

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 742 Human Resource Management	3
MGT 751 International Business Management	3
MKT 711 Marketing Management	3

Academic Programs

Nursing Electives*	12
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Total	36
Course	Credits

MBA Foundation Courses:

ACC 200 Financial Accounting (3 credits)

ECO 100 or ECO 201 Elements of Economics or Principles of Microeconomics (3 credits)

* Nursing Electives: NUR 603, 604, 714, 715

Curriculum - Certificate - Nursing Administration and Leadership

NUR 603 Information Systems for Nurses in Health Care Organizations	3
NUR 711 Nursing Organization and Leadership Theory	3
NUR 712 Nursing Administration and Leadership Role	3
NUR 714 Legal Aspects of Health Care Administration	3
NUR 715 Financial Management in Non-profit Health Care Organizations	3
NUR 813 Nursing Administration Role Practicum	6
Total	21
Course	Credits

Curriculum - Certificate - Nursing Education

NUR 721 Foundations of Nursing Education	3
NUR 722 Curriculum Design in Nursing Education	3
NUR 723 Teaching and Instructional Strategies in Nursing Education	3
NUR 724 Assessment and Evaluation Methods in Nursing Education	3
NUR 725 Advanced Clinical Practice for Nurse Educators	3
NUR 823 Nursing Education Role Practicum	6
Total	21
Course	Credits

Advisement

Students in the MSN program receive academic and professional advisement from the program coordinator. Students are assigned to the program coordinator/academic advisor from the time they are accepted into the

Academic Programs

program of study. The Advisor works with students to discuss, monitor and provide advisement as it relates to their program of study.

Program Website

<https://www.calu.edu/academics/graduate/masters/msn/>

For Additional Information

Email: calugo@calu.edu

Phone: 1-866-595-6348

Program Coordinator

Mary O'Connor, Ph.D., M.S.N. (University of Pittsburgh), B.S.N. (Carlow University), Professor

Web Page: www.calu.edu/academics/faculty/Mary-Oconnor.aspx

E-mail: occonnor@calu.edu

Phone: 724-938-1652

Program Faculty

Donna Caruthers, Ph.D., M.S.N., B.S.N. (University of Pittsburgh), Assistant Professor

Patricia Davies, D.N.P. (Waynesburg University), M.S.N., (University of Pittsburgh), B.S.N. (Slippery Rock University), Associate Professor

Nicole Evanick, D.N.P. (Chatham University), M.S.N. (Waynesburg University), B.S.N. (Carlow University), Assistant Professor

Linda Pina, Ph.D., (Kennedy-Western University), M.S.N., B.S.N. (Indiana University of Pennsylvania) Assistant Professor

Robin Weaver, Ph.D., M.S.N., B.S.N. (Duquesne University), Assistant Professor

For faculty bios, visit: www.calu.edu/academics/faculty/index.htm

Online Teaching

Certificate: Online Teaching Endorsement - Credits: 12 (program code: 0411)

Delivery Mode

Global Online (100 percent online delivery)

Curriculum - Certificate: Online Teaching Endorsement

Course	Credits
MSE 740 Advanced Instructional Technology	3
MSE 750 Strategies in Teaching Online	3
MSE 761 Assessment	3
MSE 766 Instructional Design	3
Total	12

Academic Programs

Pennsylvania Teaching Certification

Individuals who possess a Pennsylvania Instructional I teaching certification may be able to use the credits earned in a graduate program at California University toward the post-baccalaureate requirements for the Instructional II certification.

Instructional I Certification

Some of our graduate programs lead to specialized initial teaching certification. Review the program requirements in this catalog.

Act 48 Continuing Education

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.

For more information on Pennsylvania Instructional II certification teaching certifications and professional education requirements, please visit the Pennsylvania Department of Education website at www.education.state.pa.us/portal/server.pt/community/pennsylvania_department_of_education/7237.

Reading Specialist

Master of Education: Reading Specialist - Credits: 30 (program code: 0150)

Certificate: Reading Specialist Certificate - Credits: 24 (program code: 0910)

Program Description

Reading specialist candidates will learn and apply theory and research in literacy development and acquisition in preparation to fulfill the various roles of a reading specialist, which include teacher of struggling readers, mentor and coach to classroom teachers, and literacy leader in the community. 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 skill identified in the International Reading Association Standards for Reading Specialists.

The reading specialist program offers two options:

- **Master's degree:** This plan is appropriate for students who wish to earn a Master of Education degree and reading specialist endorsement of their Pennsylvania teaching certificate. In this option, students are required to complete 35-36 credits of graduate coursework. To graduate from the program, candidates must successfully pass a reading specialist portfolio interview during their last semester of coursework. To have the reading specialist certification added to a Pennsylvania teaching certificate, candidates must pass the reading specialist portfolio interview and pass the Praxis II reading specialist test. Candidates interested in certification outside Pennsylvania are required to secure and follow regulations from the other states or entities.
- **Certificate (Certification Preparation):** This plan is appropriate for students who are seeking reading specialist certification only. In this option, students are required to complete 27-33 graduate credits. The number required is dependent on the student's background in special education. The Pennsylvania Department of Education requires all reading specialists to have 9 credits of special education and 3 credits of English as a second language. Therefore, if a student entering the reading specialist program does not have those courses in his/her undergraduate transcript, those credits must be earned in the reading specialist program. California University of Pennsylvania does not award certification. Completers of this program will be awarded a certificate from California University of Pennsylvania. This certificate does not relate to certification or licensure. To earn certification, completers of the program must apply to the Pennsylvania Department of Education which grants certification.

Academic Programs

Delivery Mode

Predominately on-line delivery with a few courses delivered in the traditional, face-to-face format

Accreditation

The reading specialist program is accredited by the Council for the Accreditation of Educator Preparation (CAEP, formerly NCATE) and approved by the Pennsylvania Department of Education

Curriculum - Master of Education: Reading Specialist

Course	Credits
RES 800 Methods of Research	3
RSP 700 Foundations of Literacy: Theory and Instruction	3
RSP 702 Literacy Assessment and Instruction	3
RSP 703 Action Research I: Assessment	3
RSP 704 Action Research II: Instruction	3
RSP 705 Psychology of Reading	3
RSP 706 Literacy Leadership	3
RSP 707 Creating and Fostering Literate Environments	3
RSP 708 Literacy Development for English Language Learners	3
RSP 734 Content Area Reading	3
Total	30

Curriculum - Reading Specialist Certificate

Course	Credits
RSP 700 Foundations of Literacy: Theory and Instruction	3
RSP 702 Literacy Assessment and Instruction	3
RSP 703 Action Research I: Assessment	3
RSP 704 Action Research II: Instruction	3
RSP 705 Psychology of Reading	3
RSP 706 Literacy Leadership	3
RSP 707 Creating and Fostering Literate Environments	3
RSP 734 Content Area Reading	3
Total	24

Academic Programs

Advisement

Students in the reading specialist program receive academic and professional advisement from the program coordinator. Each student is assigned to an academic adviser from the time he/she is accepted into the program of study. Advisers work with students to discuss, monitor and provide advisement as it relates to their program of study.

Program Website

<https://www.calu.edu/academics/graduate/masters/education-campus/reading-specialist/index.aspx>

For Additional Information

Email: gradschool@calu.edu

Phone: 724-938-4187

Program Coordinator

Diane Fine, B.A., West Virginia Wesleyan College; M. Ed. California University of Pennsylvania; M.A. West Virginia University; Assistant Professor

Email: fine@calu.edu

Phone: 724-938-5892

Program Faculty

Holly Diehl, Ed.D. (West Virginia University), M.A. (Frostburg State University), B.S. (West Virginia University), Associate Professor; specializes in Curriculum and Instruction

Diane Nettles, Ph.D., M.Ed., B.S. (University of South Florida), Professor; specializes in Curriculum and Instruction

Christine Peterson, Ed.D. (West Virginia University), M.S. (Johns Hopkins University), B.S. Elementary (Edinboro University), Associate Professor; specializes in Instructional Technology and English as a Second Language

For faculty bios, visit: www.calu.edu/academics/faculty/index.htm.

STEM (Science, Technology, Engineering, and Math) Teacher Education

Master of Education: STEM (Science, Technology, Engineering, and Math) Teacher Education - Credits: 30 (program code: 0905)

Master of Education: Integrative STEM K-12 Education - Credits: 30 (program code: 0920)

Certificate: Integrative STEM Education K-12 Endorsement - Credits: 12 (program code: 0760)

Program Description

The STEM program for elementary and middle school teachers 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 online texts, observing videos of high-quality STEM teaching in classrooms, conducting hands-on experiments and sharing ideas with your colleagues, you will learn many ready-to-use activities that foster STEM learning.

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

Global Online (100 percent online delivery)

Academic Programs

Accreditation

Council for the Accreditation of Educator Preparation (CAEP, formerly NCATE)

Approved by the Pennsylvania Department of Education

Curriculum - Master of Education: STEM Teacher Education

Course	Credits
EDE 701 Standards Aligned Curriculum, Assessment, and Instruction	3
EDE 750* Foundations of Integrative STEM Education K-12	3
EDE 751 Building Scientific Literacy and Understanding Through Inquiry	3
EDE 752 Mathematics as Problem Solving	3
EDE 753 Integrative STEM Pedagogy and Instructional Design	3
EDE 754 Creating Innovative Measures of Learning for Integrative STEM Learning Communities	3
EDE 755 STEM Teachers as Leaders	3
EDE 760 Integrative Project in STEM Education	3
RES 800 Methods of Research	3
TED 775 Integrating Technology in Elementary/Middle School STEM Curriculum	3
Total	30

* EDE 750 must be taken during the student's first semester.

Curriculum - Master of Education: Integrative STEM K-12 Education

Course	Credits
EDE 701 Standards Aligned Curriculum, Assessment, and Instruction	3
EDE 750* Foundations of Integrative STEM Education K-12	3
EDE 751 Building Scientific Literacy and Understanding Through Inquiry	3
EDE 752 Mathematics as Problem Solving	3
EDE 753 Integrative STEM Pedagogy and Instructional Design	3
EDE 754 Creating Innovative Measures of Learning for Integrative STEM Learning Communities	3
EDE 755 STEM Teachers as Leaders	3

Academic Programs

Course	Credits
EDE 760 Integrative Project in STEM Education	3
RES 800 Methods of Research	3
TED 775 Integrating Technology in Elementary/Middle School STEM Curriculum	3
Total	30

* EDE 750 must be taken during the student's first semester.

Curriculum - Certificate: Integrative STEM K-12 Education

Course	Credits
EDE 750 Foundations of Integrative STEM Education K-12	3
EDE 753 Integrative STEM Pedagogy and Instructional Design	3
EDE 754 Creating Innovative Measures of Learning for Integrative STEM Learning Communities	3
EDE 760 Integrative Project in STEM Education	3
Total	12

Clearances

Pennsylvania Act 24, 34, 114 and 151 clearances (or appropriate clearances for non-Pennsylvania residents) are required for field-based course registration but not admission. Applicants may be admitted to the program but will not be able to register for field-based courses until all of the up-to-date clearances are submitted.

Advisement

Students in the elementary education STEM program receive academic and professional advisement from the program coordinator and program faculty. Each student is assigned to an academic adviser from the time he/she is accepted into the program of study. Advisers work with students to discuss, monitor and provide advisement as it relates to their program of study.

Department Website

www.calu.edu/academics/online-programs/stem-teacher-education/index.htm

For Additional Information

Email: stemonline@calu.edu

Phone: 866-595-6348

Program Coordinator

J. William Hug, Ph.D., M.S. (Pennsylvania State University)

Web Page: <https://www.calu.edu/inside/faculty-staff/profiles/j-william-hug.aspx>

E-mail: hug@calu.edu

Phone: 724-938-4135

Graduate Faculty

Deborah Farrer, Ed.D. (West Virginia University), Associate Professor; specializes in reading

Kyle Fredrick, Ph.D. (University at Buffalo), Assistant Professor; specializes in groundwater hydrology and groundwater modeling

Academic Programs

Laura Hummell, Ed.D. (East Carolina University), Assistant Professor; specializes in educational leadership and instructional design

For faculty bios, visit: www.calu.edu/academics/faculty/index.htm

School Psychology

Master of Science: School Psychology - Credits: 36(program code: 0310)

Post-Master Certificate: School Psychology - Credits: 33 (program code: 0410)

Certificate: Threat Assessment and Management in Schools - Credits: 9 (program code: 0717)

Program Description

School psychology brings together the knowledge base of several disciplines, including child psychology, human development and education with an emphasis on special education. While school psychologists work with all children, their first responsibility is to the population of students at risk for failure and who have identified disabilities. With these populations, school psychologists' roles include assessment (comprehensive evaluations of disability and risk), consultation with parents and teachers regarding instructional and behavioral interventions, direct interventions, including crisis prevention/intervention, individual and group counseling, skill training, and training staff, parents and students to be more effective problem-solvers and to better understand disability and risk issues.

School psychologists typically work in public school settings, but can also be found in private schools, mental health centers, hospitals, state education agencies, private practice and universities. There is currently a nationwide shortage of school psychologists; hence the job market is very promising.

In order to practice as a school psychologist, candidates must earn a master's degree (36 credits) plus state certification (33 additional credits of certification preparation coursework) in school psychology. Full-time school psychology candidates typically complete the master's plus certification program in three years. The first year begins by taking three courses in the summer. At the end of the second summer, successful candidates are awarded a Master of Science in School Psychology. Candidates interested in pursuing certification in school psychology continue with full-time coursework through the following summer, then complete a 1,200 clock hour internship in the third year of study. Once the internship requirements have been fulfilled, candidates may then apply for state certification in school psychology. Courses are offered in the evenings, although a small number of master's-level courses are offered online. Full-time school psychology candidates can expect to enroll in three courses each semester. Part-time students are also encouraged to apply; individual programs of part-time study are developed together with the program coordinator.

Delivery Mode

Traditional (on-campus, face-to-face delivery with some online/distance elements). Face-to-face courses are offered exclusively in the evenings.

Minimum of 350 clock hours of practicum, typically obtained within the first two years of coursework via course assignments

Minimum of 1,200 clock hours of internship, typically completed in the third year of study, in a public school setting and in our on-site school psychology clinic

Accreditation

Council for the Accreditation of Educator Preparation (CAEP, formerly NCATE)

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

Curriculum - Master of Science: School Psychology

Academic Programs

Course	Credits
PSY 702* Psychopathology of Childhood	3
PSY 710* Principles of Instruction and Intervention	3
PSY 712 Advanced Psychology of Learning	3
PSY 713 Psychology of Growth and Development	3
PSY 721 Advanced Tests and Measurements	3
PSY 741 Theories of Counseling and Psychotherapy	3
PSY 752 Fundamentals of School Psychology	3
PSY 756 Consultation and Group Processes with Practicum	3
PSY 761 Statistics and Research Methods in Psychology I: Univariate	3
PSY 762 Statistics and Research Methods in Psychology II: Multivariate	3
PSY 795* Seminar in Behavior Modification	3
PSY 796 Seminar in Analysis of Research in School Psych (non-thesis option) OR PSY 849 Thesis Option (see student manual)	3
Total	36

*These courses meet the Pennsylvania Department of Education's Chapter 49 requirements of 9 credits addressing accommodations and adaptations for diverse learners in inclusive settings (PSY 702, PSY 710 and PSY 795) and 3 credits of meeting the needs of English language learners (EDU 650).

Curriculum - Post-Master Certificate: School Psychology

Course	Credits
EDU 650 Supporting English Language Learners	3
PSY 720 Neuropsychology	3
PSY 722 Individual Psychological Evaluation I	3
PSY 723 Individual Psychological Evaluation II	3
PSY 728 Practicum in School Psychology	3
PSY 734 Assessment of Personality and Behavior	3
PSY 742 Techniques of Counseling and Psychotherapy with Practicum	3
PSY 773 Internship in School Psychology	3 (x2)
PSY 774 Internship in School Psychology	3
PSY 798 Seminar in Professional School Psychology	3

Academic Programs

Course	Credits
Total	33

Curriculum - Certificate: Threat Assessment and Management in Schools

Course	Credits
CRM 870 Special Topics-Threat Assessment in the Schools	3
PSY 741 Theories of Counseling and Psychotherapy	3
PSY 756 Consultation and Group Process	3
Total	9

Advisement

Students in the school psychology program receive academic and professional advisement from the program coordinator. Each student is assigned to the graduate academic adviser from the time he/she is accepted into the program of study. Program faculty collaborates with the program coordinator, who then works with students to discuss, monitor and provide advisement as it relates to their program of study.

Program Website

<https://www.calu.edu/academics/graduate/masters/education-campus/school-psychology/index.aspx>

For Additional Information

Email: gradschool@calu.edu

Phone: 724-938-4187

Program Coordinator

Angela J. Bloomquist, Ed.D., Ed.S., M.Ed. (Indiana University of Pennsylvania), B.S. (University of Pittsburgh), Certified School Psychologist, Professor; Specializations: school psychology, assessment, curriculum-based measurement, human development; Research Interests: school psychology job satisfaction, cyberschool and special education

Web Page: <https://www.calu.edu/inside/faculty-staff/profiles/angela-bloomquist.aspx>

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Program Faculty

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

Justin D. Hackett, M.A., Ph.D. (Claremont Graduate University), B.S. (Northern Kentucky University), Assistant Professor

Elizabeth Mason, Ph.D. (Ball State University), M.Ed., B.S. (Indiana University of Pennsylvania), Professor, Pennsylvania and West Virginia Certified School Psychologist, Licensed Psychologist

Rebecca Regeth, Ph.D. (University of New Hampshire), M.S., B.A. (Western Washington University), Professor

Carrie Rosengart, Ph.D. (University of Georgia), M.A., M.S. (University of Georgia), B.S. (Tufts University of Medford), Associate Professor

Dana Schneider, M.Ed., Ph.D. (Duquesne University), B.A. (California University of Pennsylvania), A.S. (Community College of Allegheny County), Assistant Professor

Academic Programs

Linda Toth, Ed.D. (West Virginia University), M.S. (Duquesne University), B.S., (California University of Pennsylvania), Associate Professor, Pennsylvania Licensed Psychologist

For faculty bios, visit: www.calu.edu/academics/faculty/index.htm.

Social Work

Master of Social Work (program code: 0350)

- Advanced Standing Program - Credits: 39
- Regular Program - Credits: 57

Program Description

The Master of Social Work (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 57-credit regular MSW program begins in the fall semester. 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 39 credits, and is designed for students with bachelor's degrees in social work from Council on Social Work Education 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 (on-ground, face-to face delivery, with some online/distance elements)

Accreditation

Council on Social Work Education (CSWE)

Curriculum - Master of Social Work (Advanced Standing)

Course	Credits
SWK 705 Human Behavior and the Social Environment	3
SWK 715 Research, Policy and Rural Social Work Practice	3
SWK 801 Advanced Generalist Practice	3
SWK 803 Differential Assessment	3
SWK 806 Rural Family and Community Policy	3
SWK 808 Advanced Practice Evaluation	3
SWK 812 Practice in Supervision and Administration	3
SWK 829 Advanced Field Practicum I	6

Academic Programs

Course	Credits
SWK 830 Advanced Field Practicum II	6
SWK Practice Electives* (2)	6
Total	39
*Practice Electives	
SWK 811 Practice with Aging in Rural and Small Town Environments	3
SWK 813 Practice in Health Care and Health Planning in Rural and Small Town Environments	3
SWK 814 Practice in Mental Health/Mental Retardation in Rural and Small Town Environments	3
SWK 815 Juvenile and Adult Justice System Practice in Rural and Small Town Environments	3
SWK 816 Practice with Children and Youth in Rural and Small Town Environments	3
SWK 821 Social Work with Substance Abuse/Addictions in Rural and Small Town Environments	3
SWK 840 Electives (varied)	3

Curriculum - Master of Social Work (Regular)

Course	Credits
SWK 701 Generalist Practice I	3
SWK 702 Generalist Practice II	3
SWK 705 Human Behavior and the Social Environment	3
SWK 707 Human Diversity	3
SWK 709 Social Welfare Policy, Services and Program Design	3
SWK 716 Social Work Research Methodology and Data Analysis	3
SWK 730 First Year Field Practicum I	3
SWK 801 Advanced Generalist Practice	3
SWK 803 Differential Assessment	3
SWK 806 Rural Family and Community Policy	3
SWK 808 Advanced Practice Evaluation	3

Academic Programs

Course	Credits
SWK 812 Practice in Supervision and Administration	3
SWK 829 Advanced Field Practicum I	6
SWK 830 Advanced Field Practicum II	6
SWK Practice Electives* (3)	9
Total	57
*Practice Electives	
SWK 811 Practice with Aging in Rural and Small Town Environments	3
SWK 813 Practice in Health Care and Health Planning in Rural and Small Town Environments	3
SWK 814 Practice in Mental Health/Mental Retardation in Rural and Small Town Environments	3
SWK 815 Juvenile and Adult Justice System Practice in Rural and Small Town Environments	3
SWK 816 Practice with Children and Youth in Rural and Small Town Environments	3
SWK 821 Social Work with Substance Abuse/Addictions in Rural and Small Town Environments	3
SWK 840 Electives (varied)	3

Advisement

Students in the social work program receive academic and professional advisement from the program coordinator and program faculty. Each student is assigned to an academic adviser from the time he/she is accepted into the program of study. Advisers work with students to discuss, monitor and provide advisement as it relates to their program of study.

Program Website

<https://www.calu.edu/academics/graduate/masters/social-work/index.aspx>

For Additional Information

Email: gradschool@calu.edu

Phone: 724-938-4187

Program Coordinator

Dr. Sheri Boyle

Web Page: <https://www.calu.edu/inside/faculty-staff/profiles/sheri-boyle.aspx>

Email: boyle@calu.edu

Phone: 724-938-1597

Program Faculty

Ann B. Begamasco, B.S. Social Work, M.S.W. Social Work

Dr. Selina Matis, B.S. Social Work, M.S.W. Social Work

Academic Programs

Dr. Gwendolyn D. Perry-Burney, Ph.D. (University of Pittsburgh), B.S.W., M.S.W. (Temple University), Associate Professor

Dr. T. Thao Pham, MSW (Smith College), Ph.D., (Columbia University), B.A. (University of Houston), Assistant Professor

Dr. Rosalie Smiley, M.S.W., L.M.S.M., M.P.H., Ph.D. (University of Pittsburgh), Professor

Dr. Pamela C. Twiss, Ph.D., M.S.W. (University of Pittsburgh), B.A. (Point Park College), Associate Professor

For faculty bios, visit: www.calu.edu/academics/faculty/index.htm.

Special Education

M.Ed. with Pre-K-8 Certification (currently certified in Elementary Education) - Credits: 30 (program code: 0746)

M.Ed. with 7-12 Certification (currently certified in Secondary Content Area) - Credits: 30 (program code: 0747)

M.Ed. with Autism Spectrum Disorders (currently certified in Special Education) - Credits: 30 (program code: 0749)

M.Ed. with Dual Pre-K-4/K-8 Certification (no current teaching certification) - Credits: 63 (program code: 0148)

Certification -Autism Spectrum Disorders- Credits: 12 (program code: 0752)

Certificate - Autism Spectrum Disorders- Credits: 12 (program code: 0751)

Two concentrations are offered in Applied Behavior Analysis:

<https://www.calu.edu/academics/graduate/masters/education-online/applied-behavior-analysis/index.aspx>

<https://www.calu.edu/academics/graduate/masters/education-online/applied-behavior-analysis/autism.aspx>

Program Description

The Master of Education in Special Education program is available to students seeking a master's degree along with coursework making the student eligible for Pennsylvania teaching certification. There are several different program options that are dependent upon an applicant's undergraduate degrees. These options are as follows:

M.Ed. with Pre-K-8 Certification (currently certified in elementary education): This program is intended for applicants who already hold Pennsylvania teaching certification in elementary education, Pre-K to grade 4 or grade 4 to grade 8. Upon completion, the student will hold a master's degree in special education and will be eligible to add Pre-K to grade 8 special education endorsement to his/her current teaching certificate.

M.Ed. with 7-12 Certification (currently certified in secondary content area): This program is intended for applicants who already hold Pennsylvania teaching certification in a secondary education content area. Upon completion, the student will hold a master's degree in special education and will be eligible to add grade 7-12 special education endorsement to his/her current teaching certificate.

M.Ed. with Dual Pre-K-4/K-8 Certification (no current teaching certificate): This program is intended for applicants who do not already hold Pennsylvania teaching certification. Upon completion, the student will hold a master's degree in special education and will be eligible for dual certification in Pre-K to grade 4 and Pre-K to grade 8 special education.

M.Ed. with Autism Spectrum Disorders (currently certified in special education): This program is intended for applicants who already hold Pennsylvania teaching certification in special education. Upon completion, the student will hold a master's degree in special education and will be eligible to add autism spectrum disorders (ASD) endorsement to his/her current teaching certificate.

Candidates for Pennsylvania certification must have completed undergraduate or graduate coursework that include the following:

Academic Programs

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)

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.

Certification:

The certification only programs in special education are available to students seeking to be eligible to add special education endorsement to a current Pennsylvania teaching certification. These options do not lead to a master's degree. There are several different program options that are dependent upon an applicant's undergraduate degrees and prior certification. These options are as follows:

- **Certification - Autism spectrum disorders (not certified in special education):** Students who do not currently hold special education certification, including educators with certification in any area, other education professionals, family members of individuals with ASD and others, can complete the four-course, 12-credit online program for professional development, but will not be able to apply for ASD certification.

Certificate:

The certificate programs in autism spectrum disorders is available to students seeking to gain knowledge in the subject area without a desire to secure teaching certification.

- **Certificate - Autism spectrum disorders:** Students, including teachers, other education professionals, family members of individuals with ASD, and others, can complete the four-course, 12-credit online program for professional development.

Delivery Mode

Traditional (on-ground, face-to-face delivery, with some online/distance elements)

Accreditation

Council for the Accreditation of Educator Preparation (CAEP, formerly NCATE)

Approved by the Pennsylvania Department of Education

Curriculum - Master of Education Special Education Pre-K - 8 Certification

ESP 602 Life Skills Planning and Instruction	3
ESP 603 Assessment and Prescriptive Teaching	3
ESP 607 Early Intervention: Special Education	3
ESP 610 Special Education Foundations and Collaboration	3
ESP 612 Evidence-based Practices for Pre-K-8 Inclusion	3
ESP 620 Special Education History, Theory and Exceptionality	3

Academic Programs

ESP 622 Advanced Evidence-based Practices for Pre-K-8 Inclusion	3
ESP 639 Field Experience Seminar in Special Education	3
ESP 701 Introduction to Behavior Analysis	3
ESP 800 Seminar in Advanced Behavior Analysis and Research Design	3
Total	30
Course	Credits

Curriculum - Master of Education Special Education with 7 - 12 Certification

ESP 602 Life Skills Planning and Instruction	3
ESP 603 Assessment and Prescriptive Teaching	3
ESP 606 Transition Planning and Instruction	3
ESP 610 Special Education Foundations and Collaboration	3
ESP 613 Evidence-based Practices for Secondary Inclusion	3
ESP 620 Special Education History Theory, and Exceptionality	3
ESP 623 Advanced Evidence-based Practices for Secondary Inclusion	3
ESP 639 Field Experience in Special Education	3
ESP 701 Introduction to Behavior Analysis	3
ESP 800 Seminar in Advanced Behavior Analysis and Research Design	3
Total	30
Course	Credits

Curriculum - Master of Education Special Education with Autism Spectrum Disorders

ESP 602 Life Skills Planning and Instruction	3
ESP 603 Assessment and Prescriptive Teaching	3
ESP 606 Transition Planning & Instruction OR ESP 607 Early Intervention: Special Education	3
ESP 639 Field Experience Seminar in Special Education	3

Academic Programs

ESP 701* Introduction to Behavior Analysis	3
ESP 740 Nature/Characteristics of Autism Spectrum Disorders	3
ESP 741 Communication, Behavior and Instruction: Autism Spectrum Disorders	3
ESP 742 Life Transitions and Partnerships: Autism Spectrum Disorders	3
ESP 743 Navigating the Social World: Autism Spectrum Disorders	3
ESP 800 Seminar in Advanced Behavior Analysis and Research Design	3
Total	30
Course	Credits

* ESP 701 is a prerequisite course for all other courses in Special Education. Students must complete 15 credits of Required Special Education Courses. These courses listed in the sequence above include ESP 602, ESP 603, ESP 606, ESP 607, and ESP 639. Students may substitute any of these required 15 credits with the following courses listed below:
 ESP 612 Evidence Based Practices for PK-8 Inclusion (3 credits)
 ESP 613 Evidence Based Practices for Secondary Inclusion (3 credits)
 ESP 620 Special Ed. History, Theory, and Exceptionality (3 credits)
 ESP 622 Advanced Evidence Based Practices for PK-8 Inclusion (3 credits)
 ESP 623 Advanced Evidence Based Practices for Secondary Inclusion (3 credits)

Curriculum - Master of Education Special Education with Dual Pre-K - 4 & K-8 Certification

Course	Credits
Core Courses	
ESP 610* Special Ed: Foundations & Collaboration	3
ESP 620 Special Ed. History, Theory & Exceptionality	3
ESP 639 Field Experience Seminar in Special Education	3
ESP 701* Introduction to Behavior Analysis	3
Specialized Courses	
ECE 703 Literacy Development	3
ECE 707 Leadership and Management in Early Childhood	3
ELE 701 Teaching Language Arts	3
ELE 702 Teaching in Reading	3
ELE 711 Teaching in Mathematics	3

Academic Programs

Course	Credits
ELE 718 Teaching Expressive Arts	3
ELE 721 Teaching in Science	3
ELE 731 Teaching in Social Studies	3
ESP 602 Life Skills Planning and Instruction	3
ESP 603 Assessment and Prescriptive Teaching	3
ESP 607 Early Intervention: Special Education	3
ESP 612 Evidence-based Practices for PreK-8 Inclusion	3
ESP 622 Advanced Evidence Practices for PreK-8 Inclusion	3
Capstone Courses**	
ELE 795 Student Teaching Internship	3 to 9
ESP 661 Student Teaching Internship	3 to 9
ESP 800 Seminar in Advanced Behavior Analysis & Research Design	3
Total	63

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

** Total of 12 credits for capstone courses.

Program Requirements

PA certification requires the following at the undergraduate or graduate level:

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 must take the Graduate Comprehensive Exam.

Curriculum - Certification - Autism Spectrum Disorders

Course	Credits
ESP 740 Nature/Characteristics of Autism Spectrum Disorders	3

Academic Programs

Course	Credits
ESP 741 Communication, Behavior and Instruction: Autism Spectrum Disorders	3
ESP 742 Life Transitions and Partnerships: Autism Spectrum Disorders	3
ESP 743 Navigating the Social World: Autism Spectrum Disorders	3
Total	12

Curriculum - Certificate - Autism Spectrum Disorders

Course	Credits
ESP 740 Nature/Characteristics of Autism Spectrum Disorders	3
ESP 741 Communication, Behavior and Instruction: Autism Spectrum Disorders	3
ESP 742 Life Transitions and Partnerships: Autism Spectrum Disorders	3
ESP 743 Navigating the Social World: Autism Spectrum Disorders	3
Total	12

Advisement

Students in the special education program receive academic and professional advisement from the program coordinator and program faculty. Each student is assigned to an academic adviser from the time he/she is accepted into the program of study. Advisers work with students to discuss, monitor and provide advisement as it relates to their program of study.

Department Website

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

For Additional Information

Email: gradschool@calu.edu

Phone: 724-938-4187

Program Coordinator

Peter Heh, Ed.D, BCBA (University of Pittsburgh), M.Ed. (Edinboro University of Pennsylvania), B.A. (Washington and Jefferson College), Assistant Professor; Specializations: Autism, Applied Behavioral Analysis, Assessment Design.

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Graduate Faculty

James Burton, Ed.D. M.A. (West Virginia University), B.A. (Fairmont State University), Assistant Professor; Specializations: Life Skills, Transition and Assistive Technology

Jason Kight, Ed.D. (West Virginia University), Assistant Professor; Specializations: Behavior Disorders, Co-Teaching, Classroom Management and Autism

Academic Programs

Kalie R. Kossar, Ed.D., BCBA-D (West Virginia University), M.Ed. (California University of Pennsylvania), B.S. (University of Pittsburgh), Associate Professor; Specializations: Collaboration, Assessment, Inclusion, Applied Behavior Analysis

Katherine Mitchem, Ph.D., BCBA-D (Utah State University), M.Ed. (Drury University), B.S. (Manchester University), Professor; Specializations: Applied Behavior Analysis and Autism and Special Education Technology

Mary Seman, Ed.D. (West Virginia University), M.Ed. (University of Vermont), B.S. (California University of Pennsylvania), Professor; Specializations: Applied Behavior Analysis, Direct Instruction, Learning Strategies and Content Enhancement Routines

For faculty bios, visit: www.calu.edu/academics/faculty/index.htm.

Sport Management Studies

Intercollegiate Athletic Administration Concentration - Credits: 36 (program code: 0962)

Generalist Concentration - Credits: 36 (program code: 0963)

Strategic Sport Analysis Concentration - Credits: 36 (program code: 0965)

Certificate - Intercollegiate Athletic Administration - Credits: 12 (program code: 0981)

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 email allow the cohorts to communicate and interact, adding unique insight into the discussion. Students have the option of completing the specialist concentration, the intercollegiate athletic administration concentration, or the strategic sport analysis concentration. 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. This virtual community creates a lively and dynamic educational experience that enriches the collaborative skills essential for success in the sport industry. Students are eligible for a graduate certificate of 12 credits in intercollegiate athletic administration. The intercollegiate athletic administration track has been developed in consultation with the NCAA.

Delivery Mode

Global Online (100 percent online delivery)

Curriculum - Master of Science: Sport Management Studies - Generalist

Course	Credits
SPT 700 Research Methods in Sport	3
SPT 710 Socio-cultural Aspects of 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 Leadership and Management in Sport	3
SPT 799 Mentorship	12

Academic Programs

Course	Credits
Total	36

Curriculum - Master of Science: Sport Management Studies - Intercollegiate Athletic Association

Course	Credits
SPT 700 Research Methods in Sport	3
SPT 710 Socio-cultural Aspects of 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 Leadership and Management in Sport	3
SPT 790 Sport Governance	3
SPT 791 Sport Compliance	3
SPT 792 Legal Aspects of Equity in Intercollegiate Athletics	3
SPT 793 Development of Human Resource Strategies in Intercollegiate Athletics	3
Total	36

Curriculum - Master of Science: Sport Management Studies - Strategic Sport Analysis

Course	Credits
SPT 700 Research Methods in Sport	3
SPT 710 Socio-cultural Aspects of 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 Leadership and Management in Sport	3
SPT 780 Current Trends and Issues in Sport Management	3
SPT 781 Sports Analytics	3

Academic Programs

Course	Credits
SPT 782 Economic Analysis in Sport	3
SPT 783 Strategic Sport Management	3
Total	36

Curriculum - Certificate: Intercollegiate Athletic Administration

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
Total	12
Course	Credits

Advisement

Students in the sport management program receive academic and professional advisement from the program coordinator and program faculty. Each student is assigned to an academic adviser from the time he/she is accepted into the program of study. Advisers work with students to discuss, monitor and provide advisement as it relates to their program of study.

Program Website

<https://www.calu.edu/academics/online-programs/sport-management/curriculum/index.htm>

For Additional Information

Email: sportmgt@calu.edu

Phone: 866-595-6348

Program Coordinator

Robert G. Taylor, Ph.D. (University of Southern Mississippi), M.Ed. (Frostburg State University), B.S. (San Diego State University), Associate Professor

Web Page: <https://www.calu.edu/inside/faculty-staff/profiles/robert-taylor.aspx>

E-mail: taylor_rg@calu.edu

Phone: 724-938-4256

Program Faculty

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

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

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

Laura Miller, M.S. Ph.D. (University of Southern Mississippi), B.S. (Pennsylvania State University - Behrend College), Assistant Professor

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

Academic Programs

For faculty bios, visit: www.calu.edu/academics/faculty/index.htm.

Teacher Education

The following teacher education-related graduate programs are offered:

- Administrative Program for Principals
- Advanced Studies in Secondary Education
- Early Childhood Education
- Education Administration and Leadership (Ed.D.)
- Educational Studies
- Elementary Education PreK - 4
- Elementary / Special Education
- English as a Second Language (ESL)
- Master of Arts in Teaching
- Reading Specialist
- School Counseling
- School Psychology
- Special Education
- STEM Teacher Education
- Superintendent Letter of Eligibility
- Technology Education

Technology Education

Master of Education: Technology Education - Credits: 30 (program code: 0915)

Certificate: STEM Secondary Education - Credits: 9 (program code: 0917)

Program Description

The Technology Education program offers a master's of education in technology education and a certificate in STEM for Secondary Education. Students are encouraged to apply for admission to both programs at the same time since the courses required for the certificate are also required for the master's degree. Upon completion, students would earn both the master's degree and the certificate.

The mission of the master's 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. The certificate provides educators with a fundamental understanding of STEM subject matter in secondary schools.

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. The degree and certificate are 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 global online at calugo@calu.edu or visit www.calu.edu/academics/colleges/education/post-bacc-cert/index.htm.

Delivery Mode

Global Online (100 percent online delivery)

Accreditation

Council for the Accreditation of Educator Preparation (CAEP, formerly NCATE)

Academic Programs

Curriculum - Master's

Course	Credits
TED 701 Issues in Technology Education Curriculum & Instruction	3
TED 702 Assessment in a Constructivist Classroom	3
TED 703 Strategic Management in Education	3
TED 704 Integrating Math, Science and Technology	3
TED 705 Technology and Sustainable Development	3
TED 715 Study in Human Creativity	3
TED 718 Special Populations in Laboratory-based Programs	3
TED 725 Applied Research Science, Technology, Engineering and Mathematics Education	3
TED 807 Technology Program Development and Improvement	3
TED 850 Technology Education Major Project	3
Total	30

Curriculum - Certificate

Course	Credits
TED 703 Strategic Management in Education	3
TED 704 Integrating Math, Science and Technology	3
TED 725 Applied Research Science, Technology, Engineering and Mathematics Education	3
Total	9

Advisement

Students in the technology education program receive academic and professional advisement from the program coordinator and program faculty. Each student is assigned to an academic adviser from the time he/she is accepted into the program of study. Advisers work with students to discuss, monitor and provide advisement as it relates to their program of study.

Program Website

<https://www.calu.edu/academics/graduate/masters/technology-education/index.aspx>

For Additional Information

Email: techedonline@calu.edu

Phone: 866-595-6348

Program Faculty

Laura Hummell, Ed.D. (East Carolina University), M.S. (Old Dominion University), B.S. (Pennsylvania State University), Assistant Professor

Academic Programs

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

For faculty bios, visit: www.calu.edu/academics/faculty/index.htm

Weather and Climatology

Master of Education: Educational Leadership: Educational Studies: Weather and Climatology - Credits: 30 (program code: 0974)

Certificate: AMS DataStreme - Credits: 15 (program code: 0750)

Program Description

Weather and Climatology

Weather and climate influence decision-making in fields from business and finance to public health and regional planning. California University of Pennsylvania's online master's degree program in weather and climatology positions you to be an educational leader as you teach your elementary, middle or high school students about the wide-ranging impacts of weather and climate.

AMS DataStreme

Advance your teaching skills and enhance your knowledge of Earth's atmosphere, ocean and climate systems with the AMS DataStreme Certificate program at California University of Pennsylvania.

Through its unique partnership with the American Meteorological Society, Cal U offers K-12 teachers an opportunity to earn graduate credits tuition-free when they participate in nationally recognized AMS Education Program courses.

Delivery Mode

Global Online (100 percent online delivery)

Curriculum - Master of Education: Educational Leadership: Educational Studies: Weather and Climatology

Course	Credits
ADP 664 Field Project: Leadership	3
ADP 673 Field Project: Research & Evaluation	3
EAS 511 DataStreme Atmospheric Studies OR EAS 512 DataStreme Ocean Studies OR EAS 513 DataStreme Climate Studies (choose 2)*	6
EAS 710 Water in Earth System	3
EAS 720 Sustainability in Changing Climate	3
EAS 730 Environmental Hazards in Changing Climate	3
MSE 745 Managing Learning Environments	3
MSE 750 Online Technologies in Education	3
MSE 755 Constructivist Instructional Strategies	3
Total	30

* EAS 511, 512 and 513 may not be taken together in the same semester.

Curriculum - Certificate: AMS DataStreme

Academic Programs

Course	Credits
EAS 511: DataStreme Atmospheric Studies	3
EAS 512: DataStreme Ocean Studies	3
EAS 513: DataStreme Climate Studies	3
EAS 514: Selected Topics in Atmospheric Studies	3
EAS 515: Selected Topics in Ocean Science Studies	3
Total	15

Program Website

<https://www.calu.edu/academics/graduate/masters/education-online/weather-climatology/index.aspx>

For Additional Information

Email: calugo@calu.edu

Phone: 866-595-6348

Graduate

Accreditations

UNIVERSITY MEMBERSHIPS AND ACCREDITATIONS

MEMBER of the Pennsylvania State System of Higher Education

MEMBER of the American Association of State Colleges and Universities (AASCU)

1307 New York Ave. NW, Fifth Floor

Washington, DC 20005-4701

202-293-7070

Fax 202-296-5819

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

www.aacte.org

ACCREDITED by the Middle States Commission on Higher Education (MSCHE)

3624 Market St.

Philadelphia, PA 19104

267-284-5000

Fax 215-662-5501

www.msche.org

PROGRAM ACCREDITATIONS

Administrative Program for Principals and Superintendent Letter of Eligibility comply with the standards of the Educational Leadership Constituent Council

1615 Duke St.

Alexandria, VA 22314-3483

703-518-6256

Fax 703-549-5568

<https://naesp.org>

Art program, accredited by the

National Association of Schools of Art and Design (NASAD)

11250 Roger Bacon Dr.

Suite 21

Reston, VA 20190

703-437-0700

Fax 703-437-6312

nasad.arts-accredit.org

Bachelor of Science in Athletic Training Education programs, accredited by the Commission on Accreditation of Athletic Training Education (CAATE)

6850 Austin Center Blvd., Suite 100

Austin, TX 78731-3184

512-773-9700

Fax 512-773-9701

caate.net

Chemistry program, approved by the American Chemical Society (ACS)

1155 16th St.

Washington, D.C. 20036

www.acs.org/cpt

Graduate

Communication Disorders program, accredited by the
American Speech-Language-Hearing Association (ASHA)
2200 Research Blvd.
Rockville, MD 20850-3289
301-296-5700
Fax 301-296-8580
www.asha.org

Bachelor of Science in Computer Information Systems program, accredited by the
Computing Accreditation Commission of ABET
415 North Charles Street
Baltimore, MD 21201
410-347-7700
abet.org

Computer Engineering Technology program, accredited by the
Engineering Technology Accreditation Commission (ETAC) of the Accreditation Board for Engineering and
Technology (ABET)
111 Market Place, Suite 1050
Baltimore, MD 21202-4012
410-347-7700
Fax 410-625-2238
www.abet.org

Computer Information Systems program, accredited by the
Computing Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET)
417 N. Charles St.
Baltimore, MD 21201
410-347-7700
Fax 410-625-2238
www.abet.org

Computer Science program, accredited by the
Computing Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET)
111 Market Place, Suite 1050
Baltimore, MD 21202-4012
410-347-7700
Fax 410-625-2238
www.abet.org

School Counseling and Community Counseling programs, accredited by the
Council for the Accreditation of Counseling and Related Educational Programs (CACREP)
1001 N. Fairfax St., Suite 510
Alexandria, VA 22314
703-535-5990
Fax 703-739-6209
www.cacrep.org

Early Childhood Education programs, accredited by the
National Association for the Education of Young Children
1313 L St. NW, Suite 500
Washington, DC 20005
202-232-8777
Fax 202-328-1846
www.naeyc.org

Graduate

Electrical Engineering Technology program, accredited by the Engineering Technology Accreditation Commission (ETAC) of the Accreditation Board for Engineering and Technology (ABET)
111 Market Place, Suite 1050
Baltimore, MD 21202-4012
410-347-7700
Fax 410-625-2238
www.abet.org

Geography, Travel and Tourism Concentration program, certified by the World Tourism Organization TedQual Certification System (UNWTO)
UNWTO.Themis Foundation
Av. Dr. Vilanova 13, Edifici DAVI, Esc. B, 5º B, C i D
AD 500 Andorra la Vella - Principality of Andorra
+376 802 600
Fax +376 829 955
www2.themis.unwto.org

Graphic Communications/Multimedia program, accredited by the Accrediting Council for Collegiate Graphic Communications, Inc. (ACCGC)
1034 W. 15th St.
Cedar Falls, IA 50613-3659
319-266-8432
www.accgc.org

Graphic Design program, accredited by the National Association of Schools of Art and Design (NASAD)
11250 Roger Bacon Dr.
Suite 21
Reston, VA 20190
703-437-0700
Fax 703-437-6312
nasad.arts-accredit.org

The baccalaureate degree program in nursing and master's degree program in nursing at California University of Pennsylvania are accredited by the Commission on Collegiate Nursing Education
655 K Street, NW
Suite 750
Washington DC, 20001
202-887-6791
<http://ccneaccreditation.org>

Parks and Recreation Management program, accredited by the National Recreation and Park Association Council on Accreditation for Parks, Recreation, Tourism and Related Professions (COAPRT)
22377 Belmont Ridge Rd.
Ashburn, VA 20148-4501
800-626-6772
Fax 703-858-0794
www.nrpa.org/COAPRT

Physical Therapist Assistant program, accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE)
1111 N. Fairfax St.
Alexandria, VA 22314-1488
703-684-2782

Graduate

Fax 703-684-7343
www.capteonline.org

School Psychology program, accredited by the
National Association of School Psychologists (NASP)
4340 E. West Highway, Suite 402,
Bethesda, MD 20814
301-657-0270
Fax 301-657-0275
www.nasponline.org

Associate of Science in Radiologic Technology/Science, accredited by the
Joint Review Committee on Education in Radiologic Technology
20 N. Wacker Drive, Suite 2850
Chicago, IL 60606-3182
312-704-5300
Fax 312-704-5304
www.jrcert.org

Bachelor of Social Work and Master of Social Work program, accredited by the
Council on Social Work Education (CSWE)
1701 Duke St., Suite 200
Alexandria, VA 22314
703-683-8080
Fax 703-683-8099
www.cswe.org

Teacher Education programs, accredited by the
National Council for Accreditation of Teacher Education (NCATE)
2010 Massachusetts Ave. NW, Suite 500
Washington, DC 20036-1023
202-466-7496
Fax 202-296-6620
www.ncate.org

Cal U's education programs have been accredited by the National Council for Accreditation of Teacher Education (NCATE) since 1954, and we are continuing with the successor organization, the Council for the Accreditation of Educator Preparation (CAEP).

Technology Management program and
Technology Management Nanofabrication Manufacturing Technology program, accredited by the
Association of Technology Management and Applied Engineering (ATMAE)
1390 Eisenhower Place
Ann Arbor, MI 48108
734-677-0720
Fax 734-677-0046
www.atmae.org

Theatre program, accredited by the
National Association of Schools of Theatre (NAST)
11250 Roger Bacon Dr.
Suite 21
Reston, VA 20190
703-437-0700
Fax 703-437-6312
Nast.arts-accredit.org

Graduate

CREDENTIALLED PROGRAMS

Applied Behavior Analysis programs, credentialed by the
Behavior Analyst Certification Board
7950 Shaffer Parkway
Littleton, CO 80127, USA
1-720-438-4321
Fax: 720-468-4145
www.bacb.com

Graduate

Admissions

Application Process

Individuals may apply online at www.calu.edu and pay the non-refundable application fee of \$35.00 for Master's level programs and \$50.00 for Doctoral level programs following the guidelines listed.

Submit official sealed transcripts of the degree required for admission to the School of Graduate Studies and Research, California University of Pennsylvania, 250 University Ave., California, PA 15419. The degree must have been awarded from a regionally accredited college or university. It is not necessary to send a transcript of coursework completed at California University.

Admission Decisions

Generally, the minimum requirement for admission to the School of Graduate Studies and Research is a 3.00 undergraduate GPA. Some programs have other GPA requirements. Applicants who have less than a 3.00 undergraduate GPA may be able to seek conditional admission based on established criteria. Review program requirements in this catalog.

In addition to GPA, some programs require additional documentation such as letters of recommendation, references, specified entrance exams (Praxis/PAPA, GRE, MAT), and/or other supporting material. See program requirements in this catalog.

When Graduate Admissions has received all of the required application materials, the materials are reviewed for the admission decision. The applicant is informed of the decision via e-mail.

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.

Residency is determined at admission. A Pennsylvania resident is defined as one who is a bonafide resident of and domiciled within the State of Pennsylvania for a reasonable period, typically not less than one year, immediately preceding the student's registration for a term. Individuals who have been adjudged not to be a resident of Pennsylvania and would like to appeal the decision must petition after admission the Residency Appeals Committee through the office of the Vice-President for Academic Affairs.

Admission Policy

Several types of admission to the graduate school are available. Please consult the Admission to the Graduate School policy on the Academic Affairs' policy web page for more details.

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. Most programs have rolling deadlines and applications may be submitted at any time. However, the programs listed below have strict application deadlines that must be met in order to be considered for admission:

Athletic Training - April 1

Clinical Mental Health Counseling - Nov. 1 for spring admission, May 1 for summer admission, July 1 for fall admission

Communication Disorders - Feb. 15

Counselor Education - Nov. 1 for spring admission, May 1 for summer admission, July 1 for fall admission

Education and Administrative Leadership - Apr. 15 and May 15

School Counseling - Nov. 1 for spring admission, May 1 for summer admission, July 1 for fall admission

Graduate

School Psychology - Feb. 15

Social Work - May 19 for Summer admission, June 16 for Fall admission

Sports Counseling - First Friday in May

Admission for Other Programs

In addition to degree programs, the University offers certification programs, certificates, and options for non-degree and visiting students.

Certification Programs

Certification programs prepare individuals to apply for a certification or licensure from a third party, which normally imposes experiences and requirements beyond university credits. These additional program requirements develop appropriate competencies in specific areas of specialization.

Certificates

A certificate is not a certification but rather a formal, credit-based credential that indicates completion of a program of study that does not culminate in a degree or qualify the individual for certification.

Non-degree

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 for personal or professional growth without pursuing a graduate degree.

Admitted non-degree students may take only a limited number of credits. Completion of these courses does not automatically lead to admission to a degree or certification program. Applicants interested in further exploration must reapply (fee waived).

Visiting Students

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

California University welcomes applications from students from countries other than the United States. All international applicants must follow the procedures and guidelines, which are available at www.calu.edu/prospective/graduate/how-to-apply/international-applicants/.

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.

Graduate Assistantships

All applicants who are interested may contact the School of Graduate Studies and Research regarding graduate assistantships and the Financial Aid Office regarding financial options. Admission into the University does not imply receipt of a graduate assistantship.

Course Descriptions

ACC-Accounting

ACC518 - Tax Planning and Concepts

This course deals with the broad recognition of the tax effects of business decisions and a practical approach to tax planning for both individuals and corporations.

ACC711 - Managerial Accounting

This course focuses on the use of accounting data for corporate financial planning and control. Topics include organization for control, profit planning, budgeting, relevant costing, return on investment and administration of controllership functions in business organizations.

ADP-Professional Education

ADP621 - Curriculum Leadership Using a Standards-Aligned System

Among the many leadership roles and responsibilities in the principalship, none is more important than educational program development, administration and evaluation. The purpose of this course is to develop the student's understanding of a standards-aligned system curriculum development process and the leadership necessary for the process, and the structure needed to provide appropriate professional development.

ADP626 - Instructional Leadership and Strategies for Inclusive Classrooms

This course is designed to provide principal candidates with a framework for effective, practical use of a variety of instructional strategies to promote best inclusive practices. These strategies are used with teachers to improve curriculum and instruction. Through various learning experiences, you will develop your knowledge, skills and professional dispositions that will help you to lead your school. The course is designed to help you develop a foundation for leadership by understanding what differentiated instruction is, why it is appropriate for all learners, and how to serve as an instructional leader in this area. Principal candidates will explore and analyze Standards# Based Instruction, Bloom's Taxonomy of the Cognitive Development, Writing Across the Curriculum, Multiple Intelligences, Response to Intervention, Inclusion, Multiple Measures of Data to inform Decision#Making, and Leadership and Differentiated Instruction to support a diverse student body at all grade levels.

ADP631 - School Law and Ethics

This course helps students acquire a practical working knowledge of school law. Education operates within a complex legal framework of law. Local school board policy, administrative regulations, state and federal statutes, and the constitution all impact the daily operation of our schools. Hence, every person involved in the educational process should be aware of the laws that govern his or her daily activities in order to be fair, efficient, and effective. Students completing this course should have the knowledge base necessary to make informed decisions and the research skills necessary to find additional information concerning points of law if needed.

ADP641 - School Community Relations Seminar

This course is for educators who hope to become principals or teachers who wish to assume a greater leadership role in the school where they teach. The purpose of this seminar is twofold: (1) to help school administrators and leaders develop an understanding of the conditions, diversity and changes that affect school-community interaction and its impact on student achievement, and (2) to help administrators and school leaders have an understanding of the strategic planning process, board policy on community relations and research on community partnerships and then apply this information to develop a five-year plan on the importance of school and community partnerships in relation to student achievement.

ADP647 - Orientation and Assessment Seminar

The Orientation and Assessment Seminar is required of all principal candidates at the beginning of their program in order to explain program philosophy and ongoing assessment activities. It provides students with the opportunity to become familiar with the program mission, philosophy, goals and competencies. "Orientation" indicates an introduction to the parameters and style of the course. "Assessment" indicates the self-assessment that transpires by the very nature of the course activities. By completing the required assignments, students come to understand the specific areas in which they are most familiar as well as those in which they need to place the most individual emphasis. Through a review of their personal values, dispositions toward leadership and actual leadership skills, as well as their knowledge and understanding of educational leadership, students will develop deeper understandings with which to guide their personal and professional development as school leaders. This

Course Descriptions

process that promotes self-understanding and professional growth, within the context of educational leadership, is a focus of the Orientation and Assessment Seminar.

ADP661 - Educational Leadership

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

ADP664 - Field Project/Leadership

In this course, problem-solving activities and field projects planned cooperatively with University and school district personnel are designed in the area of education leadership or school leadership and special education. This practice-centered approach requires students to apply their knowledge, and demonstrate proficiency in those skills that contribute to effective performance as a leader.

ADP670 - Internship

The internship is a leadership standards-based experience designed to put theory into practice. It is where formal coursework is applied in a field setting. It provides significant opportunities in the workplace to synthesize and apply the knowledge and to practice and develop skills identified in the program competency areas. An internship with a trained mentor is an important and highly valued part of the program. Each placement will be made in cooperation with the Administrative Program for Principals faculty, the participating school district, and the intern. The internship involves an in school year field placement with a carefully chosen and certified principal/mentor (field supervisor) in a K-12 school, who shares the Administrative Program for Principals program philosophy that the principal should function as a standards-driven change agent and facilitator of the reform process as well as a strong instructional leader. The intern is both a participant and observer under the direction of the principal who should provide the intern with as many standards based supervisory and administrative experiences as possible. The intern gains valuable work-related experience and is given the opportunity to learn how academic knowledge and skills can be applied at the worksite with real people, problems and events.

ADP673 - Supervised Field Project/Research and Evaluation

Problem-solving activities and field experiences planned cooperatively with University and school district personnel are designed in the area of research and evaluation. This practice-centered approach requires students to apply their knowledge and demonstrate proficiency in those skills that contribute to effective performance as an administrator.

ARB-Arabic

ARB610 - Arabic Linguistics

Students will be introduced to the aspects of Arabic language that are of interest to linguists who focus on the linguistic aspects of the language. This course will focus on the study of Arabic as “a language system” in terms of modern linguistic analysis. Students will study the language’s sound system (phonology), word structure (morphology), phrase and sentence structure (syntax), and meaning at the word and sentential level (semantics). The Arabic rhetoric, the history of Arabic and the issue of diglossia in Arabic-speaking countries will also be discussed in this course.

ARB620 - Arabic-English Translation

This course is meant to raise the awareness of the students to the importance of translation and interpretation from Arabic to English and vice versa. Students will work on stylistic, syntactic, technical, and cultural problems encountered in the Arabic-English translation process. Exercises will provide translation practice with different types of texts and documents. Texts and Documents will include, but not be limited to, legal, medical, business, media, etc.

ARB630 - Arabic Literature and Cultural Aspects

This course surveys selected Arabic literary works including the biography, poetry, prose, the tale, the fiction, the novel, the play, the song and the film. It will also discuss the language used in such works, and research how the

Course Descriptions

culture of the community was reflected in that literary work. It will also examine how culture plays an important role in literature.

ARB640 - Arabic Dialect Acquisition and Variation

This course helps students to gain knowledge about Arabic dialectology and its geographical variation. Also, the students will be exposed to different examples from the very different types of Arabic dialects and accents which are spoken in the Arab Homeland.

ARB810 - Special Topics in Arabic

This course provides students the opportunity to explore and research graduate-level topics of interest that are not available as regular course offerings of the University.

AST-Advanced Security Studies

AST700 - U.S. Homeland Security

The goal of this course is to provide students with a thorough understanding of the strategic, political, legal and organizational challenges associated with the defense of the U.S. homeland, the efforts that are under way to meet these challenges and possible policy options. The course starts by examining the range of potential threats to the U.S. homeland, focusing on potential terrorist acts. The course then examines strategies and means for addressing these threats, including both military and non-military options. The course goes on to analyze organizational issues and impediments to effective policy coordination. Finally, the course addresses the implications of homeland security challenges and policies for constitutional rights, legal protections and civil liberties.

AST720 - Domestic Extremism in the United States

In-depth study of US-based domestic extremism presented and taught within a legal studies framework. This course aims to present the growth of the domestic extremism threat in the United States within the legal context of the challenges and difficulties inherent in counterterrorism efforts directed at US persons. Topics include: domestic extremist ideologies, history and current state of domestic extremism, Constitutional law protections and civil liberties impacting counterterrorism efforts, intelligence and law enforcement techniques to combat domestic extremism, evolution of domestic extremism.

AST740 - Terrorism, Threats and Vulnerability

The course will help "bound the problem" of Homeland Security by examining how terrorism has spurred sharp changes in US strategy, policy and governmental design, and how those changes should continue over the near and longer term. Elements of Threat and Vulnerability Assessments will be thoroughly discussed, as well as various procedures for assessments and the method of tailoring the assessment to the facility/area under study. Manners of protecting the facility/area in question will then be addressed as well as evacuation plans and emergency plans.

AST760 - Biological, Chemical, Nuclear and WMD Threats in Homeland Security

This course gives a thorough overview of the different types of biological, chemical and nuclear weapons and weapons of mass destruction in existence today. The intelligence preparation for vulnerability analyses from nuclear, biological and chemical weapons employment, including low-level radiation, depleted uranium and toxic industrial chemical concerns are addressed. Vulnerability reduction measures that can be implemented for protection are also discussed. Formats for conducting risk assessments and vulnerability analyses are covered.

AST780 - Intelligence Practice in Homeland Security

This course examines threats, vulnerabilities, objectives, strategy, instruments of national power, resources, and risks associated with ensuring homeland defense. Students will have the opportunity to fully address and create policy, and discuss organizational and substantive issues regarding Homeland Security intelligence support. An overview of diverse intelligence disciplines and how the Intelligence Community operates will be discussed. Course emphasis will be on issues affecting policy, oversight and intelligence support to Homeland Security and national decision-making.

Course Descriptions

ATE-Athletic Training

ATE600 - Cadaver Anatomy Dissection

This course will entail dissection of a human cadaver including musculature, nerve innervation, and vascular supply of the extremities as well as the pectoral and pelvic girdles.

ATE603 - Foundations in Athletic Training

This course provides an overview of the profession of athletic training by describing the scope of practice, employment settings, and professional regulations. Additional information will include an introduction into the injury process, medical terminology, and documentation.

ATE610 - Clinical Skills in Athletic Training with LAB

Introduction to patient-based athletic training skills, including, but not limited to; goniometry, crutch fitting, taping/wrapping, vital sign assessment etc.

ATE615 - Emergency Care with Lab

The course focuses on the knowledge and skills necessary for the immediate management of musculoskeletal, cardiovascular, and neurological trauma. Students will develop the knowledge and skills necessary to differentiate between - and provide proper care for - pathologies ranging from minor to potentially catastrophic.

ATE630 - Therapeutic Interventions II with Lab

The course contains the knowledge and skills necessary for an athletic trainer to plan, implement, document and evaluate the efficacy of a therapeutic intervention program for the rehabilitation of an injured patient. This course will contain therapeutic exercise techniques for the whole body focusing on mobilizations, pain-free range of motion, flexibility, muscle strength, neuromuscular control, speed, endurance, power, agility, and cardiovascular fitness.

ATE635 - Examination of the Lower Extremity with Lab

In this course, students will study the pathology, etiology, and diagnostic principles of common musculoskeletal disorders and orthopedic injuries of the lower extremity.

ATE650 - Head and Spine Cadaver Anatomy Dissection

This course will entail focused human cadaver dissection of the head, neck, and spine including detailed study of the osteology, musculature, innervation and vascular supply of these regions.

ATE655 - Examination of the Head and Spine with Lab

In this course, students will study the pathology, etiology, and diagnostic principles of common musculoskeletal disorders and orthopedic injuries of the head and spine.

ATE660 - Principles of Research

This course will introduce and explore scientific inquiry and interpretation of research in athletic training. Students will gain familiarity with the concepts of evidence-based practice, critically appraised topics, institutional review board processes and various fundamentals of experimental research. Additionally, students will become skilled at using library resources to conduct literature reviews. Students will create a research topic of their own and begin to outline their research interests and focus in educational and applied athletic training. Students will be introduced to current library research resources and methodology through interaction with librarian assigned to work with this discipline.

ATE665 - Examination of the Upper Extremity with Lab

In this course, students will study the pathology, etiology, and diagnostic principles of common musculoskeletal disorders and orthopedic injuries of the upper extremity.

ATE670 - Practicum I

This course is the first in a series of athletic training clinical education experiences with the purpose to develop, refine, and integrate classroom/lab knowledge and skills with the delivery of evidence-based patient care. The student will work under the direct supervision of their assigned preceptor in a variety of clinical settings and

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populations to gain and refine introductory clinical and administrative skills. Athletic training skills and concepts introduced in other AT courses will be reinforced in the classroom setting and evaluated in both the classroom and/or clinical setting.

ATE671 - Elective Practicum

This course is designed to allow students to gain additional clinical education experiences. This course, if elected to enroll, students will continue the development of clinical skills progressing from ATE 670. Under the guidance of the Clinical Coordinator/Program Director, a Clinical Affiliation Agreement will be set up with the desired clinical site the student would like to be engaged (or a site can be selected that the program already has an established agreement with). The student will complete hands-on clinical experiences, under the direct supervision of a preceptor.

ATE673 - Practicum II

This course is the second in a series of athletic training clinical education experiences with the purpose to develop, refine, and integrate classroom/lab knowledge and skills with the delivery of evidence-based patient care. The student will work under the direct supervision of their assigned preceptor in a variety of clinical settings and populations to gain and refine introductory clinical and administrative skills. Athletic training skills and concepts introduced in other AT courses will be reinforced in the classroom setting and evaluated in both the classroom and/or clinical setting.

ATE690 - Therapeutic Interventions I with Lab

The course entails the study of mechanisms of pain management and mediation, and the theory and practice of therapeutic interventions/modalities including, but not limited to, thermotherapy, cryotherapy, electrotherapy, compression, traction and manual therapy. Student will be able to explain the theory behind the use of electromagnetic and acoustic modalities and demonstrate the proper application of therapeutic modalities.

ATE700 - Gross Anatomy of the Extremities

This course will entail a detailed and thorough study of human upper and lower extremities, including their musculature, nerve supply and associated vasculature.

ATE701 - Technology in Athletic Training

The purpose of this course is to explore how technology can be utilized in the profession of athletic training. Athletic trainers perform in the following five practice domains: Injury/Illness Prevention and Wellness Protection, Clinical Evaluation and Diagnosis, Immediate and Emergency Care, Treatment and Rehabilitation, and Organizational and Professional Health and Well-being. Technology can be applied in each of these areas to enhance the capabilities of the athletic trainer. This course will focus on hardware and software technologies including the use of mobile devices in the practice of athletic training.

ATE705 - Evidence based Practice in Athletic Training

This course provides students with an understanding of evidence based practice as it relates to the practice of athletic training. Students will examine how practice guidelines are created from systematic reviews of the literature and outcomes studies. The course will also provide students with an appreciation of the importance of evidence based practice in maximizing quality of patient care, seeking out and obtaining reimbursement, and enhancing clinical competence.

ATE715 - Clinical Pathologies

Concepts and skills for the evaluation of general medical conditions are the focus of this course. Pathological conditions of the respiratory, cardiovascular, gastrointestinal, genitourinary, integumentary, and neurological systems are examined with emphasis on recognition and determination of plan of care and the need for physician referral.

ATE723 - Administration in Athletic Training

This course provides an overview of the administrative issues in athletic training. Administration topics will include management of personnel, financial resources, legal concerns, risk management, facility design, emergency action plans, delivery of health care services, and insurance. The course will examine professional and governing

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organizations, various issues, policies, and procedures surrounding the healthcare profession of athletic training. Current issues in athletic training related to professional conduct and practice will also be discussed.

ATE740 - Advanced Nutrition for Sport and Exercise

This course entails the study of concepts of nutrition and the effects of nutritional practices on everyday life and activity/sports. The course is designed to allow students to apply nutritional concepts to various types of athletes to support health and enhance performance.

ATE744 - Pharmacology

This course provides an overview of the management and administration of over the counter and prescription drugs. This course also looks at the pharmacokinetics and pharmacodynamics of drugs, performance enhancing substances, and drugs affecting the musculoskeletal, cardiovascular, nervous, endocrine, and gastrointestinal systems.

ATE745 - Contemporary Issues in Athletic Training

• To provide the graduate student the opportunity to research topics of interest to the student, present an oral report and to interact at a high level of knowledge with their fellow students enrolled in the class. • To provide the graduate student the knowledge involved in administering, developing and organizing all aspects of an athletic training education program. • To provide the graduate student the knowledge in developing and organizing an athletic training facility. • To provide the graduate student the opportunity to research and write on current issues, topics and problems in sports medicine and athletic training. • To provide the graduate student the knowledge and information on the administrative responsibilities of a certified athletic trainer.

ATE750 - Orthopedic Appliances: Casting and Bracing

This course provides students with the knowledge and skillset of orthopedic casting and necessary training to become a Registered Orthopedic Technologist.

ATE760 - Research Project II

This course is designed to allow continued work toward the completion of student's research thesis/project. Data collection and analysis will be at the core of this course. Students will be allowed time outside of the classroom for data collection while working in the classroom on statistical analysis of their findings.

ATE761 - Research Project Capstone

This course will serve as the capstone to the athletic training research sequence. Students will synthesize their research findings through a discussion of results allowing for dissemination. Students will defend their research through a formal presentation, prepare a manuscript suitable for publication to a professional journal and create an abstract and professional poster.

ATE770 - Athletic Training Practicum

This course provides students with the opportunity to apply entry-level athletic training knowledge and skills to their practice of athletic training. Students will be expected to apply evidence based techniques to their clinical decision making and appraise the effectiveness of their treatments and interventions. Professionalism and ethical behavior in the practice of athletic training will also be discussed.

ATE772 - Clinical Immersion

This course is the third in a series of athletic training clinical education experiences with the purpose to develop, refine, and integrate classroom/lab knowledge and skills with the delivery of evidence-based patient care. The student will work under the direct supervision of their assigned preceptor in a variety of clinical settings and populations to gain and refine introductory clinical and administrative skills. Athletic training skills and concepts introduced in other AT courses will be reinforced in the classroom setting and evaluated in both the classroom and/or clinical setting.

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ATE774 - Practicum III

This course is the fourth in a series of athletic training clinical education experiences with the purpose to develop, refine, and integrate classroom/lab knowledge and skills with the delivery of evidence-based patient care. The student will work under the direct supervision of their assigned preceptor in a variety of clinical settings and populations to gain and refine introductory clinical and administrative skills. Athletic training skills and concepts introduced in other AT courses will be reinforced in the classroom setting and evaluated in both the classroom and/or clinical setting.

ATE775 - Athletic Healthcare for Special Populations

This course provides an overview of unique issues as they relate to athletic healthcare in special populations. Anatomical and physiological differences of a variety of special populations will be explored. Challenges to athletic healthcare for special population including evaluation, treatment and rehabilitation of special population athletes will be addressed as well as injuries and illnesses unique to the population.

ATE776 - Practicum IV

This course is the fifth and final course in a series of athletic training clinical education experiences with the purpose to develop, refine, and integrate classroom/lab knowledge and skills with the delivery of evidence-based patient care. The student will work under the direct supervision of their assigned preceptor in a variety of clinical settings and populations to gain and refine introductory clinical and administrative skills. Athletic training skills and concepts introduced in other AT courses will be reinforced in the classroom setting and evaluated in both the classroom and/or clinical setting.

ATE780 - Research Applications in Athletic Training

This course provides students with an understanding of research and its value in the profession of athletic training. Additionally this course will provide students with an understanding of evidence based practice as it relates to the practice of athletic training. Students will examine how practice guidelines are created from systematic reviews of the literature and outcomes studies. The course will also provide students with an appreciation of the importance of evidence based practice in maximizing quality of patient care, seeking out and obtaining reimbursement, and enhancing clinical competence. Research will also be applied to non-patient care problems and issues facing the athletic training profession.

ATE800 - Methods of Research in the Allied Health Sciences

The course studies the basic tenets of scientific research as they apply to the allied health fields. Topical discussions include development and limitation of a research problem, research methodology, basic principles of tests and measurements, the review of the literature and library utilization, and writing the research document.

ATE810 - Thesis Seminar

This course is designed to assist the graduate level student in the development of the first three chapters of their Master's Thesis. Student will defend their thesis proposal in a mock prospectus meeting.

ATE820 - Athletic Training Research Project

Students will produce a major culminating piece of academic work that synthesizes athletic training coursework and research in peer-reviewed literature. This will take the form of a research activity including original research, creation of an educational resource, a novel application of technology, a novel performance enhancement program or other extensive produced work that is approved by the course instructor.

BUS-Business

BUS741 - Business Law

This course is designed to introduce students to the American legal system, increase their understanding of legal issues and potential liabilities in business contexts, and equip them to meet their legal obligations with ethical integrity in a competitive marketplace. Topics will include the structure and function of the American legal system, contracts, torts, white-collar crime, business organizations, and intellectual property law, with emphasis on legal reasoning and policy implications. It differs from undergraduate business law courses in that it will cover more material and at a greater depth, including a substantive group project where the students will explore a particular aspect of business law in an in-depth manner.

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BUS743 - Business, Government, and Society

From management perspective, this course seeks to explore the interactions among business, government, and society in general. In doing so, it focuses on, among other issues, corporate social responsibility, ethics, globalization, the importance of law and regulation in the business environment, and historical background.

BUS745 - Business Ethics

The graduate course provides a framework to identify, analyze and understand how business people make ethical decisions and deal with ethical issues. Using a case method approach, students will analyze real-life business situations and gain insight into the realities and complexity of making decisions in a business environment.

BUS771 - Quantitative Methods

This course is designed to provide students with an introduction to the field of management science and a conceptual understanding of the role that quantitative methods play in the decision-making process. The focus of the course is the application of the scientific method to problem solving. Whenever possible, concrete examples, real-world applications and case studies are used to practice concepts. Through the course, students will learn a number of mathematical and statistical tools that can be used by the decision maker and learn to recognize the appropriate technique for the situation.

BUS782 - Forecasting and Predictive Modeling

This course will cover various topics used in developing predictive modeling and applying statistical forecasting methods used throughout business and academic. Topics in the course will assist business professionals in leveraging historical data to build models for predicting future results. Additionally, the course will utilize these topics in conjunction with data, integration, and information deployment to provide improved planning and better predictive decision making. Forecasting techniques will be covered to evaluate complex business scenarios to make better decisions in Finance, Marketing, Production Scheduling, Process Control, and Strategic Planning.

BUS797 - Research Studies in Business

A special tutorial arrangement between a graduate student and a faculty member that permits guided reading and research in management. The graduate student must submit a proposal to the program coordinator containing an outline and a brief discussion of the planned work and the name of the professor under whom the graduate student wishes to work. The proposal must be approved by the program coordinator and the department chair before the graduate student may register for the course. At the end of the term, the supervising professor will submit the graduate student's grade and research paper to the program coordinator.

BUS799 - Strategic Management

This course is designed as an integrated course that provides a theoretical and practitioner-oriented approach to the understanding of strategic management in organizations. An integrative strategic management model is used to follow the flow from vision/mission to internal/external environmental scanning to strategy development, selection, implementation, and evaluation. Cohesive case studies are used to detail the strategic circumstances of an actual company and to provide hands-on experience in applying the strategic management concepts and techniques to a real organization.

CED-Counselor Education

CED700 - Foundations of School Counseling

The role of school counselors is explored in relation to counseling history, philosophy, theory, technology and trends. Counseling within the elementary and secondary school settings, consultation, and coordination are core components. Professional development, documentation, and ethical and legal standards are addressed. This course also focuses on the development of instructional programs as part of a comprehensive K-12 school counseling curriculum, including teaching methods, lesson planning and participation in multidisciplinary teams. Computer technology is explored and used as a resource for school counselors.

CED702 - Counseling Theory

This course reviews theories, objectives, principles and practices of counseling individuals, including children and the family. These theories are applicable in schools and other human service institutions.

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CED703 - Consulting Theory

This course is an advanced-level course and has theoretical and practical components. In the theoretical component, process consultation is highlighted as an applied behavioral science. Emphasis is placed on levels of environmental quality within an organization. Specific human processes of inclusion, membership, leadership, control, communication and problem-solving are stressed. The practical component deals with initial contact, organizational diagnosis, process intervention, evaluating progress and closure.

CED705 - Developmental Group Counseling

This course includes the meaning, function, types and principles of the group approach to counseling; the dynamics of group interaction; leadership; role playing; personal development in groups; and the influence of the group processes on individual development.

CED708 - Substance Abuse and Addiction

The focus of this course is prevention and rehabilitation in drug and alcohol abuse. Since substance abuse and addiction are present in all sectors of society, it is important for human service professionals to understand the process of addiction and the special problems experienced by affected individuals and their significant others.

CED710 - Counseling Skills and Techniques

Graduate students develop counseling skills by learning and practicing therapeutic techniques that facilitate the counseling process. In a laboratory setting, students practice basic counseling skills such as attending to nonverbal behavior, focusing, reflection of feeling, etc. Students will audiotape and videotape practice sessions.

CED711 - Practicum in Counselor Education

The student implements effective helping skills and techniques using one or more recognized counseling theories. Students must see individual clients, and group experiences are required. Students spend 150 hours on site under the supervision of an experienced counselor, receive individual and/or triadic supervision from the site supervisor and faculty supervisor, and attend a regularly scheduled group supervision seminar. Students must be able to audiotape or videotape counseling sessions.

CED712 - Clinical Field Experience in Counselor Education

The purpose of this course is threefold: to help students practice the skills they have learned and apply them in a real-world setting; for students to learn to present cases to peers and offer constructive criticism and ideas in a "treatment team" or "case conference" format; and for students to actively participate in the supervision group experience in order to develop as counselors, supervisees and members of a "team" dedicated to their own and their peers' growth as professionals.

CED717 - Diagnosis and Treatment in Mental Health

Students will learn to make accurate child and adult diagnosis according to the Diagnostic and Statistical Manual of Mental Disorders (DSM IV-TR). Basic psychopathology and treatment strategies will be explored. Limitations inherent in the use of DSM and other diagnostic classifications are discussed.

CED720 - Cross-Cultural Counseling

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

CED721 - Diagnosis and Counseling Children and Adolescents

This is a master's-level course in the diagnosis and counseling of children and adolescents in the school setting. Students will be able to interpret diagnostic criteria of the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV) specifically related to children and adolescents in the school setting. Treatment and counseling considerations for psychopathologies most likely encountered by school counselors will be introduced in depth and students will be able to apply this knowledge.

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CED722 - Assessment Procedures for Professional Counselors

This course is designed to assist school counselors, clinical mental health counselors, marriage and family therapists, career counselors, addictions counselors, and other specialized professional counselors in becoming better consumers of the diverse methods and procedures used in the process of assessment. The premise of this course is that assessment involves collecting and integrating information about an individual or group from multiple methods and multiple sources. This course introduces studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society. This course also provides an understanding of assessment in counseling through an overview of basic counseling assessment concepts, an understanding of test construction, familiarity with instruments, and an overview of test interpretation. The course provides an overview of assessment of intelligence and general ability, achievement, aptitude, career and employment and personality as well as assessment in school and mental health settings. The course will also cover ethical and legal issues in the use of counseling assessment instruments, communicating assessment results and computer-based assessment. These methods will be studied in relation to a variety of institutions and facilities, including schools, mental health clinics, career counseling centers, substance abuse treatment centers, private practices, psychiatric hospitals and vocational rehabilitation centers. This course has clearly described implications specific for the field of professional counseling, including school counselors, clinical mental health counselors, and other counseling specialties (<http://www.counseling.org/aca-community/learn-about-counseling/what-iscounseling/overview>).

CED724 - Experiential Group Process

This course requires that students participate in a personal growth group with other graduate counseling students. The purpose of the group is to have students develop an increased understanding of their thoughts, feelings and behaviors. The department feels that openness to understanding oneself is very important for counselors. In order to maintain confidentiality, an adjunct faculty member teaches this course. Grading is pass/fail.

CED732 - Current Issues in School Counseling: Evidence Based Practices and Inclusion

The focus of this course is to provide an overview of the roles and responsibilities of the school counselor in working with exceptional children. For the purpose of this course, exceptional children will include the following areas: special educational, alternative and at-risk, and gifted and talented. Through the use of journal articles, research papers, course products and class activities and discussions, the course will highlight how school counselors work with the regular education teachers, learning support staff, families and outside therapists in serving as advocates for and addressing the needs of exceptional students.

CED735 - Introduction to Family Therapy

This course provides an introduction to family counseling. A systems perspective is emphasized. This course covers the history of the field and provides an introduction to the theories, processes and techniques of family therapy. Professional issues, such as ethical, legal and multicultural issues, will be addressed.

CED755 - Counseling Across the Life Span: Prevention and Treatment in Schools and the Community

The practice of counseling involves working effectively with unique and diverse individuals representing a wide range of abilities, ages and life circumstances. This course examines the lifelong process of human growth and development as experienced by counseling clients, viewed through the eyes of a practicing counselor. The developmental tasks of children, teens and adults as represented by Eric Erickson, Carl Jung, Abraham Maslow, and others will serve as the framework for a deeper understanding of the role counselors' play as they assist their clients throughout their lives.

CED760 - Gambling Addiction

This course is designed for graduate students interested in working in community based human service systems and school counseling positions. Although directly applicable for those interested in the field of Problem Gambling/Gambling Addiction, alcohol and other drug rehabilitation treatment, the course material is also important for training professionals dealing with any target population. Since Problem Gambling/Gambling Addiction is inherent in all sectors of our society, it is important for human service professionals to understand Gambling Addiction and other Impulse Control Disorders, the dynamics of addiction and the special problems experienced by affected individuals.

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CED761 - Addiction and the Family

This course is designed for graduate students interested in working in community based human service systems and school counseling positions. Although directly applicable for those interested in the field of alcohol and other drug rehabilitation treatment, the course material is also important for training professionals dealing with any target population. Characteristics are features discussed in this course are not limited to those individuals that have grown up in dysfunctional families associated to substance abuse or dependence but familial dysfunction in general. Characteristics of this type of role development can be found in any family with dysfunction and are precursors for multiple mental health diagnoses ranging from mood and affective disorders as well as axis I involvement or disorders or personality. Additionally, since substance abuse and addiction is inherent in all sectors of our society, it is imperative for human service professionals to develop a comprehensive understanding of the pertinent assessment and evaluation procedures relevant to working with the substance abuse population.

CED762 - Assessment and Evaluation of Substance Use Disorders and Advanced Skills

This course is designed for graduate students interested in working in community based human service systems and school counseling positions. Although directly applicable for those interested in the field of alcohol and other drug rehabilitation treatment, the course material is also important for training professionals dealing with any target population. This course integrates advanced group leadership practices and or interventions for the purpose of preparing counselors to appropriately facilitate/manage a process/psychoeducational group with a substance abuse focus. Additionally, since substance abuse and addiction is inherent in all sectors of our society, it is imperative for human service professionals to develop a comprehensive understanding of the pertinent assessment and evaluation procedures relevant to working with the substance abuse population.

CED770 - Spiritual, Ethical, and Religious Values in Counseling

This is an advanced level course, the purpose of which is to increase students' understanding of contemporary topics, practices and problems relevant to counselors who work in school and agency settings. Students in this class can expect to be proactive in researching, and sharing information as well as evaluating practices and policies for their efficacy in various settings. They will demonstrate their integration of this new knowledge into their prior learning as it relates to the counseling field through writing, discussion and presentations.

CED771 - Applied Spiritual, Ethical, and Religious Counseling Theory

This course is designed to introduce students to the theories, techniques, and treatment modalities needed by spiritual counseling professionals to best meet the needs of clients in hospitals, pastoral care and counseling, and religious settings. This class will focus on the diverse theoretical applications available in the field of spiritual counseling.

CED772 - Grief and Loss Counseling

This course is designed to introduce students to the theories, techniques, and treatment modalities needed by school and community counseling professionals to best meet the needs of bereaved clients and others affected by grief, loss, and death anxiety. This class will focus on the diverse interventions used by counselors applied therapeutically to the psychological, cultural, spiritual, and somatic aspects of grief.

CED774 - Advanced Issues and Techniques in Spiritual, Ethical and Religious Values in Counseling

This course is twofold. One, the course is designed to prepare students for the roles as professionals in the field of spiritual and religious counseling. Areas of study include professional ethics and legal issues, record keeping, and working as part of an interdisciplinary team or as a consultant with individuals, families, groups and organizations who want to integrate spiritual and religious values in counseling. Additionally, this course is designed for students to improve their counseling awareness, knowledge and skills as well as career development techniques individuals, families, groups and organizations who want to integrate spiritual and religious values in counseling. Participants have an opportunity to develop and practice strategies to enhance their effectiveness in spiritual and religious counseling. This course includes field experiences with individuals, families, groups and organizations of their choice.

CED777 - Student Affairs Services in Higher Education

This course is a survey of theoretical and applied information for counselors working in student affairs settings. Course content includes an introduction to the philosophical, legal and ethical foundations of the field of student

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affairs work; an overview of the functional areas within student affairs divisions; and current issues in the field. The basics of program planning and evaluation are also introduced.

CED778 - The College Student and Higher Education Environment

This course examines the characteristics, learning and developmental needs of college students and the impact of the higher education environment on both traditional and nontraditional students. Issues that might affect the development and functioning of college students are explored in depth.

CED779 - Administration of Student Services in Higher Education

This course is intended to introduce students to the administration of student affairs programs in higher education. This course will focus primarily on the purpose of student affairs, its functions and how they can be effectively managed, coordinated and integrated as part of the broad educational purposes of the institution. It also examines institutional strategies for organizing, staffing and funding student affairs programs and services.

CED780 - Issues and Techniques in Counseling Athletes

This course examines current counseling strategies used with members of sport teams at the youth, high school, college and professional levels. Participants will explore current research in three main areas: motivation and life skill development, psychosocial development, and career maturity.

CED781 - Sports Counseling Programming

This course offers students an overview of various life skills, including career development, study skills, goal setting, time management, health and wellness, values clarification, problem-solving, and decision-making, to name a few. Students will develop a teaching philosophy that includes methods for teaching life skills to the athlete population. They will be given opportunities to make presentations on topics of their interest so that they may teach or offer workshops on life skills to the athlete population.

CED782 - Advanced Issues and Techniques in Counseling Athletes

This course is twofold. One, the course is designed to prepare students for the roles as professionals in the field. Areas of study include professional ethics and legal issues, record keeping, NCAA guidelines, and working as part of an interdisciplinary team or as a consultant with individual athletes, teams and athletic organizations. Additionally, this course is designed for students to improve their career development, counseling, and skill building techniques with youth, adolescents, young adult and the adult athlete population. Participants have an opportunity to develop and practice strategies to enhance their effectiveness in counseling this unique cultural group. This course includes supervised fieldwork related to sports counseling, consultation, and/or sports counseling programming with the athlete population of your choice. Students will be on site for a minimum of 25 hours (if registered for 3 credits) or 50 hours (if registered for 6 credits). Students will receive a minimum of one-hour supervision per week by the on-site supervisor. In addition, students will be required to attend group supervision, via the use of technology, once a week where students will present cases.

CED783 - Counseling and Advising Athletes with Death, Loss and Grief

This is an advanced level course, the purpose of which is to increase students' understanding of contemporary topics, practices and problems relevant to counselors who work in school and agency settings. Students in this class can expect to be proactive in researching, and sharing information as well as evaluating practices and policies for their efficacy in various settings. They will demonstrate their integration of this new knowledge into their prior learning as it relates to the counseling field through writing, discussion and presentations. More specifically, the purpose of this course is to prepare you for dealing with death, loss and grief situations you may encounter working with the athlete population. We will spend time reflecting on how people deal with death, loss and grief and start to develop your skills in grief counseling and intervention. You will also examine some of the relevant research on grief counseling and intervention as well as the relevant research on death, loss and grief in sports. However, your major focus throughout the course will be on learning the practical skills of helping people who are dealing with death, grief and loss issues and learning assessment and treatment strategies used by counselors, educators, and other helping professionals who work with the athlete population to assist individuals, groups, and/or organizations (e.g., athletes, teams, athletic programs, schools, etc.).

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CED785 - Research Methods in Counselor Education

This is an introductory course in behavioral research techniques. The emphasis will be on the design, evaluation, and interpretation of basic human research. The main goal will be for students to be able to read, understand, and evaluate basic behavioral research.

CED786 - Career Counseling

This course reviews the theory and process of giving career information and of counseling in school and agency settings. Topics include sources of career information, appraisal, classification of careers, career resources, career and vocational education, systems of career guidance, and theories of career development.

CED787 - Ethics, Integration, Consultation, and Collaboratio

This course is intended for students who are near the end of their School Counseling and Clinical Mental Health programs. The purpose is to integrate the materials learned and to discuss the professional topics, practices, and applications of mental health and school counselors. This is done by focusing on the counselor as an ethical practitioner. Guidelines for ethical behavior and decision-making are applied to case studies. The Code of Ethics for counselors, as well as legal issues, relevant to school and professional counseling are taught in this course. This course will address the role of collaboration and consultation for counselors in various settings.

CED788 - Special Topics

This is an advanced-level course, the purpose of which is to increase students' understanding of contemporary topics, practices and problems relevant to counselors who work in school and agency settings. Students can expect to be proactive in researching and sharing information, as well as evaluating practices and policies for their efficacy in various settings. They will demonstrate their integration of this new knowledge into their prior learning as it relates to the counseling field through writing, discussion and presentations.

CED789 - Introduction to Clinical Mental Health Counseling

This course is a survey of theoretical and applied information for counselors working in mental health settings. Course content includes an examination of mental health counseling as a helping profession, an overview of the history of mental health counseling, the practice of mental health counseling, and the roles and tasks expected of mental health counselors. Mental health counseling settings, relationships with other human service professionals, and characteristics of individuals and communities are discussed. The topics of policy, consultation and advocacy, as well as current issues in mental health counseling, are covered.

CED790 - Counseling Internship

This course provides advanced graduate students in counseling with a supervised, on-the-job experience in an agency or school setting as a counselor trainee. Students will be on the site for a minimum of 300 hours (if registered for 3 credits) or 600 hours (if registered for 6 credits). Students who anticipate obtaining the Licensed Professional Counselor credential from the Commonwealth of Pennsylvania will be required to complete 6 credits of internship in addition to the requirements of practicum (CED 711). Of the 600 hours, a minimum of 240 hours must be direct service work with clients. Students will receive a minimum of one-hour supervision per week by the on-site supervisor. In addition, students will be required to attend a group supervision class once a week where students will present cases. Ethical and legal issues will be discussed, and information shared.

CED791 - Crisis Counseling and Disaster Preparedness

This course is a survey of theoretical and applied information for counselors working in crisis and disaster situations. Course content includes an examination of the dynamics, types and characteristics of crises and disasters, the reactions and risk factors of those impacted, as well as the nature and types of responses made in crises and disasters. Intervention techniques and strategies normally employed by counselors handling crises and disasters and with specific vulnerable populations will be explored. Multicultural, ethical, legal, moral and contemporary issues will also be discussed.

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CMD-Communication Disorders

CMD600 - Research and Professional Practice in Speech-Language Pathology

This course is designed to teach the graduate student to be both a consumer and producer of research. A research endeavor (research paper, project or thesis) is a requirement of graduation and is initiated in this class. Practice patterns in the profession (ethical, clinical and legal aspects) are also addressed.

CMD701 - Language Disorders in Adults

This course will prepare the graduate student with the academic information necessary to assess and treat language disorders in the adult population, including those patients diagnosed with cerebrovascular accident, dementia, traumatic brain injury, Alzheimer's Disease, Parkinson's Disease, and others.

CMD702 - Language Disorders in Children

Challenged by the number and diversity of language disorders, the graduate student will demonstrate the ability to appropriately select from a number of evidence-based treatments the one(s) most likely to build language within the language delayed or disordered child. The graduate student will demonstrate an understanding of the theoretical underpinnings upon which each treatment is built, and the key components of each. He/she will be able to assess not only the strengths and weaknesses of the treatment protocol, but the strengths and opportunities to improve while watching peers actually use the treatment during classroom presentations. He will reach "mastery level" for administration of 5 standardized language tests commonly given to children.

CMD703 - Fluency Disorders

This course provides the student with extensive information about the etiology and development of stuttering, appraisal of symptoms and underlying processes, and treatment of beginning, intermediate and advanced stuttering in both children and adults. Review of major theories and therapies is provided with special emphasis placed on the effectiveness of combining these therapies eclectically. Through lecture, videotapes, in-class practice and clinical observation, the student is exposed to all the necessary theoretical and practical information necessary for basic evaluation and treatment of stutterers.

CMD705 - Voice Disorders

The purpose of this course is to provide comprehensive academic and clinical training in the etiological factors, description, and management of organic voice disorders. The teaching of esophageal speech, the use of the artificial larynx, and the study of tracheo-esophageal practice are covered in detail.

CMD707 - Phonology and Articulation

This course will prepare the serious student with the academic information necessary to assess and treat articulatory and phonologic disorders of both organic and functional origin. Assessment and treatment of special populations (delays, disorders, and cross-cultural variances) will be emphasized.

CMD708 - Neurology

This course is designed to provide the student with a understanding of the neurological governance of the body as that body carries out its communication functions: speaking, voicing, hearing, comprehending, perceiving, thinking and remembering. After appropriate review of neurologic development, structure and function within the context of normalcy, deviations from normal (secondary to disease, defect, aging, stress, injury or disorder) will be discussed. Hemisphericity (including split brain research), visual neglect, cognitive style and comparative anatomy will also be presented. Though substantial amounts of anatomical information will be presented, the overriding style of the course is highly pragmatic. Clinical application for the speech pathologist will be the central theme of this course.

CMD711 - Applied Therapeutic Procedures in the Preschool Setting

The class, resembling a lab experience, provides the graduate student with an "hands-on" experience in a preschool setting with typically-developing children, as well as children having speech, language, and /or other hearing disorders in a preschool setting.

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CMD712 - Applied Therapeutic Procedures in the Outpatient Setting

This practicum course provides the beginning student of communication disorders with the opportunity for real life client contact. He/she will learn by doing! He/she will be assigned to provide either diagnostic or therapeutic services to a communicatively-impaired outpatient who is enrolled in the university speech and hearing clinic. A faculty supervisor will direct the graduate student in his work with the client. Models and theories of typical/atypical growth and behavior across age groups covered in this class will be discussed in such a manner that students begin to understand, and/or apply evidenced-based information to form therapeutic strategies related to cognition, communication, emotional/social development, motor development, sensory integration, and adaptation. A major focus is on basic human communication processes including (a) anatomical and physiological bases, (b) the physical and psychophysical bases, and (c) linguistic and psycholinguistic aspects. A major theme in this class is to learn about therapeutic intervention strategies, materials and resources used with the language, articulation, stuttering, voice, dysphagia, and children with syndromes and adult populations. Federal entitlements that relate to the provision of specialized service, service options, and equipment for individuals with speech and language disabilities will be introduced as appropriate. Where appropriate, service delivery models (collaboration, co-treatment, integration, pull-out of individuals and groups) will be discussed. This practicum course provides the graduate student with a realistic, practical, and comprehensive overview of clinical problems that are often encountered by the beginning clinician in an outpatient clinic setting. Beginning clinicians will take their first steps into the real world of clinical practice when assigned to clients in the university clinic. Advanced graduate students may enroll in this practicum class to gain specialized skill, or to work with complicated clients. This is a "hands-on" course where the student should expect some client contact. A major focus will be to consider all the important aspects of client management, including but not limited to creation and maintenance of an effective learning environment, the establishment of a climate of fairness, the use of challenging/consistent standards and goals, within a safe physical environment, where universal precautions are consistently taught and demonstrated, where treatment principles are evidence-based, student diversity is addressed appropriately, community needs and resources are adequate, and Pa. academic standards are met.

CMD713 - Applied Diagnostic Procedures in Speech Pathology

This practicum course provides the beginning student of communication disorders with the opportunity for real life client contact. He/she will learn by doing! He/she will be assigned to provide diagnostic services to communicatively-impaired clients who seek clinical care from the university clinic. The graduate student will be involved at all levels of client contact, including but not limited to (a) accepting referrals, (b) taking a case history, (c) administering tests, (d) making clinical observations, (e) interpreting results and behaviors, (f) generating treatment plans, (h) making recommendations, (l) counseling patients and families, and (j) communicating results to other medical and educational personnel verbally and in writing. A faculty supervisor will direct the graduate student in ALL appraisal and diagnostic work with clients. Models and theories of typical/atypical growth and behavior across age groups covered in this class will be discussed in such a manner that students begin to understand, and/or apply evidenced-based information to form therapeutic strategies related to cognition, communication, emotional/social development, motor development, sensory integration, and adaptation. A major focus is on basic human communication processes including (a) anatomical and physiological bases, (b) psychophysical bases, (c) linguistic and psycholinguistic aspects, and (d) social, behavioral, and cultural aspects. A major theme in this class is to learn about therapeutic intervention strategies, materials and resources used with the language, articulation, stuttering, voice, dysphagia, and syndromic children and adult populations. This practicum course provides the graduate student with a realistic, practical, and comprehensive overview of formal and informal, standardized and non-standardized diagnostic and assessment procedures commonly used by speech-language pathologists. It is the clinician's first step into the real world of diagnostic practice. Once the graduate student is familiar with a diagnostic procedure, he will be given the opportunity to administer it to clients under direct supervision of an AHSA-certified faculty member. This is a "hands-on" course where the student should expect extensive client contact. A major focus will be to consider all the important aspects of client management, including but not limited to creation and maintenance of an effective learning environment, the establishment of a climate of fairness, the use of challenging/consistent standards and goals, within a safe physical environment, where universal precautions are consistently taught and demonstrated, where treatment principles are evidence-based, student diversity is addressed appropriately, community needs and resources are adequate, and Pa. academic standards are met. Federal entitlements that relate to the provision of specialized service, service options, and equipment for individuals with speech and language disabilities will be introduced

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as appropriate. Where appropriate, service delivery models (collaboration, co-treatment, integration, pull-out of individuals and groups) will be discussed.

CMD714 - Applied Audiologic Diagnostic and Rehabilitative Procedures

This practicum course provides the beginning student of communication disorders with the opportunity for real life client contact. He/she will learn by doing! He/she will be assigned to provide audiologic screening and therapy services to clients who seek audiologic care from this university clinic. The graduate student will be involved at all levels of client contact, including but not limited to (a) accepting referrals, (b) taking a case history, (c) screening the hearing ability of clients, (d) making clinical observations, (e) interpreting screening results and behaviors, (f) generating aural habilitation/ rehabilitation treatment plans, (h) making recommendations, (i) counseling patients and families, and (j) communicating results to other medical and educational personnel verbally and in writing. A certified SLP or audiologist supervisor will direct the graduate student in ALL of his screening and therapeutic work with clients. This practicum course provides the graduate student with a realistic, practical, and comprehensive overview of formal and informal, standardized and non-standardized assessment and therapeutic procedures commonly used by speech-language pathologists during the provision of audiological screening, or aural habilitation or rehabilitation. It is the clinician's first step into the real world of basic audiological practice. Clinical experiences provided through CMD 714 will comply with ASHA standards which clearly define the scope of practice for speech-language pathologists when providing audiologic services. Once the graduate student is familiar with specific procedures, he will be given the opportunity for "hands-on" client interaction under direct supervision of an ASHA-certified faculty- audiologist. Models and theories of typical/atypical growth and behavior across age groups covered in this class will be discussed in such a manner that students begin to understand, and/or apply evidenced-based information to form therapeutic strategies related to cognition, communication, emotional/social development, motor development, sensory integration, and adaptation. A major focus is on basic human communication processes including (a) anatomical and physiological bases, (b) the physical and psychophysical bases, and (c) linguistic and psycholinguistic aspects. A major theme in this class is to learn about therapeutic intervention strategies, materials and resources used with the speech, language, and syndromic populations. This is a "hands-on" course where the student should expect some client contact. A major focus will be to consider all the important aspects of client management, including but not limited to creation and maintenance of an effective learning environment, the establishment of a climate of fairness, the use of challenging/consistent standards and goals, within a safe physical environment, where universal precautions are consistently taught and demonstrated, where treatment principles are evidence-based, student diversity is addressed appropriately, community needs and resources are adequate, and Pennsylvania academic standards are met. Federal entitlements that relate to the provision of specialized service, service options, and equipment for individuals with speech and language disabilities will be introduced as appropriate. Where appropriate, service delivery models (collaboration, co-treatment, integration, pull-out of individuals and groups) will be discussed.

CMD715 - Applied Therapeutic Procedures in the Educational Setting

This practicum course provides the beginning student of communication disorders with the opportunity for real life client contact. He/she will learn by doing! He/she will be assigned to provide either diagnostic or therapeutic services (or both) to communicatively-impaired children who is enrolled in private, public, elementary, middle school, or high school programs. A school-based, ASHA certified SLP will serve as the on-site supervisor, directing the graduate student in his work with clients under the liaison-guidance of assigned faculty from the university. This practicum course provides the graduate student with a realistic, practical, and comprehensive overview of clinical problems that are often encountered by the speech-language pathologist in the public or private educational setting. It may be the clinician's first step into the real world of clinical practice outside of the university clinic. The advanced graduate student may also enroll in CMD 715 to achieve specialized knowledge about the SLP as an educator. Throughout his graduate program, a student may enroll in CMD 715 more than one time. Since the mission of CMD 715 is to afford the graduate student with the opportunity to learn from a variety of others, it is assumed that each subsequent enrollment will occur in a different school or with a different school-based supervisor. ASHA requires that a student must complete practicum courses in three distinct sites. Such settings may include separate units/settings within a single organization IF each of those units provides a unique experience. Before RE-ENROLLING in this course, the graduate student should establish that the setting offers him a uniquely different experience than offered by previous settings. Models and theories of typical/atypical growth and behavior across age groups covered in this class will be discussed in such a manner that students begin to understand, and/or apply evidenced-based information to form therapeutic strategies related to cognition,

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communication, emotional/social development, motor development, sensory integration, and adaptation. A major focus is on basic human communication processes including (a) anatomical and physiological bases, (b) the physical and psychophysical bases, and (c) linguistic and psycholinguistic aspects. A major theme in this class is to learn about therapeutic intervention strategies, materials and resources used with the language, articulation, stuttering, voice, dysphagia, and syndromic children population. This is a “hands-on” course where the student should expect some client contact. A major focus will be to consider all the important aspects of client management, including but not limited to creation and maintenance of an effective learning environment, the establishment of a climate of fairness, the use of challenging/consistent standards and goals, within a safe physical environment, where universal precautions are consistently taught and demonstrated, where treatment principles are evidence-based, student diversity is addressed appropriately, community needs and resources are adequate, and Pa. academic standards are met. Federal entitlements that relate to the provision of specialized service, service options, and equipment for individuals with speech and language disabilities will be introduced as appropriate. Where appropriate, service delivery models (collaboration, co-treatment, integration, pull-out of individuals and groups) will be discussed.

CMD716 - Applied Neurogenic Procedures in Healthcare Facilities

This practicum course provides the beginning student of communication disorders with the opportunity for real life client contact. He/she will be learn by doing! He/she will be assigned to provide either diagnostic or therapeutic services within a healthcare setting outside of the university clinic. A facility-based, ASHAcertified speech-language pathologist will serve as the on-site supervisor, directing the graduate student in all of his work with clients under the liaison-guidance of assigned faculty. Models and theories of typical/atypical growth and behavior across age groups covered in this class will be discussed in such a manner that students begin to understand, and/or apply evidenced-based information to form therapeutic strategies related to cognition, communication, emotional/social development, motor development, sensory integration, and adaptation. A major focus is on basic human communication processes including (a) anatomical and physiological bases, (b) the physical and psychophysical bases, and (c) linguistic and psycholinguistic aspects. A major theme in this class is to learn about therapeutic intervention strategies, materials and resources used with the language, articulation, stuttering, voice, dysphagia, and syndromic children and adult population. This is a “hands-on” course where the student should expect some client contact. A major focus will be to consider all the important aspects of client management, including but not limited to creation and maintenance of an effective learning environment, the establishment of a climate of fairness, the use of challenging/consistent standards and goals, within a safe physical environment, where universal precautions are consistently taught and demonstrated, where treatment principles are evidence-based, student diversity is addressed appropriately, community needs and resources are adequate, and Pa. academic standards are met. Federal entitlements that relate to the provision of specialized service, service options, and equipment for individuals with speech and language disabilities will be introduced as appropriate. Where appropriate, service delivery models (collaboration, co-treatment, integration, pull-out of individuals and groups) will be discussed.

CMD718 - Advanced Audiology for the SLP

This course will provide the student with an understanding of behavioral and electrophysiological assessments for the determination of the location of pathology within the auditory system. The student will be introduced to concepts concerning specification, selection, fitting, care, and use of amplification systems. Models and theories of typical/atypical growth and behavior across age groups covered in this class will be discussed in such a manner that students begin to understand, and/or apply evidenced-based information to form therapeutic strategies related to cognition, communication, emotional/social development, motor development, sensory integration, and adaptation. A major focus is on basic human communication processes including (a) anatomical and physiological bases, (b) the physical and psychophysical bases, and (c) linguistic and psycholinguistic aspects. A major theme in this class is to learn about therapeutic intervention strategies, materials and resources used with the speech, language, and syndromic population. Where appropriate, service delivery models (collaboration, co-treatment, integration, pull-out of individuals and groups) will be discussed.

CMD731 - Early Intervention in Speech Language Pathology

This course offers the opportunity for comprehensive study of delayed and deviant speech, language and social interaction development patterns, hearing loss and deafness, and feeding and swallowing issues in children, from infancy through preschool age. The student will be provided a complete overview of the process from referral to

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assessment to treatment to transition (or discharge). This course meets the certification requirements for ASHA in the professional area, and contributes to the following sections of the Department Model: A3, B,2,3,4, and 5, C, D1,2,3, and 4. Models and theories of typical/atypical growth and behavior across age groups covered in this class will be discussed in such a manner that students begin to understand, and/or apply evidenced-based information to form therapeutic strategies related to cognition, communication, emotional/social development, motor development, sensory integration, and adaptation. A major focus is on basic human communication processes including (a) anatomical and physiological bases, (b) the physical and psychophysical bases, and (c) linguistic and psycholinguistic aspects. A major theme in this class is to learn about therapeutic intervention strategies, materials and resources used with the language, articulation, stuttering, voice, dysphagia, and syndromic children population. Federal entitlements that relate to the provision of specialized service, service options, and equipment for individuals with speech and language disabilities will be introduced as appropriate. Where appropriate, service delivery models (collaboration, co-treatment, integration, pull-out of individuals and groups) will be discussed.

CMD732 - Counseling the Communicatively Disabled

Recognizing that there is a special population of clients treated by the speech-language pathologist who needs more than the mechanics of therapy, this course is dedicated to those who need counseling to change attitudes, to accept their disorders, to be motivated to change behaviors, and to understand their communication problems. The graduate student learns to use general counseling techniques through role play and guided client contact. He also investigates the special counseling issues related to the pathologies commonly treated by the SLP. Multicultural issues during the counseling process is also a major emphasis. Models and theories of typical/atypical growth and behavior across age groups covered in this class will be discussed in such a manner that students begin to understand, and/or apply evidenced-based information to form therapeutic strategies related to cognition, communication, emotional/social development, motor development, sensory integration, and adaptation. A major focus is on basic human communication processes including (a) anatomical and physiological bases, (b) the physical and psychophysical bases, and (c) linguistic and psycholinguistic aspects. A major theme in this class is to learn about therapeutic intervention strategies, materials and resources used with the language, articulation, stuttering, voice, dysphagia, and syndromic children and adult populations.

CMD763 - Communication Problems of Special Groups

This course will focus on the difference in speech/language of non-native users of English, with attention given to assessing when and what types of intervention are ethically and professionally appropriate. Dialectical differences and professional/corporate speech will also be included, along with professional issues and marketing of services to the public. Models and theories of typical/atypical growth and behavior across age groups covered in this class will be discussed in such a manner that students begin to understand, and/or apply evidenced-based information to form therapeutic strategies related to cognition, communication, emotional/social development, motor development, sensory integration, and adaptation. A major focus is on basic human communication processes including (a) anatomical and physiological bases, (b) the physical and psychophysical bases, and (c) linguistic and psycholinguistic aspects. A major theme in this class is to learn about therapeutic intervention strategies, materials and resources used with the language, articulation, stuttering, voice, dysphagia, and syndromic population. Federal entitlements that relate to the provision of specialized service, service options, and equipment for individuals with speech and language disabilities will be introduced as appropriate. Where appropriate, service delivery models (collaboration, co-treatment, integration, pull-out of individuals and groups) will be discussed.

CMD764 - Instrumentation in Speech Language Pathology

A practical course in the use of instrumentation in the practice of Speech Language Pathology. A major focus is on basic human communication processes including (a) anatomical and physiological bases, (b) the physical and psychophysical bases, and (c) linguistic and psycholinguistic aspects.

CMD765 - Dysphagia

This course is an in-depth study of deglutition (the normal act of swallowing) and dysphagia (swallowing disorders). It is deliberately designed in full, comprehensive, and particularized fashion because of the medical seriousness of dysphagia and its treatment: people DO DIE from dysphagia and from medical/clinical mistakes made in treating it. The course appropriately begins with anatomy and function of both normal and abnormal

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swallow patterns, then focuses on proper diagnosis and appraisal through the use of clinical exams, radiographic contrast examinations, electromyography, esophagoscopy, endoscopy and manometry. The final portion of the course focuses on surgical and therapeutic treatment strategies for the wide variety of dysphagic symptoms that exist for pediatric through geriatric populations. Some patient contact during the course should be expected. Where appropriate, service delivery models (collaboration, co-treatment, integration, pull-out of individuals and groups) will be discussed.

CMD766 - Traumatic Brain Injury

When working with many communication impairments, the speech/language pathologist functions as an individual practitioner fostering the necessary changes for the client by him-herself. Rehabilitation of the individual with traumatic brain injury (TBI) requires a diversified team of professionals working together throughout a lengthy continuum of care. In this class, the student will understand the individual and team goals for the client. The following topics will be addressed through lectures, in-class diagnosis, treatment, psychosocial and familial disturbances, conceptual issues, neuropsychological problems, cognition and memory deficits, language disorders, motor speech problems, augmentative communication, and pharmacological issues. Federal entitlements that relate to the provision of specialized service, service options, and equipment for individuals with speech and language disabilities will be introduced as appropriate. Where appropriate, service delivery models (collaboration, co-treatment, integration, pull-out of individuals and groups) will be addressed.

CMD772 - Augmentative and Alternative Communication

This course is an in-depth study of: 1) The underlying theory of augmentative and alternative communication systems (AAC) including state-of-the-art and emerging technologies; and 2) Methodology for assessing and training individuals with communication disorders to use AAC systems. Emphasis is placed on functional strategies for the practicing clinician in AAC. Hands-on experience with various AAC systems is an integral part of this course. Models and theories of typical/atypical growth and behavior across age groups covered in this class will be discussed in such a manner that students begin to understand, and/or apply evidenced-based information to form therapeutic strategies related to cognition, communication, emotional/social development, motor development, sensory integration, and adaptation. A major focus is on basic human communication processes including (a) anatomical and physiological bases, (b) the physical and psychophysical bases, and (c) linguistic and psycholinguistic aspects. A major theme in this class is to learn about therapeutic intervention strategies, materials and resources used with the language, articulation, stuttering, voice, dysphagia, and syndromic population. Where appropriate, service delivery models (collaboration, co-treatment, integration, pull-out of individuals and groups) will be discussed.

CMD785 - Seminar

The content for this class may vary from term to term. In the true spirit of a "seminar," the professor offers specialized knowledge and expertise in various areas. Examples of course focus in the past have been medical speech pathology, new technology in the field, specialized patient profiles, etc. (3 crs.)

CRJ-Criminal Justice

CRJ800 - Leading Criminal Justice Agencies

This course is designed to introduce the student to the notion of complex leadership theory, particularly as it is applied to criminal justice agencies. Students will learn how to construct the leadership formula of influence, grasp the art and science of influence and execution, and employ 360 degree situational leadership. Emphasis will be placed on community-oriented practices such as leadership for building police and community teams.

CRJ805 - Using Theory to Improve Criminal Justice Practice

Through this course, students—using relevant theory—will learn to challenge underlying assumptions to changes in the broad field of criminal justice. Examples include broken windows, routine activities, and control theory. Students will learn about means of achieving crime reduction through condition change, and accordingly, will design an assessment of relevant organizational change.

CRJ810 - Improving the Administration of Juvenile Justice

A modern examination of juvenile justice issues in America, students will examine the literature surrounding the relationship between the drop in crime and increase in punishment, encounters with police on the street and

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in schools, solitary confinement, and use of residential placements. Contemporary problems, such as private correctional facilities and the Pennsylvania scandal will be addressed. Finally, students will have the opportunity to study, discuss, and critique National Institute of Justice and the National Academy of Sciences reports on reform.

CRJ820 - Police Management for the 21 st Century

Students will critically examine the role of the police and the proper oversight of law enforcement policies, procedures, and tactics. Specific issues to be covered include examining the relationship between police efforts and crime rates, predictive policing, pursuits, race and diversity, and use of force. Overall, course design involves developing and integrating public policy for policing in America to specifically include policy related to the investigation of officer-involved shootings, use of force, and complaints of civil rights abuses. Included within these policies are media relations and keeping the public informed of the status of critical incidents.

CRJ830 - Corrections: Crisis and Management

This course examines contemporary issues in corrections such as the use and overuse of probation and incarceration, the empirical assessment of risk in sentencing decisions, and the management of jails and prisons. Intertwined with these issues are the causes and consequences of sentencing disparity. Additionally, students will critically examine methods of avoiding federal consent decrees through proper policies, procedures, management, and leadership. Further, students will learn to implement policies relating to the enforcement of federal consent decrees.

CRJ840 - Advanced Criminal Law, Procedure, and Evidence for Criminal Justice Leaders

Law is at the very core of the criminal justice system and its problems. Accordingly, this course will cover critical trends in substantive and procedural criminal law, including civil rights, hate crimes, and terrorism provisions at the federal and state levels. U.S. Supreme Court cases, particularly those surrounding search and seizure and the use of force, will be covered as well as other law-related key issues around the country.

CRJ850 - Contemporary Forensic Science and Technology for Criminal Justice Leaders

Whether a police administrator, forensic scientist, or training director, there has never before been such rapid and significant development in relevant forensic sciences. This course is specifically designed to bring senior criminal justice personnel up-to-date on topics such as sources and new methods of extracting DNA, advances in firearms identification, and using emerging forensic science techniques to properly investigate officer-involved shootings and solving complex crimes such as cold case homicides and serial rapes.

CRJ860 - Criminal Justice Training: Needs, Problems, Solutions

Criminal justice training is evolving in complex ways, both from a substantive perspective and by way pedagogy and andragogy. This course provides the necessary tools for criminal justice managers, leaders, and trainers to conduct relevant and critical needs assessments, develop lesson plans, provide training for newly promulgated policies, and overall gain a better understanding of adult learners in the criminal justice profession.

CRJ870 - Understanding Civil Liability for Criminal Justice Managers

Of critical importance to municipalities, police departments, correctional institutions, and criminal justice practitioners generally, is the notion of civil liability. In this course students will examine specific conduct such as illegal search and seizure, false arrests, and how all of this applies to criminal justice managers and department heads. The analysis begins with negligent hiring in the first instance, and follows through examining negligent training, negligent supervision, and negligent retention.

CRJ880 - Adjudication: Achieving Justice More Often

When all is said and done, the public, victims, and individual defendants demand and deserve justice. The guilty must be treated fairly, but in a way that meets the goals and objectives of criminal justice public policy. And innocent persons should not be convicted of crimes they did not commit. Consequently, this course will involve an in-depth analysis of the notions of under criminalizing versus over criminalizing conduct, managing the consequences of legislative (policy) decisions, defense errors in capital cases, prosecutorial misconduct, the utility of and possible end to grand juries, and the reasons for wrongful convictions.

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CRJ890 - Applied Criminal Justice Research Methods for Criminal Justice Leaders

Regardless of which element of the criminal justice profession one works, effective managers and leaders need to be able to interpret and apply qualitative and quantitative research methods. Students will learn how to interpret results of published research that can assist in effective policy development, crime control, supervision, and training. In the end, students will be able to apply evidence-based research to day-to-day criminal justice issues and problems.

CRJ895 - Legal Research Methods for Criminal Justice Practitioners

This course will focus on legal research methods for criminal justice practitioners. Special emphasis will be placed on evaluating legal research sources, primary and secondary sources, and legal writing. Students will practice research techniques that are designed to ensure timeliness and relevancy to a particular subject within a specific jurisdiction. Finally, students will learn about contemporary and scientific trends surrounding judicial use of empirical academic research.

CRJ900 - Case Studies in Criminal Justice Management

In this course the student will focus on the careful evaluation of systematic problems in criminal justice by comparing events at different times and places to understand their nature and response, and how to problem solve more effectively in the future through assessment of causes, reforms, and impacts. Examples of the types of subject matter to be covered include: federal supervision of local police departments, misconduct of corrections officers, violations of civil rights.

CRJ910 - Sentinel Event Reviews

This course involves original conclusions and recommendations surrounding incidents that resulted in unjust outcomes due to errors, lack of training, or ineffective policy. Examples include ineffective actions to prevent recurrence of domestic violence, racial profiling, incarceration of non-dangerous offenders, release of dangerous offenders, prosecutorial misconduct, and violations of civil rights. These reviews focus on single events, summarize what occurred using multiple sources, explain why it became an issue of public consequence, and propose an appropriate response. Additionally, students will detail whether the response is likely to be effective, given what is known about responses to prior events of this kind, and underlying issues of causation, law, policy, practice, research, and leadership.

CRM-Criminology

CRM700 - Advanced Criminological Theories

This course will examine the major theories of crime relevant to criminal behavior, crime analysis, research and criminal justice system policies. Original works of selected theories will be introduced and explained with examples of how theory, research and policy are applied to crime-related issues. Theoretical works such as classical, biological, psychological, social, political, and feminist criminology will be explained in this course.

CRM710 - Advanced Behavioral Crime Analysis Theory

This course provides the theoretical foundation for the behavioral analysis of violent crime associated with applied criminology. Specific course content will examine theoretical underpinnings of criminal behavior, rapist typology and victimology. A particular emphasis will be on the psychopathology of crime, violent offenders, paraphilias, pedophiles and crime victims. Accordingly, the course provides students with the behavioral and psychological theories that are needed in the practical courses in applied criminology, such as Criminal Investigative Analysis; Equivocal Death Analysis; and Geographical Crime Analysis.

CRM720 - Research Methods in Criminology

This course explores the design and analysis of experimental and quasi-experimental research in criminology. It explores both quantitative and qualitative techniques as they relate to criminological research. In addition to being able to design and undertake basic research in the field of criminology, an outcome of this course is to develop effective consumers of the research literature.

CRM820 - Ethics and Legal Aspects in Applied Criminology

This course is an in-depth examination of the ethical considerations that confront investigators, forensic scientists, supervisors, and others involved in applied criminology. Both theoretical and applied applications will be

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presented with emphasis on the practical courses in the Applied Criminology Track in Social Science. A particular focus will be on ethical issues relating to analysis of various data sets and evidence, preparation of expert reports, discovery and disclosure, exculpatory evidence, and testifying as a lay witness and as an expert witness. Relevant case studies will be reviewed.

CRM830 - Criminal Investigative Analysis

This course builds upon the theoretical framework provided in Advanced Criminological Theories and Advanced Behavioral Crime Analysis Theory. It provides the applied components of criminal investigative analysis from operational aspects such as the formation of the investigative team, predicting criminal behavior, locating offenders, and methodically collecting, analyzing and synthesizing relevant evidence. Moreover, the student will learn other practical applications such as interview techniques for suspects, crime victims and how to minimize occurrences of false confessions.

CRM840 - Equivocal Death Analysis

This course is designed to provide the theoretical and practical applications in determining whether a death was the result of an accident, suicide, homicide or natural occurrence. The student will be introduced to specific techniques, which are used to disambiguate the manner of death including behavioral and psychological histories of the decedent. Other techniques covered in the course include the analysis of autoerotic fatalities and staged crime scenes.

CRM850 - Geographical Crime Analysis

This course is designed to provide the student of applied criminology with the basic understanding of the theoretical and practical applications of Geographic Crime Analysis. Topics covered will include target and predator patterns; predicting crime; locating offenders; and investigative strategies for solving crimes. Students will also be introduced to the scientific and technological aspects of this field and will be expected to critically evaluate the various processes and procedures with the view towards continuous improvement in the field.

CRM855 - Applied Research in Criminology

This course will focus on the application of selected principles of criminological theory and research methods toward understanding and resolving specific problems in the field of applied criminology. It is designed to help students to build upon previous courses in crime theories and research methods. Students will be required to develop and complete a research proposal related to a criminological topic of their choice. (3 crs.)

CRM870 - Special Topics in Criminology

This course is a focused examination of an emerging and dynamic problem or issue in the study of criminology. The course will provide the student with the opportunity to apply the knowledge and skills learned in the program to subject matter that will vary each semester. Prerequisite: Must be admitted to the applied criminology program or permission of instructor. (3 crs.)

CRM880 - Criminology Thesis

The thesis consists of a written report of extensive research into a specific area of investigation in applied criminology. Students will demonstrate a mastery of knowledge of the background of the topic, the published literature of the subject, and high standards of original research and presentation.

CRM885 - Criminology Internship

Graduate students in the Applied Criminology program are placed with a law enforcement agency, forensic science organization, or other entity—public or private—that most nearly approximates employment goals. The intent of the internship is to provide students with practical work experience in an environment in which they will be addressing real problems that require solutions in a relatively short time frame.

CRM890 - Criminology Studies Abroad

This course is intended to provide students of applied criminology with a number of opportunities to study or work in academic or professional settings abroad. Examples include field-based studies with other students and a supervising professor; studying relevant aspects of applied criminology at foreign institutions of higher education where credit is not being awarded by the foreign institution; or pursuing an approved cultural and

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educational program abroad. Accordingly, students will be able to apply their skills in applied criminology in real-world environments, and at the same time, broaden their intellectual and personal understandings of cultures operating outside of the United States.

CRS-Conflict Resolution

CRS700 - Conflict Resolution Theory and Practice

Conflict is a universal feature of human society. It takes its origins in economic differentiation, social change, cultural formation, psychological development, and political organization – all of which are inherently conflictual – and becomes overt through the formation of conflict parties, which come to have, or are perceived to have, mutually incompatible goals. Conflict resolution as a defined specialist field came of age in the post-Cold War era and continues to grow in importance and relevance. This course examines major theories of conflict causation and motivation and emphasizes need for theories to inform processes of conflict resolution. Analysis in this course weaves together ideas from conventional disciplines with new approaches, especially with regard to causes and methods of resolving deep-rooted conflict.

CRS700 - Conflict Resolution Theory and Practice

Conflict is a universal feature of human society. It takes its origins in economic differentiation, social change, cultural formation, psychological development, and political organization – all of which are inherently conflictual – and becomes overt through the formation of conflict parties, which come to have, or are perceived to have, mutually incompatible goals. Conflict resolution as a defined specialist field came of age in the post-Cold War era and continues to grow in importance and relevance. This course examines major theories of conflict causation and motivation and emphasizes need for theories to inform processes of conflict resolution. Analysis in this course weaves together ideas from conventional disciplines with new approaches, especially with regard to causes and methods of resolving deep-rooted conflict.

CRS720 - Socio-Cultural Approaches to Identity Conflicts

This course examines globally mediated formations of ethnic and racial identities, including the ways in which transnational communities are shaped through contact with “homelands” (physically and virtually) and vice versa. This course will familiarize students with a selected set of analytical perspectives on how to think about the meaning of selves, i.e. the question of how selves acquire an identity and how identities are shaped within and from social interactions. The course will discuss the interaction of identity in relation to the concepts of conflict, violence, cooperation.

CRS730 - Nonviolence: Theory and Practice

The course centers on nonviolent direct action as means to redress social injustices. It is an examination of the philosophy, history, strategies, and tactics used to raise public awareness about societal wrongs.

CRS740 - Law and Conflict Resolution

This course provides students with an in-depth understanding of alternate forms of conflict resolution outside of courtroom litigation, as applied in legal practice, business, organizational, governmental, and interpersonal settings. In particular, this course provides practical considerations for understanding and analyzing the interests of each participant in conflict, conflict resolution, and conflict avoidance. It also offers a thorough and complete survey of alternative forms of dispute resolution (negotiation, mediation, and arbitration) from a legal perspective, including legal, professional and ethical responsibilities of involved parties.

CRS750 - Communication and Conflict Management

From the perspective of theories of human communication and interaction, “conflict” is an essential and necessary feature of human language and behavior across interpersonal, group and cultural contexts. This course examines the dynamics of conflict as they are shaped by a variety of discourses of difference such as race, class, gender, sexuality, nationality and the like. That is to say, as “scenes” of human interaction, conflicts are “shaped by language and behavior aimed at communicating difference between individuals and groups.” This course examines conflict from the point of view of Communication Studies using theories like Coordinated Management of Meaning, Systems Theory and the like. Although informed by theory and research, the course is also very practical insofar as it pays particular attention to how forms of “resolution” and “management” become possible given the specifics of conflict in interpersonal, group, organizational, national and international contexts.

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CRS760 - Applied Mediation and Negotiation

Students compare and contrast mediation and negotiation approaches focused on ethical practices and mutual gains with competitive and adversarial strategies. Skills in applied mediation and negotiation are employed in a variety of contexts.

CRS770 - International and Intercultural Conflict Resolution

This course will study all aspects of conflict that occur within the contemporary international system. The course will begin with the nature and form of conflict from war to economic actions to ethnic conflicts and civil wars that impact the international system. Following this, the student will consider various means for preventing conflict and bringing about resolution and reconciliation, from traditional diplomacy to international organizations to cooperative economic frameworks. Finally, detailed study will be given - through the use of a number of case studies - to the actual process of diplomatic mediation and the negotiation process.

CRS780 - Ethics in Global Perspective

This course provides students with an in-depth understanding of ethical issues in conflict resolution across the varied global background of cultures and religions. In particular, this course provides applied ethical considerations for understanding and analyzing the interests of each participant in conflict, conflict resolution, and conflict avoidance. It also offers a thorough and complete survey of the philosophical underpinnings of dispute origins and resolution from an ethical perspective, including values, notions of the role of the individual in society, and religious imperatives.

DHS-Doctor of Health Science

DHS804 - Evidence-Based Practice Theory

This course is designed to provide the student with a systematic method to critically appraise and integrate the results of current scientific literature. Students will participate in discussions and practical writing exercises to articulate clinical questions to be answered through sources of scientific evidence. Students will be exposed to strategies for searching relevant data bases and appraising and evaluating specific sources of evidence.

DHS805 - Health Promotion and Wellness for the Individual

In this course students will be provided with an advanced framework for individual health promotion. Elements of the health and wellness lifestyle will be examined in detail, and students will be provided opportunities to lead and to employ leadership styles into wellness and health promotion for the individual. Students will search the evidence to uncover the most current literature to support individual health promotion, including leadership trends to encourage health and wellness lifestyles.

DHS806 - Community and Corporate Wellness

Students will develop and design community and corporate wellness plans based upon the most current research and evidence. Additionally, the role of effective leadership styles and trends will be studied. Effective leadership in the promotion of healthy lifestyles will be vital in the improvement of health and wellness leading into the future. Great emphasis will be devoted to examining and understanding health and wellness disparities across socioeconomic and cultural lines. Model corporate programs will be examined and dissected to determine overall efficacy in application and leadership.

DHS825 - Research Methods in Exercise Science I

This course will explore general research principles and scientific method. Ethics in research will be fully investigated including training aligned with federal regulations on ethical research practices and protection of human research participants. The process of question formulation, writing the literature review, research design and methodology of the research report will be examined. The student will focus on a research question and begin critically appraising current research for use in writing a literature review.

DHS826 - Research Methods in Exercise Science II

Data collection tools and statistical analysis will be explored as well as validity, reliability, and sampling. The student will begin framing the extended article manuscript that will become the dissertation for the program. The student will construct their dissertation committee, and present an applied research project proposal prior to completing the course.

Course Descriptions

DHS830 - Leadership in Wellness Education and Professional Practice

Leadership skills, attributes, theories and styles will be examined and applied across a wide-range of practice settings. Students will utilize their current place of employment, where appropriate, to examine the leadership style and tenets. Students will explore the most current as well as foundational literature to synthesize best practices in effective leadership to include, but not limited to topics such as foundations of leadership, emotional intelligence, conflict resolution and consensus building, intercultural competence, project/group facilitation, and motivation and accountability within the constructs of an academic environment.

DHS835 - Values, Ethics and the Promotion of Health and Wellness

The application of personal values and theoretical ethics will be applied to the health promotion and wellness milieu. Ethical decision making and ethical dilemmas encountered by organizations will be examined. The process of being interested in one's self, moving to thinking about self and others, and finally being concerned with self, others, and society is a leader's ethical responsibility. Current evidence will be utilized as a basis for arguments and case studies scrutinized to assist students in making sound, ethically grounded decisions driven by contemporary leadership styles and trends.

DHS845 - Advanced Instructional Technology in Evidence-Based Practice

Students will be presented with the latest technologies and adult learning strategies for utilization within educational and private organizational settings. Special attention will be given to research-supported technologies and their application in multiple learning environments, with a focus on Evidence-Based Practice principles. Students will explore the use of a variety of innovative technologies to enhance teaching, enrich learning, and improve assessment.

DHS850 - Theories and Foundation of Adult Learning

Students will be provided with an evidence-based foundation of current theories associated with adult learning including the differences between adults and children as learners. This will include exploration of adult learning theory, research based principles of learning, learning styles, and other contemporary educational theories that effect and influence learning in the adult.

DHS851 - Learning Concepts for the Adult Learner

Students will explore advances in adult learning, as well as best-practices and concepts for successful outcomes for the adult learner. A detailed exploration will occur into such topics as teaching strategies, overcoming teaching challenges, adult learning principles and practices. The emergence of technology used as campus-wide technologies, as well as internet and social media as a conduit for learning.

DHS852 - Curriculum and Course Design

This course will build upon the current evidence of effective adult learning, curriculum design and curricular evaluation in conjunction with course design, course development, and evaluation will be the foci of this course. Topics such as curricular instructional planning and design, course organization, instructional delivery, lesson planning, assessment tool creation will be included.

DHS899 - Evidence-Based Project Seminar

All aspects of the research project process will be addressed by conducting the steps necessary for a complete dissertation proposal. The process will include committee formation, presentation and approval of the research prospectus, development and defense of the dissertation proposal with IRB approval readiness.

DHS900 - Evidence-Based Capstone I

This is the first course of three evidence-based research courses that culminate in the dissertation. The student will move forward with the topic design from the DHS 899 course, complete and finalize the dissertation proposal, and complete the IRB process. After the IRB approval the student will begin preliminary data collection and analysis.

DHS901 - Dissertation

This is the culminating activity for the completion of the degree program. The student will complete all activities to complete the dissertation including data collection, data analysis, defense, and presentation. Students will

Course Descriptions

develop a poster suitable for presentation at professional conferences. Students are required to travel to campus to defend the dissertation and present the poster.

EAS-Earth Science

EAS511 - DataStreme Atmospheric Studies

A collaborative learning course in conjunction with the American Meteorological Society (AMS) designed to focus on principles of meteorology from analysis of digitally delivered near real-time environmental data and learning activities. The course utilizes the display and analysis of atmospheric data with applications designed to be modified for use in other instructional formats. The analysis of weather maps is an integral part of the investigations component of the course. Students are expected to visualize, interpret, and interrogate various weather phenomena as they relate to the current state of the atmosphere. Basic prediction of future weather conditions is one of the culminating experiences of the course, after extensive online investigations. The course relies on data and support of the American Meteorological Society.

EAS512 - DataStreme Ocean Studies

A collaborative learning course in conjunction with the American Meteorological Society (AMS) designed to focus on principles of oceanic analysis of digitally delivered near real-time environmental data and learning activities. The course utilizes the display and analysis of oceanic data with applications designed to be modified for use in other instructional formats. Specifically, it is designed to be a study of the four main branches of oceanography: 1) geology of the oceanic basins (origins of the oceans, structure and geomorphology of the ocean's floor, methods of investigation); 2) chemistry of the ocean waters; 3) physics of the oceans (currents, waves, tides, etc.); 4) biology of the oceans (marine plants and animals). The course relies on data and support of the American Meteorological Society.

EAS513 - DataStreme Climate Studies

A collaborative learning course in conjunction with the American Meteorological Society (AMS) designed to focus on principles of climate analysis of digitally delivered near real-time environmental data and learning activities. The course utilizes the display and analysis of climatic data with applications designed to be modified for use in other instructional formats. In this course the elements and controls of climate are analyzed in a systematic fashion. The physical parameters controlling climate are reviewed, as they relate to physics and chemistry. Climate science is concerned not only with the most frequently occurring types, the average weather, but the infrequent and unusual types as well. Climates of the past and potential future states of climate will be discussed and the impacts thereof. The student will be able to make an informed decision in the framework of a Citizen Scientist given the nature of a changing climate through data analysis utilized in this course. Near the conclusion of the course, human energy needs, policy implications and political ramifications are discussed based upon our best understanding of the impacts of the quickly changing climate. The course relies on data and support of the American Meteorological Society.

EAS514 - Selected Topics in Atmospheric Studies

A collaborative learning course in conjunction with the American Meteorological Society (AMS) designed to focus on principles of atmospheric science analysis of observed environmental data and learning activities. Students learn about research initiatives from a variety of scholars and professionals employed in various sectors of the weather enterprise. The course employs a seminar format to facilitate interdisciplinary and cross institutional networking opportunities and leverages the existing institutional connections between Cal U, AMS and the National Oceanic and Atmospheric Administration (NOAA). These connections allow professionals to engage students in the seminar format where engagement is maximized. Professional focus is from the national centers (e.g., Weather Prediction Center, Storm Prediction Center, National Center for Environmental Prediction, Local National Weather Forecast Office, Space Weather Prediction Center, and National Weather Service Training Center). Learning modules are presented and students are tasked with engaging each other as they navigate course materials. Near the conclusion of the course, students are required to synthesize course materials and learning modules in a deliverable format for peers or other students at various learning capacities. Students then conduct their own peer-to-peer collaborations utilizing the learning tools presented in the course. The course relies on data and support of the American Meteorological Society.

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EAS515 - Selected Topics in Ocean Science Studies

A collaborative learning course in conjunction with the American Meteorological Society (AMS) designed to focus on principles of atmospheric science analysis of observed environmental data and learning activities. Students learn about research initiatives from a variety of scholars and professionals employed in various sectors of the weather enterprise. The course employs a seminar format to facilitate interdisciplinary and cross institutional networking opportunities and leverages the existing institutional connections between Cal U, AMS and the National Oceanic and Atmospheric Administration (NOAA). These connections allow professionals to engage students in the seminar format where engagement is maximized. Professional focus is from the national centers (e.g., Weather Prediction Center, Storm Prediction Center, National Center for Environmental Prediction, Local National Weather Forecast Office, Space Weather Prediction Center, and National Weather Service Training Center). Learning modules are presented and students are tasked with engaging each other as they navigate course materials. Near the conclusion of the course, students are required to synthesize course materials and learning modules in a deliverable format for peers or other students at various learning capacities. Students then conduct their own peer-to-peer collaborations utilizing the learning tools presented in the course. The course relies on data and support of the American Meteorological Society, NOAA, United States Naval Academy, Naval Meteorology and Oceanography Command, and by the Office of Naval Research.

EAS730 - Environmental Hazards in a Changing Climate

This course focuses on weather- and climate-related natural hazards from physical science perspective but also explores their socioeconomic impact on human societies. The concept of climate resilience is elucidated by examples of climate adaptation and mitigation from the past, as well as proposed strategies for the future. Trends in frequency and intensity of hazard events are discussed within framework of socioeconomic conditions to explain how vulnerable groups are identified. Impact of how a social group's or individual's personal views, perceptions of environment, or risk averse attitudes will also be explored.

ECE-Early Childhood Education

ECE700 - Early Childhood Curriculum and Assessment

Based on the premise that curriculum, instruction and assessment are inextricably intertwined, this course is designed to help prospective teachers of young children conduct informal and formal assessments and develop an assessment system that draws information from various sources. Teachers will develop knowledge and understand the principles and components of preschool curricula and strategies of learning for preschool children. Curriculum and assessment, content, strategies, and examples appropriate for the development and learning of young children are emphasized. The course communicates the mindset that comprehensive, reliable and valid assessment data pave the way for meaningful, relevant and engaging learning opportunities for children.

ECE702 - Advanced Childhood Development

This online course provides teachers with the opportunity to review recent research and theory concerning advanced child growth and development. The course examines the nature and process of child development with a focus on infancy and early childhood years. The primary goal of the course is the integration of information generated from empirical research, both classic and current, into explanatory systems (theories) of child development. The emphasis in this course is less on learning the "facts" of child development and more on learning why child development research is conducted (theories), how it is conducted (methodology), what it means for the field (conclusions) and how research is evaluated (critical thinking).

ECE703 - Literacy Development

This online course provides teachers with the opportunity to review recent research and theory concerning literacy development. The study of different areas of literacy development specifically oral language, writing, and reading are encompassed in the course. The theory and research is translated into practical strategies, assessment materials, and preparation of rich literacy environments. The course provides the teachers with an effort to reflect upon current issues in early literacy specifically: early intervention programs to assist struggling readers, language and diversity, teaching skills in developmentally appropriate settings, organization and management of literacy programs, and family literacy partnerships.

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ECE704 - Special Topics in Early Childhood Education

A focused examination of an emerging and dynamic problem or issue in the study and practice of early childhood education. Special subject matter not ordinarily covered in the existing curricula can be presented by faculty. Examples include but are not limited to: design and accreditation of early care settings, adapting instruction for diverse learners, cultural diversity in the early care setting, parent and community involvement, advocacy and ethics, inquiry-based learning, or content-specific topics.

ECE705 - Science and Math in Early Childhood Education

This course provides practicing teachers with the opportunity to attain an advanced conceptual understanding of and skill in using numerous teaching strategies for science and math content. As the result of this course, teachers will be able to increase their understanding of science and math content, and select, plan and teach integrated constructivist-based lessons for diverse learners in their early childhood years.

ECE707 - Leadership and Management in Early Childhood Settings

Early childcare settings should provide a supportive and encouraging environment. This course addresses planning for child care and education facilities including staffing, regulations and licensing, organizing space and equipment, nutrition and health policies, and parent and community relations. Teachers will examine the importance and application of developmentally appropriate practices and programs that are nationally recognized. Careful attention will be given to standards, ethical practices and advocacy in the development of future leaders of Pre-K programs.

ECO-Economics

ECO711 - Microeconomic Analysis

Analysis of the theories of consumer behavior, resource allocation, externalities, production and pricing policies of firms. (3 crs.)

ECO712 - Macroeconomic Analysis

An analysis of the determination of national income, employment and price levels, with discussion of consumption, investment, inflation, government fiscal and monetary policies, and international trade, and their relevance to business and industry. (3 crs.)

ECO716 - Applied Economic Analysis

This course examines the relevance and applicability of microeconomic and macroeconomic principles, focusing on how these principles can be used to analyze and explain various events in the business environment. The first half of the course reviews certain micro-economic principles, which are then applied to real situations in which managers must make specific decisions. This includes a diagnosis of the problem, analysis of the economic choices, and development of a plan of action to help the enterprise reach a reasonable strategy or decision. The second half of the course reviews macroeconomic principles which are used to gain understanding of the aggregate behavior of different sectors of the economy, and how changes in behavior in each of these sectors are caused by various factors, including actions taken by policymakers (Congress, the U.S. President, and the Federal Reserve System) influence the overall level of economic activity. Also examined is how changes in these sectors affect managerial decisions aimed at improving business performance.

ECO721 - Managerial Economics

The tools and techniques of economic analysis are used to analyze and solve business and industrial decision-making problems. (3 crs.)

ECO731 - Econometric Methods

An introduction to statistical estimation in mathematically formulated economic relationships, including the discussion of autocorrelation, heteroskedasticity, dummy variables, functional forms and distribution lags. Computer use is emphasized. (3 crs.)

ECO765 - Health Economics and Policy

This course introduces students to the application of economic principles used to analyze the behavior of consumers, healthcare providers, health insurers and public policy makers in the allocation of scarce resources

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for the production and consumption of healthcare services. Economic concepts will be applied to analyze health care markets and evaluate health policies. International comparison of health systems and health outcomes will be discussed.

EDE-Elementary Education

EDE700 - Foundations and History of American Education

This course is designed to provide a historical review of elementary education from the past to the present day. (3 crs.)

EDE701 - Standards Aligned Curriculum, Instruction and Assessment

Development and Organization of School Curriculum- This course is designed to provide a complete understanding of the history, organizational patterns, and resources available for the development of the school curriculum. Emphasis is on recent developments in curricula for infant/toddler programs, pre- kindergarten, kindergarten and grades one through twelve. Students receive an introduction to the many facets of curriculum development. Varied opportunities are provided for the students to apply, synthesize and evaluate information through cooperative and interactive learning experiences.

EDE702 - Instructional Strategies

Topics covered in this course include research on effective teaching, written behavioral objectives, Bloom's Taxonomy of Cognitive Development, questioning and discussing behaviors, utilization of thinking skills, integration of subject areas, inductive and deductive teaching, observation and assessment of children, cognitive, psychomotor and affective concerns of children, content presentation skills, conflict resolution, values and problem-solving as classroom management strategies, portfolio development for children and professionals, use of technology for students and teachers, and strategies for teaching special learners in the regular classroom. Through class discussions, practice sessions, role-playing and microteaching, students will learn how to plan for and utilize strategies and effectively teach elementary and early childhood children. (3 crs.)

EDE704 - Introduction to Teaching English as a Second Language

The five domains of teaching English language learners are explored: culture, language, planning instruction, assessment and professionalism. Emphasis is placed on the Teachers of English to Speakers of Other Languages (TESOL) teaching standards and ESL K-12 standards. Teachers will examine research-based practices in relation to the five domains and identify their role as an English as a Second Language (ESL) teacher.

EDE706 - Evaluation and Measurement

Emphasis is placed on practical methods and techniques for planning, construction and use of oral, performance, essay and objective tests with an assumption that evaluation's role in the teaching learning process is both active and fundamental. (3 crs.)

EDE709 - Developing Cultural Awareness and Sensitivity

Teachers across the country are finding their classrooms increasingly diverse, therefore, this course will provide an examination of theory, diversity, and pedagogy constructs for explicit applications to practice in classrooms with English Language Learners. A historical exploration of immigration, cultural perspectives, and teaching practices that demonstrate and explicate the interconnectedness of culture and cognition are provided. By examining the background of English Language Learners and their cultures a framework for creating a culturally responsive classroom environment is developed.

EDE712 - Content Instruction and Assessment PK-12

Teachers will examine the theories, principles, and practices that assist English language learners in achieving academic proficiency in the content areas. Planning standards-based instruction and adapting instruction in the content areas is emphasized. To promote the academic success of English language learners, teachers will involve the family and community, and analyze the learner to establish learning goals and assessment measures that are appropriate for the individual student.

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EDE713 - Language Acquisition and Development

Second language learners of any age undergo certain processes to be able to learn a new language. In this course, candidates will be exposed to these processes. They will learn and conduct research on the structure and nature of language with a view to assisting their students to adjust to the challenges of learning a new language. They will also learn the theories of second language acquisition and styles and strategies in language learning, as well as the sociocultural and cross-linguistic influences of language learning.

EDE714 - Language Proficiency Assessment

Assessing English Language Learners can be a challenge to not only teachers but also the students themselves. As ESL students in K-12 are taught English, there needs to be proper instruments in place of assessing their progress in language learning. These tools should be appropriate and should take into account the proficiency level of the learner. In this course, student teachers will gain exposure to the tools necessary to be able to assess English Language Learners appropriately and in a timely way. The course will offer knowledge on benchmarks for different proficiency levels.

EDE719 - Supporting Second Language Learners, Family, and the Community

Most second language learners are from another country. They come in with anxieties and go through phases of cultural adjustments. Without the necessary support, it might be hard for them to transition smoothly and thus be able to learn English well and fast. This course is geared toward equipping ESL teachers with the necessary tools to give ESL students the support they need while they undergo the challenges of transition. Issues that may arise concerning the support of students in the classroom, school and the community will be addressed.

EDE760 - Introduction to National Board Certification

This course will provide an overview of the national board teacher certification process, the requirements, and research support. "Accomplished Teaching" will be thoroughly investigated in the context of the national board teaching standards. Working in a cooperative online environment, student will evaluate their professional work and then design and implement a personalized professional development plan to achieve the status of "Accomplished Teaching". (3 crs.)

EDE761 - Family and Community Relations

This course emphasizes the role of parents and community in the framework of educational planning for young children. The student will demonstrate skill in planning education workshops. Students will use interview and conferencing techniques to learn from parents and community people actively involved in programs for children. National board standards for family and community involvement will be examined and threaded into the teaching units. Students will observe, interview and/or discuss best practices with national board certified teachers. (3 crs.)

EDE762 - Interdisciplinary Inquiry-Based Learning

This course will provide candidates with opportunities to understand how inquiry-based learning learners engage in making meaning through personal and collaborative interactions with the environment. Candidates will engage in teaching exercises that require implementation of reflective, systematic and thoughtful inquiry and will experiment with action research strategies in collaborative learning groups. Candidates will use the National Board for Professional Teaching Standards and the Five Core Propositions as a guide in the development of interdisciplinary curriculum to support themes, projects and student-centered learning, and to connect learning to society. (3 crs.)

EDE763 - Constructivism in Practice

This course will define and thoroughly investigate constructivist teaching strategies in connection to the national board teaching standards and portfolio requirements. Topics covered will include: "best teaching practices" embedded in the content areas (social studies, science, math and reading), along with designing a safe, well-managed and dynamic learning environment. Definitions, purposes, essential elements, and implementation plans will be thoroughly addressed. Authentic assignments and cooperative online work will provide a venue for students to scaffold their professional work toward "Accomplished Teaching." (3 crs.)

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EDE764 - Teacher Reflection

This course will explore the understanding and practice of reflection. Reflective practice, as required by the National Board for Professional Teaching Standards, enables teachers and counselors to identify and understand how they use their knowledge and skills to effectively impact student learning and monitor their professional growth. Through reflection, professionals identify and assess the knowledge and skills embedded in their practice and engage in self-assessment to improve their practice. Students will be exposed to various theories of learning and knowledge generation and engage in exercises in which they reflect on classroom experiences. (3 crs.)

EDE765 - Teachers as Leaders

This course explores research-based theories of teacher leadership that enable teachers to engage in meaningful transformation of curriculum, instruction and assessment in their classroom, school, district, state or nation. Students identify and practice teacher leadership skills through course readings, self-assessments, case studies and teacher leadership projects.

EDE766 - Action Research

This course provides experienced teachers with the opportunity to attain a conceptual understanding of action research methods in elementary and early childhood education and the skill to use action research methods to transform classrooms and schools through data-driven decision-making. As the result of this course, students will be able to critically analyze action research projects; design action research projects; collect student, class and school data; interpret the results of student, class and school data analysis; and articulate action research principles as a teacher leader in their teaching contexts. (3 crs.)

EDE767 - Portfolio Development

This course will assist the teacher practitioner in developing a national board professional teacher certification portfolio which will include student work, videotapes and commentary. (3 crs.)

EDE768 - Teacher Education Internship

The internship experience requires learners to participate in a supervised experience in an early childhood/preschool setting under the supervision of a sponsoring organization and university. The number of hours will be dependent upon the learner's prior experiences and may include up to 120 hours in an early childhood setting. Valid and current teacher clearances or clearances for your state are required. Individual internship locations will be arranged based on prior educational experiences and the educational program.

EDE770 - The Nature of Science, Technology, Engineering and Mathematics Inquiry Learning in Elementary/Middle

This course explores research-based practices in teaching children inquiry as practiced by the science, technology, engineering and mathematics (STEM) professions. Candidates will examine the nature of inquiry through historical biography, case studies of exemplary teaching practices, research on how elementary/middle school children learn STEM content and practical experience conducting STEM inquiry projects.

EDE771 - Teaching Elementary and Middle School Children Earth and Space Science

This course provides experienced teachers with the in-depth earth science content knowledge and pedagogical skill to develop academic standards into age-appropriate lessons that facilitates students' achieving proficiency. Through targeted modules teacher-learners will identify common elementary, middle level misconceptions regarding earth science topics, research and discuss causes and implications of those misconceptions, and develop standardspecific instruction to address them. As the result of this course, teachers will be able to recognize student learning gaps in the earth sciences, identify age-appropriate earth science content progressions and design learning plans targeting those gaps.

EDE772 - Teaching Elementary and Middle School Children Life Science

This course develops the candidates' capacity to design and deliver curriculum, instruction and assessment to elementary/middle school children in the life sciences. Rooted in academic standards and the common explanations children use to understand scientific phenomena, the candidates will engage in advanced studies of exemplary teaching strategies and in-depth exploration of life science pedagogical content knowledge through engaging activities aligned with the needs of practicing teachers.

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EDE773 - Teaching Elementary and Middle School Children Physical Science

This course develops the candidates' capacity to design and deliver curriculum, instruction and assessment to elementary/middle school children in the physical sciences. Rooted in academic standards and the common explanations children use to understand scientific phenomena, the candidates will engage in advanced studies of exemplary teaching strategies and in-depth exploration of physical science pedagogical content knowledge through engaging activities aligned with the needs of practicing teachers.

EDE774 - Teaching Elementary and Middle School Children Math

This course develops the candidates' capacity to design and deliver curriculum, instruction and assessment to elementary/middle school children in mathematics. Rooted in academic standards and the common explanations children use to understand math, the candidates will engage in advanced studies of exemplary teaching strategies and math pedagogical content knowledge through engaging activities aligned with the needs of practicing teachers.

EDE776 - Integrative Project in STEM Education

Candidates will learn advanced instructional strategies using research-based case studies and apply these principles through the design of curriculum, instruction and assessment. This course provides candidates opportunities to apply their understanding of STEM education through direct interactions with children in schools, teacher leadership initiatives, community service, scientific laboratory experiences, environmental interpretation in parks and science learning in museums. Candidates will design and complete integrative academic assignments that demonstrate application of STEM education, experiential education and service learning instructional strategies.

EDE795 - Student Teaching Internship

The student teaching experience provides the opportunity for the teacher candidate to engage in pedagogy which embraces the constructivist model. During the course of this assignment, students work in two public school classrooms and attend weekly practicum. Discussions focus on current research and best practices, constructivist teaching strategies and techniques, technology in the classroom, and Pennsylvania school laws relevant to the work of the classroom teacher. The teacher candidate will conduct an action research project and share with colleagues during practicum sessions. In addition to these school-based experiences, the teacher candidate is encouraged to engage in a series of community and cultural events with the surrounding school community. (9 crs.)

EDP-Professional Education

EDP600 - Statistical Methods

This course introduces the student to statistical concepts and techniques that are essential for valid and reliable field research. Emphasis is placed upon statistical reasoning and thinking as well as an understanding the logic behind variance inference procedures and their correct use. A heavy emphasis will be placed on proper interpretation including contextual interpretation. Numerous statistical methods will be discussed including: graphical techniques for both qualitative and quantitative variables, numerical summaries for both qualitative and quantitative variables, hypotheses tests, confidence intervals, regression techniques, one-way and two-way analysis of variance, and analysis of covariance. At the conclusion of the course, the student is expected to be able to identify, describe and critique the statistical methods used in published research studies and correctly apply the appropriate statistical methods in his or her own research. SPSS will be used throughout the course.

EDU-College of Education

EDU590 - Summer Institute for Teachers and Writers

As a partner of the Western Pennsylvania Writing Project, a National Writing Project site, the Cal U Summer Institute for Teachers and Writers provides an opportunity for writers and teachers to grow in their craft even as it exemplifies and examines best methods in teaching writing. Thus, the Summer Institute improves the teaching of writing throughout the region in all disciplines K-16, encourages writers and teachers to refine and extend their own writing skills, increases enthusiasm for the teaching of writing, and creates a network of capable teacher consultants.

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EDU650 - Supporting English Language Learners

The purpose of this course is to help prospective teachers in all initial certification areas develop an understanding of how to modify mainstream course materials and instructional strategies so that English language learning students can engage in course content while simultaneously developing their new language. (3 crs.)

EDU701 - Foundations of Gifted Education

This course introduces teachers to the foundational ideas of gifted education. Teachers will work with gifted students in their own school while considering ideas such as collaboration, documentation, and advocacy. Teachers will explore key theories and research supporting gifted education and discover resources for gifted education.

EDU702 - Instructional Design and Strategies for Gifted Education

This course teaches strategies, methods and techniques for developing and delivering differentiated curricula appropriate for meeting the unique academic strengths, emotional needs and interests of gifted learners.

EDU704 - Introduction to English as a Second Language

The five domains of teaching English language learners are explored: culture, language, planning instruction, assessment and professionalism. Emphasis is placed on the Teachers of English to Speakers of Other Languages (TESOL) teaching standards and ESL K-12 standards. Teachers will examine research-based practices in relation to the five domains and identify their role as an English as a Second Language (ESL) teacher.

EDU705 - Program Models for Gifted Education – Service Delivery Options

Students will demonstrate understanding of research-based instructional models and classroom services of gifted education. This will be done by using district data to evaluate service models and organizational options for gifted services in the district. After students analyze data, they will make recommendations to the district on how to improve their gifted education program.

EDU709 - Developing Cultural Awareness and Sensitivity

Teachers across the country are finding their classrooms increasingly diverse, therefore, this course will provide an examination of theory, diversity, and pedagogy constructs for explicit applications to practice in classrooms with English Language Learners. A historical exploration of immigration, cultural perspectives, and teaching practices that demonstrate and explicate the interconnectedness of culture and cognition are provided. By examining the background of English Language Learners and their cultures a framework for creating a culturally responsive classroom environment is developed.

EDU712 - Content Instruction and Assessment PK-12

Teachers will examine the theories, principles, and practices that assist English language learners in achieving academic proficiency in the content areas. Planning standards-based instruction and adapting instruction in the content areas is emphasized. To promote the academic success of English language learners, teachers will involve the family and community, and analyze the learner to establish learning goals and assessment measures that are appropriate for the individual student.

EDU713 - Language Acquisition and Development

Second Language Learners of any age undergo certain processes to be able to learn a new language. In this course, candidates will be exposed to these processes. They will learn and conduct research on the structure and nature of language with a view to assisting their students to adjust to the challenges of learning a new language. They will also learn the theories of second language acquisition, styles and strategies in language learning as well as the socio-cultural and cross-linguistic influences of language learning.

EDU714 - Language Proficiency Assessment

Assessing English Language Learners can be a challenge to not only teachers but also the students themselves. As ESL students in K-12 are taught English, there needs to be proper instruments in place of assessing their progress in language learning. These tools should be appropriate and should take into account the proficiency level of the learner. In this course, student teachers will gain exposure to the tools necessary to be able to assess

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English Language Learners appropriately and in a timely way. The course will offer knowledge on benchmarks for different proficiency levels.

EDU719 - Supporting Second Language Learners, Family, and the Community

Most second language learners are from another country. They come in with anxieties and go through phases of cultural adjustments. Without the necessary support, it might be hard for them to transition smoothly and thus be able to learn English well and fast. This course is geared toward equipping ESL teachers with the necessary tools to give ESL students the support they need while they undergo the challenges of transition. Issues that may arise concerning the support of students in the classroom, school and the community will be addressed.

ELE-PreK thru Grade 4 Educ

ELE621 - Instructional Strategies

This course is designed to provide teacher candidates with the knowledge, skills, and dispositions necessary to create developmentally appropriate and responsive instruction and assessment for learners in K – 4 classrooms. Topics covered include K through grade 4 curriculum models, developmentally appropriate practices, lesson planning, writing objectives, instructional strategies, and assessment of student learning. Through various teaching and learning methodologies, the teacher candidates will learn how to plan for and utilize strategies based on evidence-based research, Pennsylvania Department of Education Learning Standards and standards set forth by the National Association for the Education of Young Children.

ELE701 - Teaching and Assessment in Language Arts

This course examines the development of literacy and assessment practices in Pre#K to grade 4. Candidates are taught how to teach and assess reading, writing, listening and speaking skills with an emphasis on developmentally appropriate practices particularly in the area of language arts, and through the use of an integrated/balanced approach consistent with the constructivist theory of teaching and learning. Research#based effective practices and theories to literacy instruction and assessment are introduced, analyzed and evaluated.

ELE702 - Teaching and Assessment in Reading

This course examines the development of literacy and assessment practices in Pre#K to grade 4. Candidates are taught how to teach and assess reading, writing, listening and speaking skills with an emphasis on developmentally appropriate practices associated with an integrated and balanced approach to literacy instruction consistent with the constructivist theory of teaching and learning. Candidates learn research-based best practices that cultivate early literacy development so that young children through grade four develop skill in phonemic awareness, phonics, vocabulary, comprehension, and fluency. Candidates learn how to assess, make instructional decisions, and provide interventions that will meet the needs of a diverse classroom population. Teacher candidates participate in classroom and field-based experiences that provide them with the knowledge, pedagogy, and dispositions needed to support early literacy and to teach early literacy skills to preschool and early elementary children in a variety of classroom settings. In the required performance assessment project, candidates plan and implement a guided reading lesson in a K-4 classroom.

ELE703 - Field Experience

This course is designed to provide students with a field experience in a Pre K-4 classroom for a minimum of forty-five hours. Students will function as a teacher's aide, develop and teach five lesson plans.

ELE711 - Teaching and Assessment in Mathematics

Understanding the child's perceptions and cognitive development as they relate to mathematics. Activities appropriate to the developmental and academic levels of elementary school children are explored and practiced.

ELE718 - Expressive Arts

This course deals with expressive arts during the early childhood and elementary school years. The course content focuses on developing creativity, the teaching and integration of art, music, movement, and creative dramatics within the curriculum.

Course Descriptions

ELE721 - Teaching and Assessing Students' Science Learning

This course provides teacher candidates at the graduate level opportunities to acquire the science education knowledge, skills and dispositions expected of beginning early childhood teachers in self-contained classrooms. The course provides an overview of the nature of science, scientific inquiry and focuses on science process skill teaching strategies. Candidates learn and practice science teaching skills such as: creating a classroom environment conducive to scientific inquiry, designing science instruction, assessing student attainment of academic standards, and using the local community as a location and topic of classroom science instruction. The course assignments introduce students to the professional community of science education professionals and resources. Teacher candidates participate in university classroom and field experiences that provide them with the knowledge, pedagogy, and dispositions needed to teach in a variety of educational contexts.

ELE731 - Teaching and Assessment in Social Studies

The foundations of the social studies are critiqued. Instructional strategies, best practices and resources for the constructivist social studies classroom will be researched, discussed and demonstrated. Attention will be given to current trends, use of technology in the curriculum, literacy instruction in social studies, and the present status of social studies in the pre K-4 classroom.

ELE795 - Student Teaching and School Law

This student teaching experience provides the opportunity for the teacher candidate to engage in pedagogy which embraces the constructivist model. During the course of this assignment, students work in two public school classrooms and attend weekly practicums. Discussions focus on current research and best practices, constructivist teaching strategies and techniques, technology in the classroom, and Pennsylvania school laws relevant to the work of the classroom teacher. The teacher candidate will conduct an action research project and share with colleagues during practicum sessions. In addition to these school-based experiences, the teacher candidate is encouraged to engage in a series of community and cultural events with the surrounding school community.

ENG-English

ENG590 - Summer Institute for Teachers and Writers

As a partner of the Western Pennsylvania Writing Project, a National Writing Project site, the Cal U Summer Institute for Teachers and Writers provides an opportunity for writers and teachers to grow in their craft even as it exemplifies and examines best methods in teaching writing. Thus, the Summer Institute improves the teaching of writing throughout the region in all disciplines K-16, encourages writers and teachers to refine and extend their own writing skills, increases enthusiasm for the teaching of writing, and creates a network of capable teacher consultants.

ENP-Entrepreneurship

ENP701 - Entrepreneurship

This course focuses on the characteristics of an entrepreneur and framework to develop and lead a successful entrepreneurial business. The impact of emotional intelligence in the workplace and sources of entrepreneurial finance are discussed. Students will learn how to develop and manage the human capital in the workplace.

ENP705 - Entrepreneurial Finance

This course is designed to expose students to the process of financing and investing in a new venture. The focus of the course is on the key analytical thinking and skills which are needed for financing of new venture and for making investment decisions. Students are introduced to the knowledge and financial tools needed by an entrepreneur for a successful business venture.

ESP-Special Education

ESP602 - Life Skills Planning and Instruction

This course prepares students to work with children and/or adults who require on-going support in order to participate in one or more major life activity. Students are required to do design and implement an instructional program with a person who needs this type and level of support.

Course Descriptions

ESP603 - Assessment and Prescriptive Teaching

This course teaches students how to administer, score, and interpret both norm-referenced and criterion-referenced assessment devices and how to prescribe programs of remediation based on the results of these devices.

ESP606 - Transition Planning and Instruction

This course deals with special education programs for senior high school students as well as those persons who reside in the community. Emphasis is placed on vocational preparation and training. Specific techniques for task analysis of jobs, daily living skills, and social adaptation constitute a major portion of this course. Emphasis is placed on the development of functional skills that contribute to normalized development.

ESP607 - Early Intervention Special Education

The course is designed to provide future educators with knowledge of history, theories, legislation and litigation associated with early childhood special education. In addition, students will develop learning environments, implement research based curriculum, conduct developmental assessments, establish educational teams as well as enhance skills in communicating with team members and facilitate consultation with the targeted population and family members. [Professional Field Experience: 25 Hours]

ESP610 - Special Education Foundations and Collaboration

This course is designed to provide information and skills necessary for accommodating exceptional learners in a variety of school arrangements. The primary focus is foundations of special education and collaboration/consultation for the successful inclusion of students with high and low incidence exceptionalities into the inclusionary classroom.

ESP611 - Assessments and Positive Behavior Interventions

This course is required for all education or related services majors and is intended to provide future teachers with the fundamental knowledge, skills, and disposition: how to administer, score, and interpret both norm-referenced and criterion-referenced assessment devices; how to design appropriate learning environments to promote positive learning and reduce interfering behaviors; and how to design and implement school wide and classroom positive behavior interventions and supports.

ESP612 - Evidence-Based Practices for PreK-8 Inclusion

Evidence-Based Practices for PreK-8 Inclusion is offered to Elementary Education majors the semester prior to their student-teaching experience and is a methodology course for pre-service education teachers. The purpose of the course is to prepare elementary pre-service teachers to provide evidence-based language arts and math instruction to students with disabilities in inclusion settings. An emphasis is placed on results of research and proven methods of instruction for teaching beginning reading and math to children with learning difficulties. The course stresses a behavioral approach to teaching, as well as the development and implementation of intervention strategies for various populations of children with exceptionalities in inclusion settings. Additional topics include modifications and adaptations of materials, effective teaching, learning strategies, lesson planning, assessment, and individualized education programs.

ESP613 - Evidence-Based Practices for Secondary Inclusion

Evidence-Based Practices for Secondary Inclusion is offered to Special/Elementary Education (grades 7-12) or Secondary majors and is a methodology course for pre-service education teachers. The purpose of the course is to prepare elementary/secondary pre-service teachers to provide evidence-based language arts and math instruction to students with disabilities in inclusion settings (upper grade level). An emphasis is placed on results of research and proven methods of instruction for teaching beginning reading and math to adolescents with learning difficulties. The course stresses a behavioral approach to teaching, as well as the development and implementation of intervention strategies for various populations of adolescents with exceptionalities in inclusion settings. Additional topics include modifications and adaptations of materials, effective teaching, learning strategies, lesson planning, assessment, and individualized education programs.

Course Descriptions

ESP620 - Special Education History, Theory and Exceptionality

This course is designed to provide information and skills necessary for individuals interested in the philosophy found within special education identification and practices. The course also serves to provide information regarding the definition, prevalence, etiology, characteristics, and general educational practices as they relate to individuals with exceptionalities.

ESP622 - Advanced Evidence-Based Practices for PK-8 Inclusion

The course is designed to provide future educators with knowledge of research based practices that may be employed in PK-8 in academic and nonacademic educational settings. The course will focus the future educator on techniques that will be beneficial for developing skills in core areas such as mathematics, language arts, science and social studies along with those skills that are necessary for navigating non-instructional periods. Specifically, this course will provide future educators with intensive, Tier 3, evidence-based interventions for students with exceptionalities. This course is a continuation of ESP 612 in that it provides more intensive, individualized teaching methods for those students who do not adequately respond to Tier 1 and 2 interventions.

ESP623 - Advanced Evidence Based Practices for Secondary Inclusion

This course serves to provide and prepare special education teachers to use research/evidence and strategy-based interventions and plan instruction of adolescents in grades 7-12 who receive special education services at Tier 3, and who may be included in the general education classroom. The course focuses on how to effectively apply the use of evidence-based practices in several curricular areas with an emphasis on the critical areas of English, mathematics, science, and social studies.

ESP639 - Field Experience Seminar in Special Education

A means for graduate students to obtain needed experiences with various groups of children with exceptional learning needs in such settings as special classes, an institution, a sheltered workshop, an activity center, a summer camp, a community MH/MR facility or by doing a specific piece of research with a population of students. Specific requirements for individual graduate students are developed by those students and the supervising professor.

ESP661 - Student Teaching Practicum

The student teaching program is designed to ensure that PreK – 4 and Special Education K – 8 majors, seeking dual certification are exposed to the full range of children covered under the comprehensive special education certification, i.e., intellectually disabled, emotionally disturbed, learning disabled, traumatic brain injury, physically handicapped, autism and other disabilities, along with children within the general education classroom. The major practicum provides an intensive experience for the student in two placements over the period of 15 weeks. The student will have an experience under the direction of a special education teacher and also a placement with a general education teacher. The practicum seminar component meets bi-weekly to provide PreK – 4 and Special Education K – 8 majors with an opportunity to discuss current topics within the field. Students may be provided with opportunities to demonstrate the effectiveness and functionality of their teacher-made devices, and curriculum materials used in their classrooms.

ESP701 - Introduction to Behavior Analysis

The basic learning principles of operant and classical conditioning, with the application of these principles with individuals with disabilities.

ESP712 - Seminar on Contemporary Trends and Issues in the Education of Exceptional Populations

Recent issues concerning exceptional populations. A paper making use of current research is required of every graduate student, who must present it to the class. Sample issues include such matters as normalization, nature and nurture, and educational alternatives. Prerequisites: ESP 610 and ESP 701. (3 crs.)

ESP720 - Student Teaching Internship

The special education teaching practicum/internship is designed to ensure that special education majors are exposed to the full range of children covered under the comprehensive certification, i.e., mentally retarded, emotionally disturbed, learning disabled, brain damaged and physically handicapped. The practicum/internship provides an intensive experience for the student in two special education placements for a period of 16 weeks.

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The practicum seminar component meets weekly to provide special education majors with an opportunity to discuss problems encountered by students in their teaching experiences. Students are provided with opportunities to demonstrate the effectiveness and functionality of their teacher-made devices, learning centers and curriculum materials used in their classrooms. Graduate students seeking dual certification in both special education and elementary education are also supervised within the special education department for their practicum experience. Teacher candidates are required to have one student teaching experience within special education and another in a regular elementary classroom. All other components remain the same for student teachers seeking dual certification. All coursework must be completed prior to enrolling in ESP 720. Graduate students who will student teach will be required to meet all requirements as are currently in place. Prerequisites: ESP 610 and ESP 701. (9 crs.)

ESP737 - Seminar on Legislation/Litigation

Laws and court cases, both federal and local, that have precipitated the initiation of programs for the exceptional child and with parents' efforts to receive legal support for opportunities for their children to receive an appropriate education. Prerequisites: ESP 610 and ESP 701. (3 crs.)

ESP740 - Seminar on Nature of Autism Spectrum Disorders

This introductory course provides a foundation in understanding and addressing the unique and complex challenges individuals on the autism spectrum face in their learning, development, and social experiences.

ESP741 - Communication, Behavior and Instruction: Autism

This course offers preparation in the design and delivery of communication, behavior and instructional supports for diverse learners with Autism Spectrum Disorders (ASD) and includes data-based assessment and intervention; Applied Behavior Analysis (ABA), functional communication, Augmentative Alternative Communication (AAC); environmental supports; structured teaching; differentiated instruction, cognitive, developmental and sensory-based approaches.

ESP742 - Life Transitions and Partnerships: ASD

This seminar is designed to offer rigorous exploration and critical analysis of contemporary issues influencing the lifelong learning, development and sociocultural experiences of people on the autism spectrum. The course addresses core professional competencies in autism related knowledge and practice: (1) Transition, vocational and independent living, (2) Sexuality, (3) Family support and partnerships, (4) School and community partnerships; (5) professional literacy and leadership.

ESP743 - Navigating the Social World: ASD

This seminar is designed to provide preparation in methods to enhance socialization, communication and imagination in diverse learners with ASD. The course merges the theoretical understanding of the "triad of impairments" as defining features of autism with practical modes of assessment and intervention.

ESP750 - Concepts, Principles, Assessment ABA

This course covers behavioral principles and procedures including the assessment and training of verbal behavior. Participants learn to identify behaviors appropriate for change using behavioral assessment, selecting behavioral outcomes, and ethical and professional issues relevant to the practice of behavioral assessment. Content is drawn from the BACB Fourth Edition Task List. This course serves as the second in a series of courses that prepares students to apply for the Board Certified Behavior Analyst exam.

ESP751 - Applied Behavior Analysis Intervention 1

Participants learn the fundamental elements of behavior change and specific behavior change procedures. Content is drawn from the Behavior Analysis Certification Board (BACB) Fourth Edition Task List. This course serves as the third in a series of courses that prepares students to apply for the Board Certified Behavior Analyst exam.

ESP752 - Applied Behavior Analysis Intervention 2

Examination of the process used to conduct a functional behavioral analysis along with designing behavior-change procedures to be taught to educational personnel.

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ESP753 - Professional Ethical Practice Behavior Analyst

This course prepares students for the ethical and professional practice of applied behavior analysis. Students will learn about the foundations of professional and ethical behavior needed to insure a high quality of practice in behavior analysis. Included will be discussions of professional representation of oneself and the field of behavior analysis, dissemination of professional values, evaluating behavior change, collaborating with other professionals, relationships with clients and colleagues. Content is drawn from the BACB Professional Disciplinary and Ethical Standards and the BACB Guidelines for Responsible Conduct for Behavior Analysts. This course serves as the 4th course in a series of six courses that prepares students to apply for the Board Certified Behavior Analyst exam.

ESP754 - Intensive Practical Training in Applied Behavior Analysis

The purpose of this intensive practicum course is to ensure that each student learns and applies clinical skills to address problem behaviors of social importance and to teach prosocial, adaptive behaviors. Students may accrue no fewer than 10 hours but no more than 25 hours per week in the application of behavior analytic principles in a university approved intensive practical training site under the supervision of a Board Certified Behavior Analyst.

ESP800 - Seminar in Advanced Behavior Analysis and Research Design

The Seminar in Advanced Behavior Analysis and Research Design was designed for graduate students who have completed ESP 701 (Introduction to Behavior Analysis or a similar course) and who have a thorough understanding of the principles of behavior and their application within applied educational settings. The purpose is to serve as a capstone experience in the master's degree in mentally and physically handicapped education. In this course students will integrate professional knowledge and skills gained throughout the program and learn (1) how to design and implement action research; (2) apply and critique behavior analytic techniques in education; and (3) reflect on how best to deliver and evaluate empirically supported interventions for students with or at-risk for special needs. Prerequisites: ESP 610 and ESP 701. (3 crs.)

FIN-Finance

FIN711 - Corporate Finance

An introduction to the role of financial manager in executive decision making. Topics include valuation models, financial planning, analysis and control, Capital budgeting, cost of capital, capital structure, and dividend policy.

FIN712 - Advanced Corporate Finance

Topics include capital markets, common stock, debt and preferred stock financing, lease financing, warrants and convertibles, reorganization and bankruptcy, and international business finance. (3 crs.)

FIN721 - Investment Management

Evaluation of debt and equity security alternatives for the use of investment funds and the theory and techniques basic to control of investment risks and optimization of investment returns.

FIN731 - Financial Markets and Institutions

Survey of financial markets and institutions and their relationship to the economic process; financial innovations and current topics in financial markets and institutions.

FIN751 - International Finance

This course provides the conceptual framework within which the key financial decisions of the multinational firm can be analyzed. Topics include international monetary system, balance of payments, foreign exchange market, currency futures and options markets, foreign exchange risk management, and international financial markets.

GRA-Graduate Studies Research

GRA800 - Graduate Internship

Student interns are placed with an organization, which most nearly approximates employment goals. The intent of the internship is to provide students with practical work experience in an environment in which they will be addressing real problems requiring real solutions in a relatively short time frame. Advisor and Department Chairperson approval is required before course enrollment.

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GRA810 - Special Topics in Graduate Studies

This course provides students the opportunity to explore and research graduate-level topics of interest that are not available as regular course offerings of the University.

GRA820 - Graduate Studies Abroad

This course is intended to provide students with a number of opportunities to study or work in academic or professional settings abroad. Examples include field-based studies with other students and a supervising professor; studying relevant aspects of the discipline in foreign institutions of higher education; or pursuing an approved cultural and educational program abroad. Accordingly, students will be able to apply their respective discipline-based skills in real-world environments and at the same time broaden their intellectual and personal understandings of cultures operating outside of the United States.

LAW-Law

LAW600 - Law and Public Policy

The cornerstone course of the graduate degree comprises this program of study. Exactly how law plays out in a multitude of settings, from political and legal institutions, to schools and educational entities, to business and free enterprise forms, in social structures and cultural institutions should be a perpetual concern for the policymaker. How the law impacts individuals also receives some needed attention and course participants will weigh and gauge the effects of proposed and implemented legislation in a wide array of contexts including: police and the citizenry, correctional institutions and the incarcerated, government benefit plans and targeted recipients, entitlement programs and the public treasury, tax policy and the incentive based model, charitable giving and the law's role in fostering giving, to name a few. Measuring impacts and effects on individuals and institutions stands in the forefront of course delivery.

LAW601 - Law and Ethics

An inquiry into the interplay of law, morality, ethical reasoning and Western Legal tradition. The course exposes the tradition and foundations of the American legal system with special emphasis on its jurisprudential foundations. Questions of right, justice, equity, law as moral command and order, natural law reasoning and the dignity of the human person are central to the instruction. The course delivers a critical look at how our legal and justice institutions have come about and provides a method for dealing with and delving into perennial legal and moral problems that plague cultures. Overview of the major legal theories about the nature of law and its place in the political system. Among the issues considered is the origin of law, its relationship with divine law, obligations of obedience and disobedience, and the relationship between political sovereignty and law.

LAW602 - Law, Civil Liberties and the Constitution

Analyzing the place of the Constitution and Supreme Court in American policy, using both empirical and case materials is the primary purpose of this course. Focus also includes the structure and powers of national government, with special emphasis on the Supreme Court as a policy-making institution. Civil liberties and corresponding constitutional protections will be examined in depth including a close up of the Bill of Rights and Civil War Amendments. Issues of jurisdiction, search and seizure, police powers, free speech, privacy and its penumbras, state action, eminent domain, states' rights, and other constitutional issues will be fully analyzed. Even more attention will be given to questions involving discrimination whether based on race, disability or gender.

LAW603 - Law and Legal Method

A review of the American legal system, including the courts and the legislatures, role and functions of its personnel, form and substance of law from a procedural and substantive perspective, and primary and secondary sources of the law. Students will be exposed to federalism, the function of law making and dispute resolution in the judicial system. The course also surveys the processes of the judicial, legislative and executive branches and the role of administrative agencies. Another facet of the course is dedicated to the mastery of legal method and the research tools essential to that success, including: judicial reports, including federal and state court reports and citation forms; case-finding aids, including federal, state and Supreme Court digests and encyclopedias; citators such as Shepard's Citations; digests; annotated law reports; legal periodicals, including periodical indexes and research procedure; the nature, function and characteristics of treatises; research procedures; state and federal administrative law; federal, state and local court rules; miscellaneous research aids; and non-legal

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research aids. The student will also be exposed to the various types of law, including crimes, civil actions, contract and business actions, as well as other typologies of law. Course participants will have ample opportunity to hone and develop critical legal skills by argument, advocacy, interpretation and preparation of legal documents.

LAW605 - Law and Police Process

A comprehensive examination of the role of police as gatekeepers in the justice system with particular attention given to their role, function and responsibilities inside the legal system commences the course analysis. How police and law enforcement carry out their duties in a free society will be the subject of debate and advocacy as will the perennial issues surrounding police behavior - police misconduct, police abuse of discretion and police alienation from communities. An equally important aspect of the course will relate to the legal issues that surround police practice on a day-to-day basis. Police search and seizure, confessions and witness cooperation, identification and investigative field practices, and the law of arrest and detention will be assessed from a professional, statutory and constitutional perspective. Attention will be given to the efficacy of judicially ordered remedies in the conduct of police and whether other methods of intervention may generate better results. A comprehensive view of litigation tactics and strategies in police misconduct cases from initial investigation to appeals, receive significant coverage.

LAW606 - Law, Punishment and Corrections

Concepts related to correctional law and its applications are the central theme of the course. Aside from the usual review of correctional law issues, relating to prison modalities and regimen, discipline and due process, constitutional protections during incarceration, with special analysis of 8th and 14th Amendment claims, the course expends considerable time on the role of function of institutional processes and operations in the correctional sphere - allowing an even-handed discussion of the rights and responsibilities of both the correctional officers and supervisory personnel and the inmates within their custody. Further treatment includes emerging questions in the prison environment, including aids in the facility, free expression and political speech, the right to vote, family and conjugal visitation, and matters involving parole and furlough, as well the theory of rehabilitation, both medical and mental, in prison operations. Lastly, the course evaluates the diverse schools of thought in the matter of punishment, including its legitimacy and its condemnation, and addresses the more controversial questions in prison practice and therapeutic activity as punishment.

LAW607 - Law and Criminal Conduct

A comprehensive analysis of the law of crimes from a historical, philosophical, moral and statutory perspective is the chief end of the course. Topics include criminal responsibility, criminal liability, and criminal defenses. Students will be adept at understanding the roots of criminal conduct and just as capable in the analysis of criminal legislation. Aside from dissecting the fundamental elements of each crime, the participant will become learned in more than simple definition and delineation of crimes, but able to pose and advocate defense tactic as well. How constitutional and social issues interplay with criminal proscription will be central to course delivery. The course will include a study of criminal litigation process and procedure with a particular emphasis on appeal strategy.

LAW608 - Law and Civil Litigation

A comprehensive review of civil action and remedies that are part and parcel of the American legal system is the central focus of this course. Civil actions, in the law of torts and contracts, and in the arena of administrative process, impact the justice system in varied ways. From litigation to court docketing, to enforcement and fines, as well as other legal responses, civil litigation consumes the resources of the justice model. In the law of torts and damages, the civil system provides intentional causes of action, from assault to defamation, from invasion of privacy to false imprisonment, to injured parties. Negligence delivers remedies to those injured by a lack of due caution and expected behavior from the reasonable person. Covered too, will be the principles of strict, product and vicarious liability in particular relationships such as employer/employee, parent/child or product manufacturer and consumer. Methods and issues of damage awards will be fully critiqued as well as the current debate over reform in the law of torts, workers compensation and other no-fault claim processes.

LAW609 - Law and Society

An interdisciplinary survey of the functions of law in society is the prime end of this course. The course not only analyzes law and legal theory, as well as legal and social institutions, but also evaluates the interplay and

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interdependence between law and the social order within which it resides. The study delivers special emphasis on issues of justice, fairness, and equality. The relationship between law and the legal system and political/economic institutions and ideologies is continually emphasized. Law and the legal systems are viewed from a critical perspective, including the relationship between the legal and the individual as to matters of inequality, race, class, and gender. Emphasis is placed on evaluation of critical issues.

LAW610 - Law, Justice and the Family

A survey of the law of domestic relations from a statutory and common law perspective is the chief aim of this course. Special emphasis will be given to the diverse controversies inherent in the law of the family including annulment, divorce, separation, and other temporary and permanent dissolution agreements. In addition, course coverage weighs and evaluates the controversies and practical difficulties inherent in the division of property, custodial and equitable dissolution awards, and the judicial oversight of the parent/child relationship. Other topical concerns are visitation, adoption, proof of paternity, questions of incorrigibility and delinquency, and the diverse forms of litigation tactics so often witnessed in the law of domestic relations. Contemporary dilemmas related to the family will be thoroughly scrutinized and include gay and lesbian adoption, same-sex marriage, the rights of grandparents, state's right to intrude in family life in matters of medical care and worship, and other controversial claims.

LAW700 - Law and the International Community

Course examines the major legal systems of the modern world, commencing with the West, moving to the East and some emerging third world republics. In the era of globalization, knowledge of the legal traditions and legal systems of the world's major powers is essential. The course scrutinizes and critiques legal systems as systems, with distinctive components, internal relations and functionalities and includes a review of their respective history, culture, and structure. The purpose of the course is to compare the rules of law in the different legal systems in an effort to discern the general principles of law, and gain insight and understanding into the emerging globalization of legal principles and ideas. Serious assessment will also be provided relative to human rights questions, definitions of "political prisoner" and the principles defined by treaty and agreement as to the protection of individuals in a global context.

LAW701 - Law and the Administrative Process

The course exposes participants to administrative law theory and the practical aspects of administrative law practice, both within and outside the administrative agency. Coverage equips the student with the necessary skills to: 1) understand, apply, and research relevant statutory and regulatory provisions at the federal and state level; 2) read, interpret and draft proposed rules and regulations; 3) become familiar with the process known as the administrative law hearing; and 4) become familiar with the concept of administrative discretion and corresponding remedies. Preliminary drafts of documents, briefs, and opinions relative to the appellate stage of an administrative law proceeding will also be covered.

LAW702 - Law, Science and Forensic Applications

An interdisciplinary course covering law, criminal justice and technology in the evidentiary arena. Coverage in the course provides a broad-based assessment of expert witnesses, microanalysis, pathological evidence, admissibility and investigatory practice, ballistics, fingerprints, VASCAR/radar, and photographic techniques. Contrasted with criminalistics, subject matter of this course is primarily evidentiary. More particularly, the course will delve into the rules of evidence that guide the admissibility of forensic evidence in a court of law. Examination includes threshold tests for reliability and admissibility; qualification of witnesses competent to testify; scientific rigor required for admission; and case law determinations on the use and abuse of scientific evidence.

LAW703 - Law and the Environment

Surveys the major federal statutes and regulatory schemes relating to environmental quality and analyzes and compares the contrasting approaches to regulation that have been used in judicial settings. Focuses on the interaction of law and policy and considers the role of Congress, the regulatory agencies, and the courts in defining and implementing environmental mandates. Focused attention is given to air quality and its regulation, water and pollutants, the control and dissemination of toxic substances, management of hazardous materials and the debate around the government's role as protector of the environment.

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LAW704 - Law, Business and the Workplace

Course content includes the various business entities and the steps necessary for creation and operation, from initial and amended articles of incorporation, state filing requirements, stock certificates and securities, stock ledgers and books, resolutions, dividends and stock splits, employment agreements, as well as introducing other business forms from partnerships to limited liability corporations. In the employment sector, coverage will examine constitutional and statutory protection related to employee rights from benefits and pensions to discrimination remedies. Collective bargaining and other labor questions will be keenly assessed as well as emerging workplace questions involving maternity and family leave, wages and compensation, COBRA, free expression and religious rights and novel forms of disability claims.

LAW730 - Independent Study in Law and Public Policy

An independent opportunity for mature and scholarly graduate students to build on and further develop research, writing and analytical thinking skills by authoring a serious work of scholarship. Student is required to use advanced research and writing skills in the resolution of a current substantive or procedural legal problem. Student works directly under the guidance of a graduate faculty member and prepares, executes and submits for departmental review, the proposed course of study.

MAT-Mathematics

MAT601 - Advanced Data Preparation and Cleaning

This course provides students with an introduction to the need for and methods for data cleaning. The course presents methods for locating and handling invalid values, out-of-range values, and missing values along with methods for managing datasets. The course uses SAS® software.

MAT602 - Data Visualization

This course explores techniques and tools for creating effective data visualizations. The course covers the creation and exploration of visualizations for categorical data, time series data, spatial and geospatial data. SAS® software will be used for this course.

MAT603 - Advanced Big Data Tools

This course covers an introduction to big data analysis tools. The course provides an overview of SAS®, Hadoop and other big data tools. The course covers the structure and framework of data analytic tools and covers the use of these tools to perform various analyses.

MAT604 - Advanced Big Data Analytics

This course is intended to provide the student with an introduction to big data, big data analytics and several methods useful in big data analytics such as clustering, association rules and various forms of regression. SAS® statistical software will also be introduced and used to solve data problems.

MAT605 - Advanced Data Analysis Capstone Project

This course is designed for the certificate in Data Science to provide hands-on experience in the area of data science. This experience will enable students to apply their knowledge of data science and provide valuable experience in the application of methods studied within the program that should enhance their job opportunities upon graduation. Students will receive experience with real world data. Analysis will be completed using SAS®.

MGT-Management

MGT721 - Production and Operations Management

This graduate course addresses topics of management related to the production of goods and the management of service organizations. Students taking this course will apply quantitative techniques to cases and to settings requiring evaluation, assessment, and quantification. Inventory, space, capital, labor, technology and related values will be included in specific calculations.

MGT730 - Hospitality Management

This course provides an introduction to and a comprehensive overview of management in the hospitality industry worldwide. The course gives students a theoretical commercial operations, conventions, clubs, resorts, and casinos and the management skills needed to thrive in all segments of this industry. The course combines

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the academic concepts, perspectives and practices of the field with the pragmatism of real-world hospitality management by providing numerous examples to illustrate the circumstances of actual companies. and practitioner-oriented understanding of all segments of the hospitality industry which include hotels, restaurants, institutional or non-commercial operations, conventions, clubs, resorts, and casinos and the management skills needed to thrive in all segments of this industry. The course combines the academic concepts, perspectives and practices of the field with the pragmatism of real-world hospitality management by providing numerous examples to illustrate the circumstances of actual companies.

MGT742 - Human Resource Management

This course discusses the key role that Human Resource Management plays in determining the survival, effectiveness, and competitiveness of US businesses; it addresses how effective HR practices help companies gain market share; and how these practices support the general business strategy and provide services the customer values.

MGT751 - International Business Management

This is a graduate course designed to address global trade and to allow students to explore the global business world. Student are provided with information about trading and how global shipping organizations move tons of cargo globally with little cost. Foreign exchange is addressed as a changing model and students are taught to calculate changing values, and apply that to export and import increases and decreases. Students measure the effects of culture, unemployment, cultural practices, quantity differences, and the effects of metric differences on shipments and packaging.

MGT761 - U.S. Health Care Policy

This course is designed to provide students with an overview of U.S. Health care system, various organizations and institutions that make the U.S. Health care system work, its components, and related policy challenges. The course will discuss the rising cost of health care, history and financing of Medicare and Medicaid, and the role of government in healthcare.

MGT763 - Health Systems Management

This course is designed to provide students with an understanding of the conceptual foundations and practices of management in healthcare organizations. The course analyzes theories, strategies and systems of managing healthcare organizations. Various tools of planning and control, such as budget preparation and justification, training design, and labor union contracts will be explained. An analysis of administrative practices and procedures in healthcare organizations will be covered. The course will explore the continuous process improvement and healthcare quality management.

MGT766 - Healthcare Information Systems

This course describes the historical and current environment of healthcare information systems used to deliver cost-effective and high quality healthcare through a deeper understanding of information technology and management concepts. It concentrates on the theories behind data management, strategic planning, knowledge management, change management, decision support coupled with privacy and ethical aspects related to healthcare informatics and clinical information systems.

MGT771 - Management Information Systems

This course will utilize a managerial focus where students will learn the essential principles associated with implementation, strategic adoption, and the utilization of management information systems within an organization. It will employ information management concepts to real-world settings where students will discuss and analyze information needs using various approaches where students develop an effective information management plan. Covering the current and emerging trends of IT strategy and management, this course will provide students with an understanding of how to leverage IT within their organization to improve processes and drive organizational value for a competitive advantage.

MGT783 - Business Analytics for Big Data

This course will help students understand the current and emerging trends and practices for working with big data and large-scale database systems used throughout business and social networking services. Information

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is growing exponentially growing and analyzing these data needs new methods and processes. Business decision making is highly data intensive and require heavy read/write workloads. Topics in this course will cover understanding big data, storing and transforming this data, and technologies used to analyze these datasets.

MGT784 - Decision Support Systems

This course will discuss Decision Support Systems (DSS) used in business and the theory behind different DSS techniques, enabling students to understand today's competitive business environment. Students will learn modeling, decision processes, data mining, expert systems, and executive information systems used in organizations to support data-driven business decisions. Additionally, students will be provided with the needed skills and knowledge of various decision making models based on logical and mathematical models under different circumstances like uncertainty, lack of information, or certainty. As an outcome, students will be able to discuss the design, development, and operation of decision support systems allowing them to apply and integrate their knowledge into the business environment aiding management in better decision making.

MKT-Marketing

MKT711 - Marketing Management

This course focuses on the description and analysis of the nature, strategies, and techniques used in marketing management. These tasks are undertaken in most companies at the strategic business unit level. The marketing management process is important at all levels of the organization, regardless of the title applied to the activity. Typically, it is called corporate marketing, strategic marketing, or marketing management. The course provides students with a systematic framework for understanding marketing management and strategy. The course emphasizes primary and changing perspective on marketing management in leading companies, the impact of interactive media on marketing management, and international focus in developing marketing management and strategy, and the interrelationships among critical elements of the marketing mix, advertising mix, and the internal and external environmental factors impacting the firm.

MKT731 - Marketing for Nonprofit Organizations

A marketing course designed for MBA students that differentiates between for-profit and not-for-profit organizations, investigates the competitive environment facing non-profits (e.g., hospitals, churches, charities, colleges and performing arts groups), and applies research techniques and marketing/management tools (product, policy, distribution and delivery systems, monetary pricing, and communication strategies) to the non-business entity. (3 crs.)

MKT741 - International Marketing

The course is designed to introduce students to role of international marketing in the global economy. Students are exposed to the dynamic environment of International Trade and various opportunities and challenges faced by those who are involved with international marketing. Topics cover the cultural environment of global markets, assessment of global market opportunities and marketing strategies to deal with these global market challenges.

MKT751 - Advertising Management

A detailed analysis of the components of the advertising mix, reviewing the components in order to determine selection techniques for appropriate media vehicles for various business advertising demands. The graduate student will analyze and develop a media presentation as a member of an advertising team; it will be presented at the end of the term. This process includes basic research, campaign development and media selection. (3 crs.)

MSE-Master of Arts Teaching

MSE641 - Orientation to 7-12 Education

An entry-level course for prospective teachers designed to begin their professional development. Different instructional activities will allow the student to become proficient in the theories of modern secondary education instructional development, basic history and philosophy of secondary education and of pedagogy in general.

MSE642 - Standards-Based Instruction in 7-12 Education

The Pennsylvania Standards Aligned System (SAS) is a collaborative product of research and good practice that identifies six distinct elements which, if utilized together, will provide schools and districts a common framework for continuous school and district enhancement and improvement. There are many intangible components;

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however, research supports the notion that great schools and school systems tend to have six common elements that ensure Student Achievement: Clear Standards, Fair Assessments, Curriculum Framework, Instruction, Materials and Resources, and Interventions.

MSE643 - Content Area Literacy in 7-12 Education

The purpose of this course is to help prospective teachers of the secondary education academic subject areas develop an understanding and appreciation of the necessary reading skills needed by their students. Methods of establishing awareness of general reading needs as well as the special skills unique to their subject area will be stressed.

MSE644 - Instructional Strategies in 7-12 Education

This course is for prospective teachers designed to begin their professional development. Different instructional activities will allow the student to become proficient in the theories of modern secondary education instructional development, basic history and philosophy of secondary education, and of pedagogy in general. Students will participate in observation at selected field sites, grades 7-12. Students will begin development of their professional portfolio.

MSE645 - Technology Integration in 7-12 Education

The purpose of this course is to help teacher candidates learn how to effectively analyze, select and integrate current educational technologies into the design, implementation and assessment of learning experiences to engage a diverse student population.

MSE646 - Assessments and Interventions in 7-12

Part of this course is designed to provide insight into the design, implementation, and analysis of assessment instruments used in 7-12 education. The second part of this course is to allow the secondary education candidate to become aware of, and to gain experience in, the contemporary interventions that teachers use to prevent, minimize, or eliminate negative behaviors in the classroom.

MSE647 - Classroom Management in 7-12 Education

This course will allow the Secondary Education teacher education candidate to explore different instructional methodologies and classroom management plans, from the physical set-up of the classroom, classroom rules to procedures for dealing with problem students in your classroom.

MSE651 - Methods of English Teaching 7-12

This course is designed to provide insight into the teaching of general English, writing, and literature in grades 7 through 12. Students become aware of and use the resources and methods of instruction for teaching English at the secondary level. Open to secondary English education majors only.

MSE652 - Methods of Mathematics Teaching 7-12

This course is designed to provide insight into the teaching of general mathematics, algebra, geometry, probability, and statistics in grades 7 through 12. Students become aware of and use the resources and methods of instruction for teaching mathematics at the secondary level. Open to secondary mathematics education majors only.

MSE653 - Methods of Science Teaching 7-12

This course is designed to provide insight into the teaching of Biology, Chemistry, Earth and Space Science, and Physics in grades 7 through 12. Students become aware of and use the resources and methods of instruction for teaching science at the secondary level. Open to secondary Biology, Chemistry, Earth and Space Science, and Physics education majors only.

MSE654 - Methods of Social Studies Teaching 7-12

This course is designed to provide insight into the teaching of general social studies, history, political science, geography, economics, anthropology, psychology, and world cultures in grades 7 through 12. Students become aware of and use the resources and methods of instruction for teaching social studies at the secondary level.

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MSE655 - Methods of Art Teaching K-12

This course is designed to provide insight into the teaching of general art, art history, ceramics, crafts, drawing, painting, and printmaking in grades K through 12. Students become aware of and use the resources and methods of instruction for teaching art at the secondary levels. Open to Art education majors only.

MSE656 - Methods of Foreign Language Teaching 7-12

This course is designed to provide insight into the teaching of foreign language acquisition and cultural courses in grades K through 12. Students become aware of and use the resources and methods of instruction for teaching languages and cultures at the secondary level. Open to secondary Foreign Language education majors only.

MSE661 - Student Teaching and School Law

This is the final and most extensive clinical experience. Students are assigned to a supervising teacher or teaching team at one of our clinical sites. The students spend full time in classroom teaching for a semester of fifteen weeks. Student teaching is scheduled during either the fall or spring terms of the senior year. Pass/fail grade.

MSE720 - Advanced Standards-Aligned Instruction 7-12

This course focuses on planning instructional units and lessons that are aligned with state standards. Using the Standards Aligned System (SAS), teachers will develop a thorough understanding of curriculum planning and the importance of diagnostic and formative assessment. All aspects of the SAS: Clear Standards, Fair Assessments, Curriculum Framework, Instruction, Materials and Resources, and Interventions will be utilized to provide a common framework for the design of instruction and assessment.

MSE740 - Advanced Instructional Technology

This course will prepare the learner to integrate technology into instructional practices through development of skills, knowledge and dispositions. The course focuses an exploration of research, trends, tools, and models of integration. Through active participation, the learner will learn new technologies as well as develop instructional modules for classroom integration.

MSE745 - Managing Learning Environments

This course will explore ways that effective teachers establish productive learning environments as well as the research that demonstrates the different methods of classroom management, from the physical set-up of the classroom, classroom rules and procedures for secondary education to dealing with problem students in your classroom.

MSE750 - Strategies in Teaching Online

The course provides a model of online instruction and the participants will practice online teaching strategies, course design, and assessment strategies. The course is recommended for educators who are or will be teaching online courses. The course introduces strategies and tips in designing and teaching an online course.

MSE755 - Constructivist Instructional Strategies

This course emphasizes strategies that engage students in active inquiry, collaboration with peers, and acquiring and using tools of learning in an experiential learning environment. The approach of the course is experiential, inquiry-oriented and reflective.

MSE760 - Reflective Practitioner

This course provides guidelines for teachers to continually engage in the cycle of review and adjustment for the purpose of professional growth and improvement of instruction. Students will develop a research paper or a reflective analysis of their teaching using National Board Standards.

MSE761 - Assessment

This course examines the role that assessment plays in the instruction of students in both a traditional and an eLearning environment. The characteristics and uses of both formal and informal assessment instruments and procedures will be studied with an emphasis on the eLearning environment. Student Learning Objectives and how

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they are aligned with teacher evaluation is discussed. Students will create assessment instruments for traditional and eLearning environments.

MSE765 - Curriculum Design

This course in curriculum design provides the learner with the fundamental concepts and skills that will help teachers develop a thorough understanding of curriculum development. This course is designed for teachers to help bridge theory and practice in curriculum development. The focus will be on presenting the concepts and skills of curriculum development and showing how to apply them to actual curriculum planning. (3 crs.) Summer

MSE766 - Instructional Design

This course develops knowledge of instructional design competencies appropriate for use in the development of traditional and eLearning applications. Students will experience both theory and best practices from the areas of education and training. Students will explore and acquire instructional design skills and knowledge associated with identification methodologies, learner analysis, task analysis, instructional objectives, teaching strategies and instructional evaluation.

MSE771 - Strategies for Inclusive Classrooms in 7-12

This course focuses on instructional strategies for the inclusive classroom. Teachers will develop a thorough understanding of differentiation and instructional techniques used to maximize learning for all students. It will address research-proven strategies to help special learners and to manage the inclusive classroom. Teachers will use assessment to identify students' needs, plan differentiated instruction, and assess student achievement.

MSE780 - Field Experience

This field experience course provides students with the opportunity to apply their knowledge, skills, and dispositions in a professional setting related to the specific competencies of their concentration area. In consultation with their advisor, students will establish an agreement with the field experience setting and establish goals. Students will complete projects relate to their goals and demonstrate an ability to self-evaluate and reflect professionally.

MSE781 - Field Experience

This field experience course provides students with the opportunity to apply their knowledge, skills, and dispositions in a professional setting related to the specific competencies of their concentration area. In consultation with their advisor, students will establish an agreement with the field experience setting and establish goals. Students will complete projects relate to their goals and demonstrate an ability to self-evaluate and reflect professionally.

MSE790 - Thesis in Secondary Education

The thesis will usually be empirical in nature and involve the manipulation of independent variables, use of statistical methods or experimental design. The Publication Manual of the American Psychological Association will be required for this thesis. The thesis requires at least three members. Prerequisite: MSE 725. (3 crs.) Spring

NUR-Nursing

NUR601 - Theory and Research in Nursing

This course explores the relationships between theory, nursing research, and nursing practice. The use of theory and research in the construction of a scientific knowledge base for nursing practice will be examined. Emphasis will be on the importance of research as a process for developing and examining practice-based questions, and evidence-based practice. The research process, with emphasis on the logic and processes of inquiry, design, data collection and analysis, and the interpretation, dissemination, and application of findings appropriate to nursing practice, will be reviewed. A critical analysis of nursing research and the methodological approaches utilized in the practice of nursing administration and leadership in health care will be conducted. Students will develop proposals for individual or group research projects relevant to their areas of interest.

NUR602 - Health Policy in Nursing

This course is intended to familiarize graduate nursing students with current healthcare policy and the roles and responsibilities, processes and strategies, which create and support policy-based initiatives in health care today,

Course Descriptions

and the impact of policy on health care. Students will apply the concepts gained in this course in advocacy and leadership roles in search of creative solutions to pervasive issues in health care to culturally diverse populations.

NUR603 - Information Systems for Nurses in Health Care Organizations

This course is designed to introduce students to information systems in healthcare organizations. Students will examine, evaluate, and utilize a variety of information systems available to the nurse leader in health care organizations. Use of information systems, standardized databases, and statistics needed for population analysis is presented. During the course students will compare and interact with information management applications related to administration, education, practice and research. Multimedia technology and software will be used for projects related to the student's area of interest.

NUR604 - Population Health Promotion and Disease Prevention

This course explores the role of the masters-prepared nurse in integrating broad scientific, client-centered, and culturally appropriate concepts in the planning, delivery, and evaluation of evidence-based health promotion and prevention services and care to individuals, families, aggregates/identified populations, and global communities. Models and principles from a wide variety of sources and disciplines are examined to assist students in the exploration and evaluation of existing programs and services and in proposing new interventions and strategies to meet identified needs.

NUR711 - Nursing Organization and Leadership Theory

This course is designed to provide nurse administrators and leaders with an understanding of organization, management, and leadership theories as they apply to today's healthcare delivery systems. In addition students will explore leadership skills and decision making in the provision of culturally responsive, high-quality nursing care, healthcare team coordination, and oversight and accountability for care delivery and outcomes. Students will demonstrate the ability to develop a strategic plan and incorporate a collaborative team.

NUR712 - Nursing Administration and Leadership Role

This nursing administration and leadership specialty course focuses on health care knowledge and transformational leadership skills and competencies essential to the role development of nurse leaders and administrators for the 21st century. Students discover how to develop high-performance practice areas and how the leadership role is advanced through mentorship and career development. Contemporary studies and models for leadership competency are explored, and students critically self-assess their own competence, developing action plans in those areas they perceive as deficient. The role of managing one's personal resources in developing leadership competency is addressed. Students also gain competence in managing human resources. Concepts, models and principles of continuous quality improvement, tools and techniques for improving quality and performance are broadened. Students identify a quality topic and plan in preparation for completing the practicum project in NUR 813.

NUR714 - Legal Aspects of Health Care Administration

This course includes an introduction to the laws, regulations and court decisions covering the employment relationship, including labor-management relations, OSHA, EEOC, ERISA, ADA, etc. Health care law and an overview of practical ways to improve the quality and safe delivery of nursing care in health care organizations will also be reviewed. This course explores the most pressing legal and ethical issues and concerns related to the delivery of patient care and the administration of nursing services. This course is structured to present theories of ethical practice, as well as issues of the law related to health care delivery.

NUR715 - Financial Management in Non-Profit Healthcare Organizations

This course is intended to prepare students to effectively interact with financial management staff and participate in various aspects of financial control and planning in non-profit health care organizations. Included will be perspectives of financial management in health care, including trends in the industry and the forces that influence the financing of health care organizations. Financial statements, interpretation and analysis of financial reports, and topics such as cost-benefits analysis, budgeting, and capital management will also be addressed. Additional emphasis will be given to cost effectiveness and financial future of health care organizations.

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NUR721 - Foundations of Nursing Education

This course provides students with underlying content and information essential in the development, implementation, and evaluation of education programs, curricula and courses within academic and healthcare agency settings. The roles and competencies of nurse educators are reviewed and theoretical foundations education, teaching and learning are examined. Learning environments for nursing education are compared specific to achieving learning outcomes. Diversity of student learning needs are discussed and creating an inclusive learning environment is addressed. Legal and ethical issues with respect to both the educator and student implications are identified. Facilitating the teaching/learning process for students with disabilities are identified. The models, principles, and products specific to healthcare financing are examined including associated influences on contemporary healthcare delivery.

NUR722 - Curriculum Design in Nursing Education

This course provides students with essential knowledge and experiences in designing and developing nursing education curricula and courses. Students will examine forces, trends, issues, and factors affecting curricular decisions. Curricula models applicable to academic and healthcare organizational settings are presented. The integration of interprofessional education and collaborative practice in designing curriculum is discussed. Organizing frameworks and components of curricular design are analyzed with student development of a nursing education curriculum applicable to either an academic or healthcare organization setting.

NUR723 - Teaching and Instructional Strategies in Nursing Education

This course provides students with essential knowledge and experiences in designing and developing teaching and instructional strategies applicable in the academic and healthcare organization settings. Promotion of the learner as an engaged and active participant in the learning process is threaded throughout the content and creating an inclusive learning environment is emphasized. The roles and application of simulation, digital technology, distance and online learning in choosing and developing instructional strategies is examined. Students will develop instructional strategies from their course development project completed in NUR 722 Curriculum Development.

NUR813 - Nursing Administration Role Practicum

This course provides students with the opportunity to synthesize and apply their understanding of nursing administration and leadership within and across complex integrated organizational and institutional boundaries. In this culminating experience, students plan, execute, and evaluate nursing practice within the context of the practice setting(s) or among a specific population of interest within the organization or in communities. Within the practice situation, students enact leadership roles to expand, enhance, and optimize positive outcomes. The learning experience consists of an administrative practicum and online seminars. This culminating experience of the graduate program is designed to provide students with an opportunity to apply the knowledge and competencies acquired throughout the program of study to actual and simulated practicum situations.

PRF-Perf Enhance Injury Prev

PRF700 - Orientation to Exercise Science and Health Promotion

This course is designed to provide an overview of online learning and the graduate program in Exercise Science and Health Promotion. Discussion will include various exercise science and health promotion models. The course will also introduce the student to various types and styles of learning via online education, and will orient the student to feature used in online courses.

PRF701 - Advanced Topics in SAQ and Endurance Training

This course will provide students with advanced knowledge regarding the topics of speed, agility, and quickness (SAQ) and endurance training. Students will be prepared for the Speed and Explosion Specialist Certification offered by the National Association of Speed and Explosion (NASE). Advanced topics of training will be explored, including body mechanics, sports training protocols and program design. Detailed sport performance training programs, focused on SAQ and endurance, will be covered.

PRF705 - Industrial, Clinical, and Corporate Wellness

This course is designed to develop knowledge and awareness of the major issues in the field of worksite health promotion. The focus of the course is on planning, administering, and evaluating wellness and fitness

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programs based in clinical, industrial, and corporate environments. The cost of unhealthy life style choices for the individual and employer and their relationship to the workplace will be explored. Topics include, the “Wellness Revolution”, the “Industrial Athlete Model”, benchmark programs, and outcomes assessment strategies.

PRF710 - Performance Enhancement and Physical Activity

This course offers a comprehensive discussion of functional anatomy, functional biomechanics, and motor learning as it related to functional rehabilitation and athletic reconditioning. The student will be introduced to integrated, functional rehabilitation techniques including core stabilization, neuromuscular stabilization, reactive neuromuscular stabilization, integrated flexibility, integrated strength, speed training, foot training, and vision training. The student will also be taught a comprehensive kinetic chain assessment to determine myokinematic, arthrokinematic, and neuromuscular deficits. After completing this course and Performance Enhancement Program Design, students will be eligible to sit for the National Academy of Sports Medicine Examination for Performance Enhancement Specialist certification.

PRF711 - Integrated Approach to Wellness and Fitness

This course will introduce the revolutionary exercise programming strategies of the Optimum Performance Training™ model. The student will receive a detailed insight into designing exercise programs for any personal training client. They will be shown how this systematic approach to program design uniquely blends the science of acute variables with the concepts of flexibility, core stabilization, balance, reactive training, speed, agility and quickness and strength training to develop safe and effective exercise programs for all individuals.

PRF712 - Corrective Exercise in Rehabilitation

This course will introduce the student to corrective exercise theory based on the pathokinesiological model. The student will be introduced to a systematic evaluation approach based on the pathokinesiological model. The pathokinesiological model will examine human movement systems in regard to key regions of the human body. These regions will be recognized as potential sites for integrated corrective exercise programs.

PRF713 - Special Topics in Sport Psychology

This course is designed to cover diverse professional issues related to sport psychology. Various organizations (APA Division 47 and AAASP) affiliated with sport psychology and ethical concerns will be addressed.

PRF714 - Health and Wellness Coaching Competencies

This course will provide students with advanced knowledge regarding the topics of speed, agility, quickness, (SAQ) and endurance training. Students will be prepared for the Speed and Explosion Specialist Certification offered by the National Association of Speed and Explosion (NASE). Advanced topics of training will be explored, including body mechanics, sports training protocols, and program design. Detailed sport performance training programs, focused on SAQ and endurance, will be covered.

PRF715 - Business and Entrepreneurship in the Fitness Industry

This course offers a comprehensive discussion of the practical aspects of starting and running a business in performance enhancement and fitness. The course focuses on launching new ventures, as well as business and management practices for individuals who are already in business but want to learn how to improve their operations. Specific topics include management theory, financial management, personnel management, record keeping, risk management and technology issues.

PRF720 - Essentials of Human Movement Science

This course will introduce a scientific approach to the essentials of human movement science. The student will receive a detailed insight into the independent and interdependent function of the muscular, articular and nervous systems during human force production, stabilization and force reduction. The course will also introduce the student to various types and styles of learning via web-based technologies, and will orient the student to web based methods of learning. This course is a dually listed course applicable to the Master of Science, Exercise Science and Health Promotion, and to the Doctor of Health Science, Health Science and Exercise Leadership, within the department of Exercise Science and Sport Studies.

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PRF750 - Performance Enhancement Program Design

This course requires the student to integrate knowledge learned from the course Performance Enhancement with professional experience and prior learning in fitness and rehabilitation. Students will work in teams to prepare a performance enhancement program proposal including program elements, rationale, innovative design, and supporting research. Each week, cohort members will professionally analyze and critique new proposals, resulting in high-level discussion and exchange. After completing this course and Performance Enhancement in Physical Activity, students will be eligible to sit for the National Academy of Sports Medicine (NASM) Examination for NASM Performance Enhancement Specialist certification.

PRF751 - Program Design in Wellness and Fitness

This course will introduce the revolutionary exercise programming strategies of the Optimum Performance Training™ model specifically for the wellness and fitness professional. The student will receive a detailed insight into designing exercise programs for any personal training client. They will be shown how this systematic approach to program design uniquely blends the science of acute variables with the concepts of flexibility, core stabilization, balance, reactive training, speed, agility and quickness and strength training to develop safe and effective exercise programs for all individuals.

PRF752 - Corrective Exercise Program Design

This course will introduce corrective exercise strategies based on loss of function. The student will receive detailed insight into the design of corrective exercise programs. The systematic approach of an integrated corrective exercise design uniquely blends the variables of available flexibility, isolated and integrated corrective strengthening, and corrective exercise design to provide the student with the necessary foundation in designing and developing safe corrective exercise programs.

PRF753 - Psychological Aspects of Sport Injury and Rehabilitation

This course is designed to introduce students to various topics related to the psychological aspects of sport injury. The course focuses on the onset (precursors), experience, and treatment of athletic injuries from a biopsychosocial perspective. Course material is based on empirical data and psychophysiology foundation and the role of psychological factors and psychological interventions, which influence rehabilitation and recovery.

PRF754 - Health and Wellness Coaching: Facilitating Change

Expanding on the concepts from PRF-714, “Health and Wellness Coaching Competencies”, students will identify the health and wellness coaching practices that influence long-lasting behavior change. Combine the tools and processes necessary to prepare to become a Certified Health and Wellness Coach and make an impact on the toughest challenges of our times: the epidemics of obesity, sedentary lifestyles, stress, depression, poor nutrition, and ever-rising healthcare costs.

PRF760 - Leadership and Professional Development

This course is intended to prepare students for the leadership decisions and actions that are inherent in practice as well as every-day life issues. Professional and personal growth are discussed at great length and principles and applications of personal leadership practices will be explored in depth. Techniques for managing change and empowering others also are included in this course. Topics related to effective leadership are issues of communication, motivation, delegation, team building, and quality improvement. Finally, students will have the opportunity to perform a SWOT analysis on their business or self (whichever is applicable). This culminating activity is designed to strengthen the students' leadership abilities and skills.

PRF765 - Nutrition for Peak Performance

An in-depth examination of contemporary issues such as performance enhancement dietary supplements, dietary lipids and heart disease, dietary fiber and health, influence of lifestyle factors on nutrition. Controversies in nutrition, ergogenic aides, hydration, and eating disorders are also discussed. Energy and nutrient needs for activity with emphasis on particular physical and athletic activities; common myths and fallacies concerning diet and athletic performance; and appropriate dietary approaches for specific activities and active people. This course is a dually listed course applicable to the Master of Science, Exercise Science and Health Promotion, and to the Doctor of Health Science, Health Science and Exercise Leadership, within the department of Exercise Science and Sport Studies.

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PRF770 - Exercise Physiology: Assessment and Exercise Prescription

This course offers a comprehensive discussion of the knowledge, skills, and abilities needed for American College of Sports Medicine certifications and current clinical practices in sports medicine. Emphasis will be placed on the value and application of exercise testing and prescription in persons with and without chronic disease. Special topics to be addressed include, exercise prescription in children, the elderly, pulmonary patients, cardiac patients, and pregnant women. This course is a dually listed course applicable to the Master of Science, Exercise Science and Health Promotion, and to the Doctor of Health Science, Health Science and Exercise Leadership, within the department of Exercise Science and Sport Studies.

PRF780 - Current Topics in Performance Enhancement and Injury Prevention

The purpose of this course is to increase student understanding of various performance enhancement and injury prevention issues facing America and the world today. This course introduces students to the field of exercise science as a discipline and profession with a specific focus on contemporary topics facing all performance enhancement and injury prevention professionals.

PRF781 - Current Topics in Wellness and Fitness

The purpose of this course is to increase student understanding of various fitness and wellness issues facing America and the world today. This course introduces students to the field of exercise science as a discipline and profession with a specific focus on contemporary topics facing all fitness and wellness professionals.

PRF782 - Current Topics in Rehabilitation

The purpose of this course is to increase student understanding of various rehabilitation issues facing America and the world today. This course focuses students toward the ever-changing contemporary issues that impact direct and indirect client care.

PRF783 - Psychological Perspectives in Sport Performance Enhancement and Intervention

This course is designed to introduce students to various performance enhancement techniques commonly used in sports. Examples of such techniques will be presented in the course. Students will be able to apply the basic features of PE and I to a specific sport or rehabilitation situation. Students will have the opportunity to create their own intervention manual based on research and course content.

PRF784 - Current Topics in Health and Wellness Coaching

The purpose of this course is to increase student understanding of various fitness and wellness issues facing America and the world today. This course introduces students to the field of health and wellness coaching as a discipline and profession with a specific focus on contemporary topics facing all fitness and wellness professionals.

PRF800 - Research in Fitness and Wellness

This course is designed to introduce the student to various research sources, creating skills for investigation of topics of interest in the future. Additionally, discuss of selected topics will promote critical thinking and enhance skills for critical review of content.

PRF810 - Research in Performance Enhancement and Injury Prevention

This course is designed to immerse the student in injury prevention research, focusing on current clinical outcomes research, psychology and physical activity research, and performance enhancement research. Topics include, research in resistance training, core stabilization, reactive training, posture, supplementation, and sport vision training. Injury prevention research is discussed related to special populations, such as athletes at opposite ends of the performance spectrum.

PRF820 - Research in Rehabilitation

This course is designed to introduce the student to various research sources, creating skills for investigation of topics of interest in the future.

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PRF830 - Research in Sport Psychology

This course is designed to provide the student with knowledge of research in the sport psychology arena. Students will be introduced to psychometric properties of research and interpretation of results published, enabling them to critically analyze published material specific to the area of sport psychology.

PRF840 - Research in Health and Wellness Coaching

This wellness coaching course is designed to introduce the student to various research sources, creating skills for investigation of topics of interest in the future. Additionally, discussion of selected wellness coaching research topics will promote critical thinking and enhance skills for critical review of content.

PSA-Prof Sci Applied Math

PSA611 - Optimization and Operations Research I

A first course of a sequence to the applied field of Operations Research. The first course starts by giving a general and broad overview of Operations Research. The course focuses on deterministic models, especially linear programming, integer programming, network optimization and non-linear programming.

PSA671 - Advanced Multivariate Statistics

Covers the basics for several multivariate statistical analyses. The course begins with a review of univariate and bivariate statistics and continues on to cover regression, multiple regression, multivariate analysis of covariance, discriminant analysis, logistic regression and survival analysis.

PSA711 - Optimization and Operations Research II

The second course of a sequence to the applied field of Operations Research. The second course continues the in-depth study of Operations Research. The course focuses on non-deterministic models, decision analysis and games, probabilistic inventory models, Markov chains, queuing systems, simulation modeling, non-linear programming algorithms, probabilistic dynamic programming and Markovian decision processes.

PSA715 - Advanced Time Series and Stochastic Processes

This course provides an introduction to stochastic processes. The course covers Poisson processes, renewal theory, Markov chains and continuous-time Markov chains, martingales, random walks, and Brownian motion.

PSA723 - Advanced Nonparametric Statistics

This course provides an introduction to and in-depth development of nonparametric statistics. It includes the introduction of nonparametric inference testing including the Wilcoxon Test, the Mann-Whitney test, the Ansari-Bradley test, the Kruskal-Wallis test, the Kendall test and the Theil test along with their associated estimators. Students will also learn how to run analyses within a statistical software program.

PSA724 - Advanced Numerical Analysis and Empirical Modeling

This course is designed to introduce students to the fundamentals of numerical analysis and empirical modeling. Topics will include methods for systems of linear equations, matrix eigenvalue problems, interpolation, methods for nonlinear systems, initial value problems, and experimental models.

PSA725 - Data Mining and Simulation Modeling

This course is an introduction to data mining and simulation modeling. The course begins with an introduction to data mining including the preparation of data for mining. Knowledge representations such as tables, models and trees are then discussed before presenting basic algorithms for data mining including simulation modeling. The course concludes with verification of models and advanced mining techniques. Appropriate statistical packages will be presented and used throughout the course to complete analyses.

PSC-Prof Sci Cybersecurity

PSC600 - Operating Systems

This course focuses on fundamental principles in modern operating systems including Windows, Unix/Linux and Mac OS. Students learn about the services provided by operating systems' software; memory management, process scheduling and communication, storage, input/output, and distributed systems. OS security and data protection, and the interaction between computers will be also covered.

Course Descriptions

PSC640 - Computer Networking

This course covers concepts in the design and implementation of computer communication networks, their protocols, the applications, and advanced principles of Computer Networks. Security issues in communication networks will be also studied, including secure communication, authentication, firewalls and intrusion detection.

PSC735 - Biometrics

This course concentrates on the unique advantages that biometrics brings to computer security, but also addresses challenging issues such as security strength, recognition rates, and privacy, as well as alternatives of passwords and smart cards. Students will gain knowledge in the building blocks of this field: image and signal processing, pattern recognition, security and privacy, and secure systems design. By the end of the course, students will be able to evaluate and design security systems that include biometrics.

PSC745 - Cybersecurity Risk Management and Assessment

In business today, risk plays a critical role. Almost every business decision requires executives and managers to balance risk and reward. This course introduces students to the strategic discipline of assessing, prioritizing, monitoring and controlling the impact of uncertainty on organizational objectives.

PSC755 - Wireless Networks and Security

This course is designed to provide the student with an understanding of the principles and concepts of wireless data network and security. Students will study wireless standards (such as IEEE 802.11 a/b/g/n, ZigBee, 2G/3G/4G/LTE). The course will survey the state of the art in wireless networks and security. Students will also learn security and privacy issues associated with wireless networks. Various attacks against wireless networks and their defense strategies will be analyzed.

PSM- Prof Sci Master Deg Cours

PSM645 - Applied Cryptography

An introduction to Cryptography with the Number Theory portion tied in. The following topics will be covered: Modular Arithmetic, Classical Cryptography, Public Key Cryptography, Introduction to Complexity, and their corresponding implementations in an appropriate computer programming language.

PSM675 - Project Management

This course focuses on the management and change control for both general and IT related 27 projects. Technical and behavioral aspects of project management are applied within the context of an 28 information systems development project.

PSM721 - Database Systems

This course introduces the graduate student to fundamentals of database design and use. Through the analysis of business processes, students will create conceptual database designs, in MS-Visio – for example, via normalization and entity-relationship modeling. Students will prove their models by implementing them using Oracle's DDL SQL, and manipulate data in those structures using Oracle's DML SQL and PL/SQL (Procedural Language/SQL).

PSM760 - Leadership and Professional Development

This course is intended to prepare students for the leadership decisions and actions that are inherent in practice as well as every-day life issues. Professional and personal growth are discussed at great length and principles and applications of personal leadership practices will be explored in depth. Techniques for managing change and empowering others also are included in this course. Topics related to effective leadership are issues of communication, motivation, delegation, team building, and quality improvement. Finally, students will have the opportunity to perform a SWOT analysis on their business or self (whichever is applicable). This culminating activity is designed to strengthen the students' leadership abilities and skills.

PSM799 - PSM Capstone Course

This internship course will enable students to apply knowledge and solve problems in the real workplace. This course will consist of the student aligning with a business or entity to complete a specific project of series of projects with the entity. The student will then identify the problem, design a solution and effectively communicate a

Course Descriptions

working solution to the faculty and entity working with the student. During each stage of the process, students will receive feedback from faculty and the entity for which they are working.

PSY-Psychology

PSY702 - Psychopathology of Childhood

Intensive study of the cognitive, emotional and behavioral disorders in children and adolescents. Emphasis is on etiology, early recognition and approaches to treatment or intervention in the schools.

PSY710 - Principles of Instruction and Intervention

This course is designed for the non-teaching educational specialist to assist them in gaining a fundamental understanding of the basic principles of instruction, with an emphasis on evidence-based practices in inclusive settings. Specific academic and behavioral strategies will be examined, as they relate to reading development and instruction, curriculum based assessments, program evaluation, the development of evaluation reports, and the implementation of intervention strategies for various populations of children at risk for or with exceptionalities in inclusive settings. Students will also examine a variety of theoretical frameworks that focus on the specific components of assessment, instruction and consultation in inclusive settings.

PSY712 - Advanced Psychology of Learning

This course examines the diverse, intricate process of learning. Behavioral and cognitive views of learning are emphasized with special attention given to the educational implications of learning theory.

PSY713 - Psychology of Growth and Development

This course explores how people grow and develop from infancy through old age. Physical growth patterns, along with emotional, intellectual, and social development are emphasized. Maturation, learning, and their interrelationships are also examined in terms of their implications of developmental variables for the home, school, and community.

PSY720 - Neuropsychology

This course presents the neuropsychological approach to the identification and education of children with learning disorders. The central nervous system and brain regions and their role in learning are studied in depth. Neuropsychological assessment techniques will be introduced to clarify cognitive strengths, weaknesses, processing preference patterns (simultaneous-sequential), and the identification of neuropsychological deficits in children. This course focuses on issues related to children with learning disorders, including: etiological factors, epidemiological studies, gender differences, subtyping, emotional concomitants of learning disorders, diagnostic instruments, and remedial techniques. The intent of this course is to provide the necessary theoretical framework from which more effective remedial programs can be developed for learning disordered children.

PSY721 - Advanced Tests and Measurements

This course is designed to provide the graduate student with an understanding of the use of tests for diagnostic studies of children, adolescents and adults in a diverse society. It explores the ways in which tests are constructed, evaluated, administered and interpreted. In addition, the course provides a survey of some representative tests of achievement, aptitude, personality, intelligence and occupational interests. Students also receive practice in administering, scoring and interpreting such tests through a practicum involving an evaluation of themselves and at least one other person.

PSY722 - Individual Psychological Evaluation I with Practicum

Emphasizes theory and competence in the administration, scoring, and interpretation of the Stanford-Binet Intelligence Scale V, and the Bender Visual Motor Gestalt Test. Extensive supervised practice in the administration, scoring, and interpretation utilizes subjects aged two to adult. Theory and experience with other infant and child measures of intelligence such as the Bayley II and the K-ABC-II are included. Psychological report writing is stressed.

PSY723 - Individual Psychological Evaluation II with Practicum

This course emphasizes the theoretical underpinnings of intellectual assessment and the development of competence in the administration, scoring, and interpretation of the Wechsler Scales: WISC-IV, WPPSI-III, and

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WAIS-III. Attention is directed toward the use of these scales in measuring intellectual levels, identifying cognitive strengths and weakness, and developing research-based interventions. Practicum experiences are an integral component of this course.

PSY728 - Practicum in School Psychology

This course is a practicum in psychoeducational assessment and intervention planning in which students develop competence in the administration, scoring and interpretation of individually administered achievement tests, as well as response to intervention, progress monitoring and the generation of research-based, data-driven interventions. Under faculty supervision, students conduct comprehensive evaluations of children, including gathering background information, writing reports and consulting with clients in the process of problem-solving in the educational setting. Ethical considerations, as well as the particular problems encountered when working with a diverse population, are included.

PSY734 - Assessment of Personality and Behavior I

An introduction to the assessment of personality and behavior. Experience is given to the student in the administration, scoring and interpretation of the more widely used personality assessment measures. Particular attention is given to assessment techniques used in planning for remediation and treatment.

PSY741 - Theories of Counseling and Psychotherapy

This course is designed to introduce students to the most common therapeutic approaches in use today (e.g., Person-centered, Cognitive, Behavioral, Family Systems and Reality Therapy). Lectures, classroom demonstrations and role-playing are utilized to illustrate these various orientations. Attention is paid to implementation of counseling that is respectful of ethical boundaries/issues as well as cultural factors which may be involved in the therapeutic process. Student participation is required. A position paper describing the student's own orientation is required.

PSY742 - Techniques of Counseling and Psychotherapy with Practicum

This course is intended to provide both a didactic and an actual experience in counseling. Graduate students familiarize themselves with the phases, procedures, and goals of counseling and therapy through assigned readings, audiotapes, and group discussion of case presentations. This will include consideration of ethical boundaries/issues and cultural factors that are germane to the therapeutic process. Graduate students will be assigned or are asked to recruit five volunteer subjects for purposes of role-play activity utilizing counseling technique. Clients from the University's Counseling Center and the School Psychology Clinic will also be assigned as they become available. Those graduate students currently working in a school district may select cases from that setting; cases are to be approved by the instructor. Supervision of all cases is provided both in-group sessions and on an individual basis. Graduate students are seen outside of regularly scheduled group sessions for individual supervision.

PSY752 - Fundamentals of School Psychology

This course is an introduction to the profession of school psychology. Topics examined revolve around the roles and functions of school psychologists. A partial list of the topics examined includes: school systems, the law and school psychology, and professional ethics. Field experiences in educational settings are required for students enrolled in the school psychology program.

PSY756 - Consultation and Group Processes with Practicum

This course is intended to familiarize the student with the variety of group methods and techniques utilized by the school psychologist in a diverse society. This is accomplished, in part through assigned reading and group discussion. The student is also required to observe and then act as a group leader in an ongoing group activity. The student tapes group counseling sessions for the purposes of evaluation and supervision. This course also explores the variety of consultative techniques that may arise in a school system.

PSY761 - Statistics and Research Methods in Psychology I: Univariate

This course is designed to give students the basic information they need to interpret the univariate research methods and statistics that are used most frequently in psychology. The focus is on acquiring the skills to critically

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evaluate a research report, analyze and interpret data, and to write a research paper. This course is designed to provide the background for students in Psy 767.

PSY762 - Statistics and Research Methods in Psychology II: Multivariate

This course is designed to give students the basic information they need to interpret the multivariate research methods and statistics that are used most frequently in psychology. The focus is on acquiring the skills to critically evaluate a research report, analyze and interpret data, and to write a research paper. This course is designed to provide a continuation of the material from Psy 766.

PSY769 - Independent Study

This course provides students the opportunity to explore and research topics of interest that are not available as regular course offerings of the school psychology program.

PSY773 - Internship in School Psychology

The internship requires a minimum of 1200 hours of practical work experience under direct supervision of a qualified psychologist. A minimum of 800 hours must be completed in a realistic educational setting (i.e., public school system). The remaining 400 hours may be in a related setting (e.g., clinic, hospital, etc.). The intern is expected to demonstrate all of the competencies of the practicing school psychologist as outlined in Program Goals.

PSY774 - Internship in School Psychology

The internship requires a minimum of 1200 hours of practical work experience under direct supervision of a qualified psychologist. A minimum of 800 hours must be completed in a realistic educational setting (i.e., public school system). The remaining 400 hours may be in a related setting (e.g., clinic, hospital, etc.). The intern is expected to demonstrate all of the competencies of the practicing school psychologist as outlined in Program Goals.

PSY795 - Seminar in Behavior Modification with Practicum

This course provides the student with the knowledge and skills needed to design, implement, and evaluate behavioral interventions. Interventions applicable to school settings are emphasized and students are required to conduct a functional behavior assessment and to develop/implement a behavior intervention plan.

PSY796 - Seminar in Analysis of Research in School Psychology

This course consists of an examination of current research in School Psychology. Critical study and evaluation of empirical research findings applicable to selected topics from current editions of Best Practices in School Psychology are undertaken. The student develops skills in using current data bases to access empirically based research reports, as well as the abilities to critically analyze and synthesize the content of these reports as it relates to situations and issues faced by the practitioner school psychologist. Students develop an understanding of the importance of using empirical data in making sound educational decisions.

PSY798 - Seminar in Professional School Psychology

Concepts fundamental to the practice of school psychology are discussed and evaluated in this course. A range of topics are discussed, including the roles and functions of school psychologists, legal and ethical issues, the organization and operation of school systems, student diversity, and community resources. As this course is taken in conjunction with the Internship in School Psychology, discussions tend to be dynamic and framed within the context of actual experiences encountered by interns.

PSY849 - Thesis

The student conducts an independent, scientific research study in a classroom or other structured educational setting. The thesis is presented as a written document that conforms to American Psychological Association style.

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RES-Research

RES800 - Research Methods

This course explores the design and analysis of experimental and quasi-experimental research. It explores both quantitative and qualitative techniques. In addition to students being able to design and undertake basic research, an outcome of this course is to develop effective consumers of the research literature.

RES810 - Qualitative Research in Social Science

This course will introduce participants to the characteristics and various approaches to designing and conducting qualitative research projects within various social science disciplines. Students will gain hands-on experience in various qualitative methods and analysis techniques while carrying out a research project related to their areas of interest. (3 crs.)

RES819 - Research Paper

A written report on a specific topic of investigation, based on knowledge of the subject, acquaintance with the published literature on the subject and accurate presentation of findings.

RES829 - Research Project

An advanced study or presentation on a topic related to the student's academic discipline. The research project is more in depth than a research paper but less thorough than a master's thesis. Approval of only the graduate student's adviser is needed. The Publication Manual of the American Psychological Association or other generally accepted style for a particular academic discipline will be used.

RES849 - Thesis

The thesis consists of a written report of extensive research into a specific area of investigation, demonstration of knowledge of the background of the subject, the published literature of the subject, and high standards of original research and presentation. A thesis is often experimental in nature.

RSP-Reading Specialist

RSP700 - Foundations of Literacy: Theory and Instruction

In this course students will connect foundational knowledge about teaching reading to research based instruction. The major components of reading development and correlating instructional strategies will be examined.

RSP702 - Literacy Assessment and Instruction

The purpose of the course is to provide reading specialist candidates the knowledge of literacy assessment to equip them to serve in the various roles of a reading specialist. Formal and informal assessment will be explored. The candidates will implement several informal assessments, interpret data, and develop an instructional plan based upon the results of those assessments.

RSP703 - Practicum I: Assessment

RSP 703 and RSP 704 are to be taken together. The purpose of RSP 703 is to provide 55 field hours of authentic experience in the role of a reading specialist as a teacher who works with struggling readers. In this course, the reading specialist candidate will work with a K-12 student to assess his/her strengths and needs in reading and writing, develop an instructional plan of action to address those needs, and generate a report to parents that informs them of the assessment results and the resulting instructional plan of action. This course will take place at the University, and RSP candidates will work with K-12 students from the surrounding communities and school districts. RSP 703 is the first course in this two-course series.

RSP704 - Practicum II: Instruction

RSP 703 and RSP 704 are to be taken together. The purpose of RSP 704 is to provide 55 field hours of authentic experience in the role of a reading specialist as a teacher who works with struggling readers. In this course, the reading specialist candidate will work with a student to implement the plan of action developed in RSP 703 Action Research I: Assessment. RSP candidates implement the instructional plan of action, provide ongoing progress monitoring to drive ongoing instructional planning, generate a written report to parents/guardians, and meet with parents/guardians to report progress and make further instructional recommendations. This course will take place

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at the University with K-12 students from the surrounding communities and school districts and will immediately follow RSP 703.

RSP705 - Psychology of Reading

Psychology of Reading explores the psychological, sociological, cultural, and historical foundations underlying the development of literacy proficiency. During this course, participants will reflect on their own understanding of literacy, examine relevant literature, and become critical consumers of research.

RSP706 - Literacy Leadership

RSP candidates are professionals whose goal is to improve reading achievement in schools and/or districts. Reading specialists serve as a resource in reading and writing for educational support personnel, administrators, teachers, and the community, provide professional development based on historical and current literature and research. Reading specialists work collaboratively with other professionals to build and implement reading programs that positively impact student learning.

RSP707 - Creating and Fostering Literate Environments

The purpose of this course is to provide candidates with experience in defining, observing, and making recommendations for a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

RSP708 - Literacy Development for English Language Learners

Candidates will explore theories, pedagogical considerations, and current methodology in the teaching of reading, writing, speaking, listening, metacognition, and visualizing for English language learners. The critical components of reading instruction (phonemic awareness, word recognition and vocabulary, fluency, comprehension, and writing) for language development and acquisition are emphasized. Candidates will identify effective, research-based best practices, interventions, and strategies for ELLs, methods for school personnel, and resources to support culturally diverse families.

RSP734 - Content Area Reading

In this course reading specialists candidates are prepared to teach reading in the content areas to students in grades K-12. Reading theory is applied to elementary, middle, and high school across all curriculums. Essential components of reading in the content areas are emphasized: comprehension, vocabulary, reading/writing connection, study skills, assessment, differentiated and culturally responsive instruction, and integrating technology across the curriculum.

SLE-Edu Studies

SLE701 - Administrative Theory, Organization and Operation

This course offers the participant opportunities to gain competencies in and an understanding of the application of administrative theory relating to the operations of a school district. Through inquiry into the subject of administrative theory, candidates will gain critical and creative attitudes toward humanistic and scientific principles of public school organization and administration. Along with required course activities, each participant will complete a minimum of 15 hours of field experience assignments involving leadership or organization theory and practice. The field experiences will have utility for the participant's home school district or another school district and will be undertaken and completed in concert with the instructor's expectations.

SLE704 - Technology and Facilities Development

The course will offer the student an opportunity to view, understand and execute the planning, acquisition and management of technology and school facilities. The course emphasizes the use of technology for effective school management and instruction, promoting an educational environment that encourages change but also focuses on linking technology with students, and effectively analyzing and operating the management of the school organization as it relates to technology and facilities development. Topics such as reform, empowering students with technology, productivity and technology windows of the future and school facilities for the 21st century will be included. Participants will be required to demonstrate competencies regarding an understanding of the superintendent's role in the following areas: • Planning for immediate and future facilities; • Efficiently

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managing technology and facilities. • Acquiring technology and facilities; • Planning for immediate and future technology needs

SLE705 - Curriculum/Instruction and Leadership/Supervision

This course offers the participant the opportunity to gain an understanding of and skills related to the district level administration of curriculum, instruction, leadership and supervision. The course emphasis is on current practice in the field, state level requirements and national trends that are shifting theory and practice in their regard.

SLE707 - Strategic Planning, Policy Analysis, Board Relations

SLE 707 is designed for aspiring school superintendents. Specifically, the course addresses strategic planning and thinking, policy development and analysis, and the value of the relationship between the Superintendent and the School Board, specifically the Board President. The focus is reality based and draws from experienced instructors. The goal is to prepare aspiring superintendents for the duties and responsibilities they will encounter in the abovementioned areas, mindful of the fact that the key role of the school superintendent is to ensure a quality education for all students of the district.

SLE708 - SLE Internship

The internship is designed to be a theory into practice experience where formal coursework is applied in a field setting. It provides significant opportunities in the workplace to synthesize and apply the knowledge and to practice and develop skills identified in the program competency areas. Internships with a trained mentor at diverse settings is an important and highly valued part of the program. Each placement will be made in cooperation with the SLE faculty, the participating school district mentor, and the intern. The internship involves field placement with a carefully chosen and trained superintendent/mentor (field supervisor) in a K-12 school district, who shares the SLE program philosophy that the superintendent should function as a change agent and facilitator of the reform process as well as a strong instructional leader. The intern is both a participant and observer under the direction of the superintendent who should provide the intern with as many supervisory and administrative experiences as possible. The intern gains valuable work-related experience and is given the opportunity to learn how academic knowledge and skills can be applied at the worksite with real people, problems and events.

SPT-Sport Management

SPT700 - Research Methods in Sport

This course is intended to introduce students to methods and design problems specific to research in sport management. It is designed to promote an understanding of the theory, tools, and processes involved in designing sport management research studies. Course emphasis will be placed on differentiating between qualitative and quantitative data, data collection, data analysis, data interpretation, and sources of data specific to the sport industry.

SPT710 - Socio-Cultural Aspects of Sport

This course will analyze the sport industry as a social institution, using critical thinking skills to solve controversies and issues related to the sport culture. Discussions will center around the social, political, and economic significance of sport in society. Emphasis will also be placed on understanding the positive and negative social effects of sport and physical activity on society.

SPT720 - Sport Marketing

This course will compare and contrast the field of sport marketing with the practices and applications of mainstream marketing. The course will examine the application of marketing principles within the sport industry. Course emphasis will center on linking the marketing plan to an organization's mission statement and core values. Topics will include SWOT analysis, market segmentation, distribution, packaging, promotion, positioning and pricing.

SPT730 - Public Relations in Sports

This course explores theories of communications and public relations management necessary for successfully working with internal and external publics of a sport organization. The course will demonstrate how community relations professionals serve their organizations by meeting social needs and connecting with key publics.

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Topics will include employee relations, community relations, media relations, customer relations and image enhancement.

SPT740 - Legal Aspects in Sport

This course will examine the law as it applies to sport organizations. An in-depth analysis will be conducted on the topics of contract law, constitutional law, tort law, administrative/statutory law, antitrust law, and collective bargaining as they apply to sport organizations.

SPT750 - Sport Finance

This course will be an in-depth study of financial analysis processes utilized in decision making by sport managers. The focus of the course is on basic principles of macro-economic, micro economics, economic impact analysis, business structures of sport organizations, basic tools of financial management, and interpreting financial statements. Topics include principles of budgeting, practical budgeting, sources of revenue, fundraising methods, financial planning, ecommerce, public stadium/arena finance, and basic accounting principles.

SPT760 - Sport Ethics

This course will focus on the ethical issues impacting sport organization policy formation and practice. Students will recognize and identify moral and ethical problems related to sport in its intrinsic and extrinsic dimensions and develop a personal philosophy regarding social responsibility in the sport management setting. Topics include moral and ethical development theories, models of ethical analysis, code of professional ethics, personal and management values, and situational analysis.

SPT770 - Management and Leadership in Sport

This course is an analysis of leadership and managerial functions, concepts and practices used to foster interpersonal and small-group relations as found in sport organizations. Further, this course is intended to prepare students for the leadership decisions and actions that are inherent in Sports Management and as well as every-day life issues. Professional and personal growth is discussed at length and principles and applications of personal leadership practices will be explored. Techniques for managing change and empowering others also are included in this course. Topics related to effective leadership are issues of communication, motivation, delegation, team building, and quality improvement. Finally, students will have the opportunity to perform a Personal Leadership Development Plan. This culminating activity is designed to strengthen the students' leadership abilities and skills.

SPT780 - Current Trends and Issues in Sport Management

This course is designed to identify, analyze, and evaluate current and future sport industry trends and issues that may affect a sport organization's ability to establish and maintain a competitive advantage.

SPT781 - Sport Analytics

The class will discuss the theory, development, and application of analytics in sports. Students will learn about the application of analytics in sports for purposes of personnel acquisition and management, marketing, finance, communications, and team management among many other topics. The class will consist of lectures, quizzes, threaded discussions, and practical applications.

SPT782 - Economic Analysis in Sport

This course presents an application of economics concepts and issues relevant to the sports industry. Topics include: market structures and outcomes; barriers to entry; contraction and expansion; cooperative, competitive, and collusive behavior among participants; professional sports; collegiate and amateur sports; public policy, subsidies for new facilities, institutional rules, and tax policies, discrimination; and labor market imperfections.

SPT783 - Strategic Sport Management

This course is designed to introduce the key concepts, tools, and principles of strategy formulation and competitive analysis. It is concerned with managerial decisions and actions that affect the performance and survival of sport industry organizations. It will focus on the theories of strategic management and their applicability to the sport industry, including strategic planning, decision making, implementation and controlling processes, understanding organizational effectiveness, and environmental analysis.

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SPT790 - Sport Governance

This course is designed to provide students with a knowledge and understanding of the power and politics of sport organizations that govern intercollegiate athletics. Students will learn and analyze how people involved in governance set the tone of an entire organization and how individual sport governance bodies fit into the greater industry. Emphasis will be placed upon the student's development of a working knowledge of what these organizations do and what their true purpose is in the administration of an intercollegiate athletic department.

SPT791 - Sport Compliance

This course is designed to provide students with a knowledge and understanding of the necessary and mandatory compliance techniques of the major governing bodies of intercollegiate athletics to ensure institutional control. Emphasis will be placed upon an in-depth review and discussion of the various NCAA bylaw manuals, as well as NAIA rules and regulations.

SPT792 - Legal Aspects of Equity in Intercollegiate Athletics

"Legal Aspects of Equity in Intercollegiate Athletics" is designed to provide students with a knowledge and understanding of an in-depth of gender equity issues that are prevalent in an intercollegiate athletic setting. This course also covers the many legal issues dealing with equity in intercollegiate athletics. Emphasis is placed upon the development of an overall knowledge of Title IX and the various tests that have been implemented to insure compliance.

SPT793 - Development of Human Resource Strategies in Intercollegiate Athletics

This course is designed to provide students with the latest human resource strategies to successfully address everyday problems that may arise with coaches, staff and personnel of an intercollegiate athletic department. The student will develop a working knowledge of complex organizations and how this may affect the employees that he/she supervises.

SPT799 - Sport Mentorship

This course allows the student to obtain practical managerial experience in the sport industry while under the direct supervision of a recognized leader in the student's chosen area of specialty in the sport industry. Course requirements dictate that students complete a minimum of 300 supervised contact hours.

SWK-Social Work-Grad

SWK701 - Generalist Practice I

Foundation framework for generalist social work practice, including the problem-solving process, social work values/ethics and social work roles as they apply to varying size client systems. Develops specific intervention skills, such as interviewing, assessment, contracting, goal setting and evaluation for diverse client systems with the emphasis on rural and small communities.

SWK702 - Generalist Practice II

Continues foundation for generalist social work practice and builds on SWK 701, with a focus on the community/rural content of practice. This course explores basic intervention/advocacy, case management and evaluation of practice. Additionally, this course provides examples from a variety of practice areas.

SWK705 - Human Behavior and the Social Environment

Foundation for working with individuals, families, groups, organizations, and communities. Theories and concepts of human development throughout the life cycle are presented and critiqued within the person-in-environment perspective. The framework is multidimensional, considering the impact of ability, age, class, exploitation, ethnicity, gender, oppression, political belief system, race, religion, sexual orientation, and the social environment on human behavior and development. Students learn to identify multiple determinants of human behavior using examples from all levels of social work practice in local, national, and international rural and small town communities.

SWK707 - Human Diversity

This course provides foundation knowledge for analyzing and understanding the dynamics of the social work profession on culturally competent social work practice. Students develop skills to identify strengths, bicultural

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adaptation, and patterns of oppression, with particular emphasis on rural and small town communities. The course assists students in understanding the impact of oppression on human growth and development and social functioning for the integration of multi-level interventions to promote or enhance social justice.

SWK709 - Social Welfare Policy and Services

Examination of the history and value base of the social work profession and U.S. social policy with a framework for policy analysis from the definition of a social problem, through legislative adoption to actual program development. Special emphasis on the impact of these policies, and related services on small towns, rural communities, and diverse populations.

SWK715 - Research Policy and Rural Practice

Use of research designs to inform and evaluate practice and policy in small town and rural contexts. Development of knowledge and skills for understanding and conducting applied research, with emphasis on research related to social work practices and programs serving small towns, rural communities and diverse populations.

SWK716 - Social Work Research Methodology and Data Analysis

This course examines: the logic of scientific inquiry; the social work research process with an emphasis on problem conceptualization, measurement options, and research design; the use of descriptive and inferential data analyses; and the development of skills needed for understanding and conducting ethical quantitative and qualitative research related to social work practices and programs serving small towns, rural communities and diverse populations.

SWK730 - First Year Practicum

MSW-supervised placement in a social agency that provides opportunities for generalist social work practice with individuals, families and groups of all ages from rural and small communities, including advocacy skills to enhance social justice. The minimum hours required in a field agency are 240 for SWK 730, equally a total of 480 hours for SWK 729 and SWK 730 combined.

SWK801 - Advanced Generalist Practice

Builds on the generalist practice skills, knowledge and values taught in Generalist Practice I and II. Integrates the use of advanced individual, family, group and organizational skills within the agency and community settings that serve diverse rural and small town client systems. Addresses practice concerns such as acquiring sanction for work, assessing needed resources, supervision, certification and evaluation of practice.

SWK803 - Differential Assessment

Application of knowledge from foundation courses to social work assessment with clients and integration of a strength's perspective with other social work assessment models to examine human differences and levels of functioning within the context of family, group, institutional, and community systems. Life model assessments, incorporating the Person-in-Environment Classification System, are conducted and students develop advanced generalist intervention plans that are appropriate for diverse client groups from local, national, and international rural and small town communities.

SWK806 - Rural Family/Community Policy

Explores the design, function and impact of community and family policies. Historical development of specific policies and the effects of policy on rural family and community institutions and organizations. Skills in analyzing and synthesizing policy are applied to rural situations and change strategies.

SWK808 - Advanced Practice Evaluation

Prospective social workers require tools to evaluate their own practice and their agencies' programs. This course provides and develops advanced knowledge, skills, and values in the evaluation of social work practice. Building and maintaining effective researcher-practitioner partnerships is also emphasized. Program evaluation is emphasized in this course but single subject design is infused as well.

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SWK811 - Practice with Aging In Rural and Small Town Environments

Integration of knowledge about aging, rural aging, services for the aging and the principles of social work and practice with various diverse populations in rural environments.

SWK812 - Practice Supervision Administration

Supervision, management and control in human service organizations. Theoretical and functional models to assist staff to grow and function competently as professionals. Understanding the elements of programming, budgeting, staffing, communications and control within the organization. Identifying formal and informal systems, the impact of human diversity, and how all of this functions in the rural setting.

SWK813 - Practice with Health Care and Health Care Planning in Rural and Small Town Environments

Examines roles of the social worker and the place of social work values and practice in health care planning, modern medical ethics and professional practice.

SWK814 - Practice in Mental Health in Rural and Small Town Environments

Overview of MH/MR policies and services; issues of rehabilitation, advocacy and case management; and how treatment approaches (crisis behavioral and chemical) are related to social work roles and values in the context of community needs.

SWK815 - Practice in Juvenile and Adult Justice System in Rural and Small Town Environments

Overview of the juvenile and adult criminal justice in urban and rural communities places emphasis on the development of an understanding of the ever-changing philosophies that under gird the criminal justice systems. In addition, the focus of the course will include an examination of the relationship between human diversity and criminal justice.

SWK816 - Practice In Children and Youth in Rural and Small Town Environments

Examines the major problems and legal and clinical issues encountered when working with children. Special concern for victimized and at-risk children in rural settings.

SWK821 - Practice in Substance Abuse/Addictions in Small Towns and Rural Environments

This course provides students with a substantive knowledge base and critical skills for planning to work in the addictions fields as well as for those who will encounter chemical dependency problems in their work with different age groups in the variety of arenas in which they practice.

SWK829 - Advanced Field Practicum I

First semester advanced MSW supervised placement in social agency setting for three days per week requiring advanced generalist practice with varying size and aging client systems, working in rural and small town communities. Students are required to complete a minimum of 330 hours.

SWK830 - Advanced Field Practicum II

First semester advanced MSW supervised placement in social agency setting for three days per week requiring advanced generalist practice with varying size and aging client systems, working in rural and small town communities. Students are required to complete a minimum of 330 hours.

SWK840 - Advanced Child Welfare

This course offers a discussion of selected topics of significant or current importance and interest to the social work profession. Prerequisite: Permission of instructor.

TED-Technology Education

TED565 - Special Problems in Technology Education

This course provides the student with opportunities to experience and research various technologies, techniques and teaching methodologies in the discipline areas of technology education. An intense in-depth study will be made in relation to selected topics on an individual basis or as a short-term concentrated study session for a group.

Course Descriptions

TED701 - Issues in Technology Education Curriculum and Instruction

The focus of this course is two-fold. First, students will use state and national standards to develop a technology education curriculum by using various curriculum design processes. The second phase of the class is designed to improve the students' ability to use appropriate standards-based instructional methods. These include cooperative learning, problem-based learning, discovery learning, constructivism, reflection, meta-cognition and others those students research and demonstrate to the class. This course is part of a Global Online program.

TED702 - Assessment in a Constructivist Classroom

Assessment in Technology Education is designed to provide the classroom teacher with a variety of assessment tools that can be used in the classroom. A wide range of assessment techniques, from traditional to authentic, will be analyzed, designed, and evaluated. Finally, students will use basic research techniques to validate the assessments they design and test.

TED703 - Strategic Management in Education

Strategic Management in Education is designed to enable teachers to analyze their opportunities, environment, resources and constraints to develop a prioritized plan of action to maximize their success educating students within a complex political, social and economic system. Students will experience strategic planning, funding proposal development, and various analytical tools.

TED704 - Integrating Math, Science and Technology

This course is focused on integrating the content of mathematics, science and technology education for the purpose of teaching in middle and high schools. Curriculum issues and planning related to integrating mathematics, science and technology according to state and national standards are discussed and practiced. Finally, students will have an opportunity to develop instructional units and carry them out in an activity-based laboratory.

TED705 - Technology and Sustainable Development

This course focuses on the development of understanding of the concepts of development and sustainability and their relationships to technology. Concepts of basic human needs, community development, technology assessment and research into specific technological alternatives will be included. Students will design, produce, test, and assess a relevant technological system.

TED715 - Study in Human Creativity

The primary purpose of this course is to formally introduce the student to the study of human creativity as an academic endeavor. It is specifically designed to establish each person's competence as a creative problem-solving facilitator (a teacher, one who is knowledgeable and skilled at applying creative problem-solving methodologies). Individual, managerial and technical types of problem-solving activities will be engaged. Each student will conduct (facilitate) several problem-solving excursions. Each student will study, administer and evaluate several standardized tests that evaluate creative problem-solving skills. Students may evaluate themselves, others or both. This is a learning laboratory, action-oriented course intended to simulate real world creative problem-solving techniques. This course is part of a Global Online program.

TED716 - Sustainable Architecture and Systems

This course covers a variety of natural and sustainable construction materials and systems, some revivals of ancient materials and practices, some new and innovative, as the natural building movement gains both momentum and prominence in the construction and architectural arena. Integrated topics such as water conservation systems and energy conservation and alternative generation sources are also included. Two lecture hours and three lab hours per week.

TED718 - Special Populations in Laboratory-based Programs

The focus of this course is to understand the specific needs, populations, processes, adaptations, funding sources and other factors that affect the success of special populations who will be educated in technology education laboratory-based programs. This course will enable students to explore and develop various instructional methodologies and assessments for student learning. Finally, students will be introduced to a variety of classroom

Course Descriptions

management and discipline issues that classroom teachers encounter each day and taught techniques to handle these situations.

TED725 - Applied Research Science, Technology, Engineering and Mathematics Education

This course is designed to give teachers an opportunity to study real classroom situations and to design a plan of action to improve those situations. Teachers will learn how to conduct a review of the literature and develop an understanding of various research methodologies, especially as they relate to Science, Technology, Engineering and Mathematics (STEM) education. Reflection and analysis of current trends in the STEM disciplines is a key component of action research. This course is part of a Global Online program.

TED766 - Special Problems in Technology Education

This course provides the student with the opportunities to experience and research various technology, techniques and teaching methodologies in the discipline areas of technology education. An intense in-depth study will be made in relation to selected topics on an individual basis or as a short-term concentrated study session of a group.

TED775 - Integrating Technology in Elementary/Middle School STEM Curriculum

This course provides elementary and middle level teachers an in-depth, research-based examination of technological literacy education within STEM disciplines. Candidates examine relevant technology education academic standards and design curriculum, instruction and assessment to enhance student achievement of proficiency in technological literacy. The course focuses on successful instructional strategies for integrating technology education throughout the existing school curriculum and aligning technology activities to help students achieve academic standards.

TED795 - Technology Education Internship

Student interns are placed in an educational/technical organization, which most nearly approximates employment goals or enrichment. The intent of the internship is to provide students with practical work experience in an environment in which they will be dealing with real problems requiring real solutions in a relatively short time frame.

TED807 - Technology Program Development and Improvement

Students will engage in a process to develop or access a district-wide technology standards-based program. They will develop strategies to facilitate and enhance student learning in all areas of their program, including content, curricula, instruction, student assessment, learning environment and professional development. They will examine the current status of a district's program, establish new goals, determine strategies to meet those goals, develop goals to enhance personnel knowledge and skills, and examine strategies to evaluate their success. This course is part of a Global Online program.

TED850 - Technology Education Major Project

Students will produce a major culminating piece of academic work that synthesizes contents from the technology education master's program. This may take the form of a research activity of various types: a major curriculum development project, other extensive individually produced pieces, or work that is approved by the course instructor. All projects must follow a technological design process. This course is part of a Global Online program.

TOU-Tourism

TOU709 - Statistical Applications for Tourism Analysis

TOU 709 Statistical Applications for Tourism Analysis (3 credits). This course will inform students how to use quantitative methods for the assessment of tourism performance and trends. Students will learn statistical methods, procedure, analysis, and interpretation in a tourism context.

TOU737 - Tourism Planning

TOU 737 Tourism Planning. Students will become familiar with the process of tourism planning as a mechanism to sustainable tourism development. This course will explore the advanced principles, steps, tools and case studies of tourism planning. Tourism policy, law, and administration will also be reviewed.

Course Descriptions

TOU777 - Tourism Field Experience

TOU 777 Tourism Field Experience (6-9 credits). Because a student enrolled in the Master of Arts in Tourism, Planning, and Development must engage in a field experience in the period between the successful completion of the first semester until the twenty-fourth month of the program, this course is a required component. For this course, an enrollee acquires practical experiences and applies those experiences according to the student's interest and expertise. The field experience serves as a transition from course work to the Thesis/Master's

TOU899 - Thesis/Masters Degree Project Option

TOU 899 Thesis/Master's Degree Project Option (3-6 credits). Upon completion of the required course work students will complete the Thesis/Master's Degree Project Option phase. The Thesis/Master's Degree Project Option will be a piece of original research that contributes to knowledge within the tourism field. Project based work will be evaluated by the MA Tourism Development Program Advisor. A master's degree project will be valued at three credits and the thesis six.

Graduate

Faculty

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

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Graduate

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Graduate

From the President

California

University of Pennsylvania has been a place of opportunity for more than 165 years. Since the institution was founded in 1852, students have come to California to build a strong academic foundation and prepare for successful careers.

Today, Cal U offers a high-quality academic experience in a wide variety of in-demand fields. Undergraduates choose from among more than 100 majors and concentrations, including a number of programs taught entirely online. A growing number of graduate-level degree, certificate and professional certification programs offer opportunities for advanced study and professional growth through on-campus classes or Cal U Global Online.

Cal U faculty members are experts in their fields. 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.

Many academic programs include hands-on components, and students are encouraged to extend their learning beyond the classroom. Through active, applied learning activities, Cal U students engage with and serve the community, putting their education to work as they address real-world issues. Both the Career and Professional Development Center and the Internship Center give our students a competitive advantage as they prepare to enter the workplace.

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 to live in one of the secure, comfortable residence halls on our main campus, or enjoy apartment-style living in Vulcan Village, just over a mile away on our upper campus.

More than 100 student clubs and organizations offer leadership opportunities and a broad range of activities. The Herron Recreation and Fitness Center is open daily for individual workouts, group fitness classes and intramural sports. On the upper campus, Roadman Park and the Student Association's SAI Farm host athletic contests and outdoor recreation, as well as academic projects and fieldwork. Renowned speakers, performers and entertainers visit our campus regularly, creating an atmosphere rich in culture and creativity.

Cal U is proud to be 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 work toward success in their education, their careers and their personal lives.

As University 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

Graduate

Governance and Administration

Pennsylvania State System of Higher Education

Chancellor

Daniel Greenstein

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Brian H. Swatt

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Neil R. Weaver, Vice Chair, University Success Committee

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California University of Pennsylvania

President

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Dr. John A. Burnett, special assistant to the President for EEEE

Joy Folmar, administrative assistant

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Karen Amrhein, director of academic success initiatives

Mark Aune, director of honors program

William Biddington, acting dean, School of Graduate Studies and Research

Meaghan Clister, director of internship center

Graduate

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Brenda Fredette, dean, Eberly College of Science and Technology
Kathy Gavazzi, associate registrar/director of summer college/winter session
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Brian Cunningham, director of environmental health and safety
Keith Curran, comptroller
Jeffrey DeRubbo, director of financial aid
Eric Guiser, director of human resources
Christopher Johnston, director of parking and transportation
Michael Kanalis, director of facilities management
Gloria Kobus, director of student accounts
Brian Kraus, associate vice president for university technology
Edward McSheffery, director/chief of University police
Fawn Petrosky, associate vice president for finance
Douglas Philp, University architect
Joyce Sheppick, director of purchasing
Anna Stewart, executive staff assistant
Thomas Taylor, director of administrative services

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Debra Anderson, nurse supervisor
Rebecca Barnhart, residence hall director
Dawn Bellotti, RN
Jayna Bonfini, assistant professor counseling services
William Byrd, residence hall director
Sheleta Camarda-Webb, director of multicultural affairs and diversity education/commuter and nontraditional student services
Terry Carnathan, coordinator of informal recreation and wellness
Tammy Clark, administrative assistant for Student Affairs
Debra Custer, management technician for Office for Students with Disabilities
Brenda DePaoli, executive staff assistant for Office of Student Affairs
Richard Dulaney, director, residential facilities and summer camp program
Melissa Dunn, director of student activities and leadership
Robert Farquhar, management technician for conference services
Paul Fazio, assistant director of student center
Donna George, PASSHE alcohol and other drug coalition coordinator
Christa Grillo, nurse for wellness center
Diane Hasbrouck, director center for volunteer programs and service learning

Graduate

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Cheryl Lotti, RN
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Shawn McCoy, residence hall director
Becky McMillen, executive director, conference services
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Lindsay Mongell, convention services manager
James Pflugh, associate dean for student conduct
Tina Pierce, nurse
Robert Prah, director of Military and Veterans Affairs
Jamison Roth, director of recreational services
Lawrence Sebek, associate vice president for student affairs
Nancy Skobel, associate dean for student affairs/director, Women's Center
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Diane Tomi, administrative assistant, Wellness Center
Doris Wadsworth, secretary of housing and residence life
Terry Wigle, associate dean for student services

Student Association Inc.

Nicole Arthur, administrative assistant, Student Association Inc. (SAI)
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Pam DelVerne, director of technology services, SAI
Cheryl Golembiewski, student center coordinator, SAI
Lisa Hartley, accounts payable/payroll supervisor, SAI
Jeff Helse, director of print and multimedia journalism, SAI
Joy Helse, director of fraternity and sorority life/special publications, SAI
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Gene Knight, farm facility manager, SAI
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Leigh Ann Lincoln, chief financial officer, SAI
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Wendy Mackall, director of communications and public relations
Greg Sofranko, director of creative services

Graduate

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Ryan Barnhart, director, Alumni Relations

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Cathy Connelly, senior director of development

Mariah Howze, development assistant

Kathleen Kuharik, executive staff assistant to vice president for University Development and Alumni Relations

Randi Minerva, development manager, affinity engagement

Staci Tedrow, administrative assistant for alumni relations

Graduate

Mission

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.

VISION

Supporting the vision of Pennsylvania's State System of Higher Education, California University of Pennsylvania will exemplify academic excellence, innovation, service, personal growth and social justice for all.

MISSION

The mission of California University of Pennsylvania is to provide a high-quality, student-centered education that prepares an increasingly diverse community of lifelong learners to contribute responsibly and creatively to the regional, national and global society, while serving as a resource to advance the region's cultural, social and economic development. Accordingly, the Cal U Strategic Plan 2015-2020 looks to our mission for inspiration and guidance.

This strategic plan is designed to empower the University to serve as a resource in the region and the Commonwealth. The strategic plan consists of five goals, with 17 objectives (strategies) that are designed to enable the strategic plan to be a "living document" that will lead California University of Pennsylvania into the future.

The strategic plan focuses the University on three key initiatives to assure the success of the University in the coming years. Those initiatives are:

- Enhancing the academic excellence and experience of our students.
- Operating with sound and efficient fiscal and governance practices.
- Achieving optimal enrollment in these challenging times.

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.

Office of Social Equity

Office of Social Equity

The Office of Social Equity supports the University's goal of creating and maintaining a learning environment in which the rights of all are respected. This office encourages the entire University to become personally involved in enriching the campus through support of enhanced social justice and diversity. The Office of Social Equity reaffirms the University's commitment to social justice and diversity through the promotion of understanding, tolerance and respect for others, and ensures that the University community understands and complies with federal and state laws and California University policies with respect to equal opportunity, Affirmative Action, ADA and Title IX.

Services

The Office of Social Equity helps students and employees resolve concerns and complaints regarding harassment, discrimination and disability. The Office of Social Equity strives to help any student, faculty member or employee who needs information or assistance or has a concern about Equal Opportunity, Affirmative Action, ADA, Title IX or Sexual Harassment policies. More information about the Office of Social Equity can be found by clicking on the following website address: calu.edu/SocialEquity.

The Office of Social Equity's support services are provided in the following areas in compliance with state and federal laws:

Equal Opportunity, Diversity, Compliance and Equity

The Special Assistant to the President for EEO who is also the Title IX Coordinator strives to enhance diversity in the University community through working with diversity committees/groups, special projects, trainings, etc.

Social Equity Complaints

The responsibility for investigating complaints is vested in the Office of Social Equity under the direction of the Special Assistant to the President for EEO who is also the Title IX Coordinator. The Complaint Intake Form is available by clicking on the following website address: calu.edu/SEcomplaint.

Complete information regarding policies, procedures, and the informal and formal complaint processes can be found in both the **Campus EEO Policy** (*Policy Statements and Compliance Procedures on Equal Education and Employment Opportunity and Social Equity*) and the **Gender-Based/Sexual Misconduct (Title IX) Policy**, which are both available by clicking on the following website address: calu.edu/SEpolicies.

Social Equity Online Training Programs

The Pennsylvania State System of Higher Education (PASSHE) mandates that all universities conduct sexual harassment awareness training with new students. Additionally, the University is committed to providing an environment free from discrimination on the basis of sex. *Title IX of the Education Amendments of 1972* protects persons from sex discrimination in educational programs and activities at institutions that receive federal financial assistance. California University of Pennsylvania provides many resources to administration, faculty and staff as well as students to address concerns relating to discrimination on the basis of sex, which includes sexual misconduct, stalking, and dating/domestic violence. To this end, California University of Pennsylvania also offers through the Office of Social Equity an online training program(s) regarding Title IX legislation. In addition to the Title IX online training program, the Office of Social Equity is requiring that **all personnel** (*administration, faculty and staff*) and **all students** complete the Social Equity required online training courses annually.

You can begin your free annual online training programs by following the instructions given on the Office of Social Equity's Online Training Web page, which you can access by clicking on the following website address: calu.edu/SEtraining.

Location and Hours

The Office of Social Equity is located in South Hall, Room 112. Office hours are 8 a.m. to 4 p.m. Monday through Friday. Evenings and weekends are by appointment only. For services or information, visit the office or call 724-938-4014.

Office of Social Equity

The Office of Social Equity's website address is calu.edu/SocialEquity.

Policies

I. Equal Opportunity

Our statement is on page ii of the catalog. A copy of the policy is available from the Office of Social Equity and is also available on the website above.

II. Sexual Harassment

Sexual harassment is reprehensible conduct that will not be tolerated at California University of Pennsylvania. The University is committed to providing a harassment-free atmosphere for all members of the University community. The University is committed to the human rights and dignity of all individuals; therefore, it is the policy of the University to prevent and eliminate sexual harassment within the University community. In addition, it is the policy of the University that any practice or behavior that constitutes sexual harassment is unacceptable and will not be tolerated. The Office of Social Equity has an established process to investigate and address any complaints of sexual harassment. The Office of Social Equity's Policies are available at: calu.edu/SEpolicies and you can access the Complaint Form at: calu.edu/SEcomplaint.

III. ADA/504

In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA), California University of Pennsylvania provides reasonable accommodations for otherwise qualified students to ensure equal access to University programs and activities.

Office for Students with Disabilities (OSD)

Services for students with disabilities are provided through the Office for Students with Disabilities (OSD). Students must request accommodations through OSD and should make the request for accommodations as soon as possible. The decision regarding appropriateness of the requested accommodations rests with the service provider office and must be supported by the student's documentation on file with OSD. The OSD office is located in Carter Hall G-35. The Office for Students with Disabilities (OSD) website is <https://www.calu.edu/inside/student-resources/disabilities/> and the phone number is 724-938-5781.

ADA/504 Appeal Process

If a student considers that a requested accommodation has not been granted or is inappropriate, he or she should immediately discuss the matter with the OSD director, 724-938-5781. If the student is not satisfied with the result of this conference, he or she should contact the ADA Compliance Office, 724-938-4056. This office helps to ensure compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 and provides an avenue of resolution for student problems/concerns regarding accommodations. If the student does not reach accord at this level, he or she may appeal to the Office of Social Equity, 724-938-4014. The Office of Social Equity has an established process to investigate and address any complaints of discrimination on the basis of a disability.

IV. Affirmative Action Statement

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

V. Nondiscrimination Statement

California University of Pennsylvania is an academic community dedicated to the ideals of social justice, and equal opportunity for all. In compliance with federal and Pennsylvania state laws, the University is committed to providing equal educational and employment opportunities for all persons without regard to race, color, sex, sexual orientation, religion, national origin, age, disability, or status as a veteran or disabled veteran. The University will not tolerate any type of discrimination, harassment, or violence. Sexual harassment is considered by law to be a form of sexual discrimination and is, therefore, unacceptable, which includes stalking and domestic/dating violence.

Office of Social Equity

Direct discrimination/sexual harassment, equal opportunity, Affirmative Action, and Title IX inquiries or complaints to the Special Assistant to the President for Equal Employment and Educational Opportunity (EEEE) and Title IX Coordinator, Office of Social Equity, South Hall 112, 724-938-4014.

Direct student ADA inquiries regarding services or facilities accessibility to the ADA/504, Compliance Officer, Office of Student Affairs, Carter Hall G-52, 724-938-1603 or a message can be left at the Counseling Center, Carter Hall G-53, 724-938-4056.

Direct faculty and staff ADA inquiries regarding services or facilities accessibility to the Director of Human Resources, Office of Human Resources, Dixon Hall 408, 724-938-4427.

(REV. 5/31/18)

Graduate

Pennsylvania Teaching Certification

Individuals who possess a Pennsylvania Instructional I teaching certification may be able to use the credits earned in a graduate program at California University toward the post-baccalaureate requirements for the Instructional II certification.

Instructional I Certification

Some of our graduate programs lead to specialized initial teaching certification. Review the program requirements in this catalog.

Act 48 Continuing Education

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.

For more information on Pennsylvania Instructional II certification teaching certifications and professional education requirements, please visit the Pennsylvania Department of Education website at www.education.state.pa.us/portal/server.pt/community/pennsylvania_department_of_education/7237 .

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Counseling and Psychological Services

<https://www.calu.edu/catalog/current/graduate/student-services/counseling.aspx>

Dining Services

<https://www.calu.edu/catalog/current/graduate/student-services/dining.aspx>

Student Health Services

<https://www.calu.edu/catalog/current/graduate/student-services/health-services.aspx>

Office for Students with Disabilities (OSD)

<https://www.calu.edu/catalog/current/graduate/student-services/disabilities.aspx>

Veterans Affairs

<https://www.calu.edu/catalog/current/graduate/student-services/veterans.aspx>

Accommodations for Students with Disabilities

Office for Students with Disabilities

California University of Pennsylvania welcomes otherwise qualified students with disabilities. The University recognizes its responsibility to these students and is committed to providing reasonable accommodations to insure equal access and full participation as guided by Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA/AA).

Students with disabilities follow the same admission procedures and standards as required by California University of Pennsylvania's Admissions Office for all students.

Accommodations

Accommodations for students with disabilities are approved through the Office for Students with Disabilities (OSD). It is the responsibility of the student to adhere to OSD procedures for self-identifying, providing documentation to substantiate requests and requesting reasonable accommodations in a timely manner. Students must meet the academic/technical standards of the classes/programs for which they are applying and/or in which they are enrolled. In those instances where class/program requirements simulate responsibilities of in-service personnel, students must meet the essential functions of the job. Inquiries regarding disability access for students should be directed to the Office for Students with Disabilities, Carter Hall, Room G35; phone 724-938-5781; email osdmail@calu.edu; OSD website www.calu.edu/current-students/student-services/disability/index.htm

Parking

Parking spaces for persons with disabilities are marked as such on campus. These spaces are solely for the use of persons who have the required state DOT-issued ADA parking credentials displayed. Persons who wish to request a temporary disabled parking permit (six weeks or less) must submit appropriate documentation to the Department of Parking and Transportation, 724-938-4677. Persons with disabilities needing to obtain required DOT-issued credentials can make application to the respective state Department of Transportation in which the vehicle is licensed. Additional information regarding parking on campus at www.calu.edu/parking.

Contact Us

Inquiries regarding disability access for students should be directed to the Office for Students with Disabilities, Carter Hall, Room G35; phone 724-938-5781; email osdmail@calu.edu; OSD website www.calu.edu/current-students/student-services/disability/index.htm, or use the search word "disability" on the Cal U website: www.calu.edu.

Counseling and Psychological Services

Counseling Services

Counseling Center services are available for students seeking confidential help for personal as well as interpersonal difficulties. Services are free of charge to Cal U enrolled students. The Counseling Center, located in the Wellness Center, provides an array of short-term counseling and psychological services to University students with problems that interfere with their adjustment to campus life, personal development or effective educational performance. The Counseling Center provides the following services to students: evaluation,

Student Affairs

consultation, brief therapy and emergency intervention. Students requiring intensive or specialized care will be referred to community mental health providers. All therapists working in the Counseling Center adhere to federal and state ethical and legal standards and laws concerning confidentiality. Enrolled students can make an appointment by calling 724-938-4056.

For **emergencies**, visit the Counseling Center between 8 a.m. and 4 p.m. when school is in session; or call Public Safety at 724-938-4357 all other times.

Dining Services

The goal of the University dining services is to provide a quality, cost-effective, innovative dining program for students living on and off campus. The University encourages student involvement and awareness to help provide quality, nutritious meals at a reasonable cost. Dining locations provide an important environment for student interaction and socialization. Students living in the residence halls, as well as commuters, may choose from a variety of meal plans. All students who live in lower-campus University residence halls must participate in the meal program. Detailed university dining services information is available on the university website.

Student Affairs

Office of Academic Success

The Mission of the Office of Academic Success is to foster and support students in all phases of their academic endeavors by providing comprehensive programs, resources, and assistance. This is achieved through such initiatives as First Year Seminar, Academic Scheduling and Placement Testing, Four Year Graduation Plan, Learning Communities, Starfish, Peer Mentoring, Academic Support Programs, Mid-Term Grade Reports, and Student Ombudsperson. For more information, call (724) 938-1523 or visit our website at www.calu.edu and search Academic Success.

Academic Scheduling and Placement Testing Center

The Scheduling Center, located in Noss 210, serves to coordinate schedule development for all first-time and transfer students, registration in developmental courses, and the monitoring of successful completion of such work. The Scheduling Center also serves students who have not declared a major. The Academic Scheduling Center does not replace faculty advising, but helps to coordinate and supplement a student's academic experience.

The Placement Testing Center ensures that students begin with courses that meet their academic needs. Students' SAT or ACT scores (or transfer credits) will determine whether they are required to take a placement test. Students who do not submit SAT/ACT scores or transfer credits must take placement tests. The Center serves to coordinate placement testing to determine students' level of ability in mathematics and writing. The Center also provides retesting opportunities for students after waiting a period of two weeks.

Students who do not achieve predetermined scores on these tests must enroll in appropriate **developmental courses**, such as ENG 100 English Language Skills and DMA 092 Introductory Algebra. Because these developmental courses are preparatory to a university academic experience, the credits awarded do not count toward the fulfillment of the number of credits for graduation, nor may they be used in fulfillment of General Education requirements. However, the grades achieved in these courses are used in establishing a student's grade point average, class standing, eligibility for financial aid, and eligibility for participation in co-curricular activities. Moreover, students who do well in preparatory courses also do well in college-level classes.

The University offers the opportunity to earn undergraduate credit through the **College-Level Examination Program (CLEP)** and **DANTES Subject Standardized Tests (DSST)**. The CLEP Program is comprised of General and Subject Examinations. The General Examinations are a series of tests in four separate areas: English Composition, Natural Sciences, Mathematics, Humanities, and Social Sciences/History. The Subject Examinations comprehensively test a single subject, such as General Psychology, Microeconomics, etc. A student who passes one of these examinations is awarded credit for a comparable course at the university.

The DSST Program offers over 30 different examinations on a single subject, such as Principles of Statistics and Fundamentals of College Algebra. A student who passes one of these examinations is awarded credit for a comparable course at the university.

The CLEP and DSST Programs are administered by the Placement Testing Center. A maximum of thirty (30) credits can be earned through CLEP and/or DSST. In addition to the test fee, there is a one-time fee of \$25.00 for

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evaluation and recording of the examination results on a student's transcript. For additional information, please call (724) 938-5779.

First Year Experience

First Year Seminar and Intro to University Studies provide the foundation for learning how to achieve academic success in college. These courses introduce topics that will enhance students' overall college experience, such as time management, career exploration, library resources and extra-curricular opportunities. Students also learn to develop and apply essential academic success skills, and enhance critical thinking and communication skills. Overall, this course is the first step to student academic success.

First Year Seminar and Intro to University Studies are a one-credit course that all first-year students are required to complete as a component of the General Education menu. Transfer students are not required to complete either of these courses if they transfer an equivalent course, or transfer a total of 24 or more credits. Transfer students wishing to enroll in either of these courses should contact the Office of Academic Success at (724) 938-1523.

Learning Communities provide a sense of community for incoming students. First-semester students in academic learning communities are enrolled in several courses together as a cohort. The relationships formed in these groups help new students improve their academic performance.

Academic Support Programs and Services

The **Four-Year Graduation Plan (FYGP)** is a commitment to help students stay on track and reach their undergraduate college degree in four years. The no-cost program helps students set academic goals, create clear academic plans, and stay on track by following program guidelines and requirements. The plan provides eligible students with a unique combination of advising, priority course scheduling, and individual attention, which helps students stay on their path to success. Eligible students will be automatically enrolled after attending a New Student Orientation. During the fall semester, students must attend one mandatory meeting where a FYGP contract is completed and signed. Exploratory Studies students must declare a major by the last day of their first semester to continue enrollment in the FYGP program. The Four-Year Graduation Plan reinforces Cal U's commitment to student success.

Starfish is Cal U's newest online software tool that provides you with a central location to connect to the people and services that can help you stay on your path to success. Students can access the Starfish system via the Vulcan Information Portal and click the Starfish link. Starfish will automatically provide you with connections to your current instructors, advisors, and campus services. If you have a question or need some help, you can "raise your hand" in Starfish. The mobile-friendly tool can help us support you when you need it and make it easy for you to find the right people and services to help you finish what you start.

The Academic Success Center is a centralized campus academic resource for all students. We offer students the opportunity to become engaged and competent learners by providing a path to develop and strengthen important academic skills for success. We proudly provide a wide range of student support services, one-on-one training, workshops, and academic resources that can be tailored to meet individual student needs.

Support for Success (S4S) is designed for new students identified as those who would benefit from initial academic support. Students are notified of their participation through their acceptance letter from Cal U. During the summer, students receive additional information about the program and have the opportunity to meet with their Success Center Leaders. Throughout the fall semester, students meet with their Success Center Leaders and attend workshops.

The Peer Mentoring Program is designed to help new students with their transition into Cal U. The peer mentoring program assigns first-semester freshmen and transfer students to returning students who have volunteered to be peer mentors, usually in the same major. The peer mentor serves as a support and resource person who provides information, encouragement, and guidance during the student's first year at Cal U. For more information on peer mentoring, contact the Mentoring Program at ext. 1682 or mentoring@calu.edu.

The Learning Resource Centers are available to all students. Even the best students may need academic help at some time during college. The Writing Center, STEM Lab, Reading Clinic and Tutoring Center offer no-cost assistance designed to help students perform at their academic best. Trained peer tutors assist students in most curriculum areas.

- Tutoring Center and Reading Clinic, 430 Manderino Library

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- The STEM Lab, and Writing Center, 1st Floor Noss Hall

FERPA and Parent/Guest Portal

The Family Education Rights and Privacy Act (FERPA) is a federal law that protects students' education records, and grants students the exclusive right to view and share their education records. Education records include, but are not limited to: transcripts, grades, class schedules, financial aid documents, and billing statements. Through VIP, students may register parents and other trusted individuals for the Parent/Guest Portal. The Parent/Guest Portal is Cal U's secure, online option for authorized parents and individuals to view student education records. Students may add and remove Parent/Guest Portal users at any time. For more information about FERPA and the Parent/Guest Portal, search parent/guest portal on our website. Students, parents, and guests with questions about the Parent/Guest Portal may email family@calu.edu.

Additional Resources

Prior Learning Assessment (PLA) allows certain students to receive academic credit for learning acquired through qualifying life experiences when they meet the goals of a particular Cal U course. Qualifying experiences may include: Work or military training, personal educational growth, volunteer work, and independent certifications. Credit is awarded when a student is able to demonstrate transferable learning, or knowledge that can be applied to new or different situations. Contact Holly Vadella at vadella@calu.edu for further information and forms.

The Student Ombudsperson is available to students who need information, general assistance, or encounter difficulties with processes, procedures, or people on campus. Established means of dealing with such concerns are used (i.e., students are informed of the appropriate processes or procedures to follow and are expected to use these). The Office of Academic Success monitors the concern(s) and becomes directly involved only if established means do not resolve the issue(s).

Exploratory Studies is a major for students who are exploring career options before selecting a major program of study. The Office of Academic Success and the Career and Professional Development Center (CPDC) work collaboratively to help students discover a career path that best fits their values and interests. Whether working with an Academic Counselor to identify courses that may align with a potential career or meeting with a Career Coach to discuss various occupations, we are here to support you through the decision process.

Also, students in First Year Seminar explore career options through the use of the FOCUS 2 Career Assessment and the development of Career Advantage Plans offered by the CPDC. A special course, XCP 194, Career Planning, is offered to assist students in confirming and/or clarifying career objectives.

In addition, the Career and Professional Development Center is a great resource for students who have questions about their majors, the kinds of careers in their majors, the future availability of jobs in an area, or simply what they want to do in life.

Student Affairs

Attendance Concerns

Except in cases of emergency, it is your responsibility to inform your professors in advance if you expect to be absent from class. If your absence is the result of hospitalization or an emergency family concern, contact the Dean of Students for an attendance memo as soon as possible. 724-938-4439.

The Dean of Students will verify documentation related to your absence, contact your instructors regarding the issue, and provide support to you during the time of crisis. The Dean of Students may not be able to provide a memo if you do not make contact for support within a reasonable timeframe.

Remember, it is still your responsibility as a student to be in contact with your professors when you are able to return. Ultimately, it is up to you and your faculty member to negotiate any course adjustments.

Counseling Services

Counseling Center services are available for students seeking confidential help for personal as well as interpersonal difficulties. Services are free of charge to Cal U enrolled students. The Counseling Center, located in the Wellness Center, provides an array of short-term counseling and psychological services to University students with problems that interfere with their adjustment to campus life, personal development or effective educational performance. The Counseling Center provides the following services to students: evaluation, consultation, brief therapy and emergency intervention. Students requiring intensive or specialized care will be referred to community mental health providers. All therapists working in the Counseling Center adhere to

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federal and state ethical and legal standards and laws concerning confidentiality. Enrolled students can make an appointment by calling 724-938-4056.

Center for Volunteer Programs and Service Learning

The Center, located in 119 Natali Student Center serves as a catalyst for students to connect with, build, and sustain meaningful service initiatives in partnership with communities surrounding California University. Students enhance their learning and leadership development by engaging in educationally purposeful and diverse co-curricular experiences through volunteer opportunities. The Center operates the Cal U Cupboard, a food pantry for students experiencing food insecurity.

Commuter and Nontraditional Student Services

Assists commuting and nontraditional students, with a student affairs staff member as a full time advocate for student needs. Assisting with alternate forms of transportation, parking issues, alerting students of available housing options, and helping students connect to campus are just a few of the services offered to our commuting population. Student Affairs recognizes the needs of students seeking a degree after a hiatus from schooling, seeking a second degree, seeking career skills enhancement or taking non-degree or continuing education courses. Staff office is located in 123 Natali Student Center, near popular commuter lounge areas.

Dining Services

The goal of the University dining services is to provide a quality, cost-effective, innovative dining program for students living on and off campus. The University encourages student involvement and awareness to help provide quality, nutritious meals at a reasonable cost. Dining locations provide an important environment for student interaction and socialization. Students living in the residence halls, as well as commuters, may choose from a variety of meal plans. All students who live in lower-campus University residence halls must participate in the meal program. Detailed university dining services information is available on the university website.

End Violence Services

Works proactively to raise awareness and provide prevention education for the campus community on the issues of sexual violence, intimate partner violence and stalking. In addition, the Center works reactively to offer survivors and secondary victim's advocacy, crisis intervention, supportive services and outreach. The End Violence Center is located in 117, Natali Student Center or call 724-938-5707.

Housing

We have some of the best university housing in the nation. No cramped dorm rooms here, you will feel right at home in our modern housing that's convenient, safe and exceptionally comfortable. Whether you are an out-of-town or local student, you will find our housing fosters academic success and personal growth. Students tell us one of the best things about living in university housing is that you meet so many people and learn so much about yourself and others. Check out our website for housing options.

Military and Veterans Affairs

The Office of Military and Veterans Affairs offers comprehensive support for veterans, eligible dependents, service members of the National Guard and Reserve, and active-duty service members.

We understand the unique demands of service members' and veterans' lives. Whether you are attending classes through Cal U's Global Online programs or are pursuing your education on campus, let us help you achieve your best. Connect with diverse and dynamic veterans who are attending Cal U and share many of the same struggles, excitement, concerns and points of pride. Cal U understands the complex challenges of transitioning from combat or the formal structure of the military to the world of higher education. This new journey requires a great deal of determination, dedication, responsibility, perseverance and support to get through. The Veterans Club is also here to give you that support with regular meetings that build a strong community that will assist you throughout your Cal U experience.

For more information, call California University's Office of Military and Veterans Affairs at 724-938-4076 or email veterans@calu.edu.

Multicultural Affairs and Diversity Education

A team of students, interns and university staff who work together to develop, plan and implement programs and activities that honor, advocate and celebrate diversity, in all forms. Additionally, the program provides the opportunity for peer-to-peer engagement in a safe, structured environment, to hold honest and intentional discussions on cultural diversity and other social justice issues.

Student Affairs

Office for Students with Disabilities (OSD)

California University of Pennsylvania welcomes otherwise qualified students with disabilities. The University recognizes its responsibility to these students and is committed to providing reasonable accommodations to insure equal access and full participation as guided by Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA/AA).

Students with disabilities follow the same admission procedures and standards as required by California University of Pennsylvania's Admissions Office for all students.

Accommodations

Accommodations for students with disabilities are approved through the Office for Students with Disabilities (OSD). It is the responsibility of the student to adhere to OSD procedures for self-identifying, providing documentation to substantiate requests and requesting reasonable accommodations in a timely manner. Students must meet the academic/technical standards of the classes/programs for which they are applying and/or in which they are enrolled. In those instances where class/program requirements simulate responsibilities of in-service personnel, students must meet the essential functions of the job. Inquiries regarding disability access for students should be directed to the Office for Students with Disabilities, Carter Hall, Room G35; phone 724-938-5781; email osdmail@calu.edu; OSD website www.calu.edu/current-students/student-services/disability/index.htm

Parking

Parking spaces for persons with disabilities are marked as such on campus. These spaces are solely for the use of persons who have the required state DOT-issued ADA parking credentials displayed. Persons who wish to request a temporary disabled parking permit (six weeks or less) must submit appropriate documentation to the Department of Parking and Transportation, 724-938-4677. Persons with disabilities needing to obtain required DOT-issued credentials can make application to the respective state Department of Transportation in which the vehicle is licensed. Additional information regarding parking on campus at www.calu.edu/parking.

Office of Student Conduct

The Student Code of Conduct is intended to provide guidance and structure for students in their relations with others, use of University and other's property and development of appropriate decision-making abilities. Students learn from each situation they are involved in to refine decision-making and problem-solving skills and reflect on actions and decisions. In addition, students come to understand how their actions affect others and future career goals. All students should review the Student Code of Conduct and the University's policies on reporting and handling alleged violations. Additional information is found on the university's website under Office of Student Conduct.

Recreational Services

Herron Recreation and Fitness Center is located in Herron Hall and serves the university community. Students are admitted upon presentation of their valid CalCards. Students may purchase memberships for their spouse and/or children (age 16 or older) for a fee. The facility includes a lap pool, steam room, whirlpool, saunas, weight training equipment, fitness classes, cardiovascular equipment, two gymnasiums, climbing wall, indoor walking track and a variety of exercise machines. The facility also coordinates and manages university sports clubs as well as intramural and extramural sports.

Wellness (Health) Center

The Wellness Center is available to students 24 hours/Monday-Friday, 12 hours 7pm-7am Saturday and Sunday.

A full-time staff of registered nurses is on duty during hours of operation. A university physician conducts regular hours and a Nurse Practitioner is available Monday-Friday. A university health form must be completed by your family doctor and returned. For additional information, call 724-938-4232 or for a copy of the form: https://www.calu.edu/inside/forms/_files/medical/medical-information-form.pdf

Alcohol and Other Drug (AOD) Services

AOD programs are located on the ground floor of Carter Hall in Suite G-45. Intervention, education and prevention comprise the operational components of Cal U's AOD Programs. The BASICS and CASICS programs provide intervention, while education and prevention are provided by the Health and Wellness Education Center and the AOD Education Specialist.

PARC

Prevention Awareness Recovery Center, (PARC) on campus for students who are in recovery from drug and alcohol addiction, as well as students who are allies and supporters of those in recovery. PARC is a safe, worry-free lounge area where students are welcome to hang out, meet other students in recovery, and hold Cal Clean & Sober groups. The PARC is full of resources and referrals for students in needs of support or treatment services.

Student Affairs

Student Handbook

For additional information, the Student Handbook offers students a quick and easy guide to university programs, activities and services. While not always encyclopedic in its descriptions, it does tell you where to go for information, https://www.calu.edu/inside/policies/_files/general/Student-Handbook.pdf

Student Health Services

The Wellness Center is available to students 24 hours/Monday-Friday, 12 hours 7pm-7am Saturday and Sunday. A full-time staff of registered nurses is on duty during hours of operation. A university physician conducts regular hours and a Nurse Practitioner is available Monday-Friday. A university health form must be completed by your family doctor and returned. For additional information, call 724-938-4232 or for a copy of the form: https://www.calu.edu/inside/forms/_files/medical/medical-information-form.pdf

Veterans Affairs

The Office of Military and Veterans Affairs offers **comprehensive support** for veterans, eligible dependents, service members of the National Guard and Reserve, and active-duty service members. We understand the unique demands of service members' and veterans' lives. Whether you are attending classes through Cal U's Global Online programs or are pursuing your education on campus, let us help you achieve your best. Connect with diverse and dynamic veterans who are attending Cal U and share many of the same struggles, excitement, concerns and points of pride. Cal U understands the complex challenges of transitioning from combat or the formal structure of the military to the world of higher education. This new journey requires a great deal of determination, dedication, responsibility, perseverance and support to get through. The Veterans Club is also here to give you that support with regular meetings that build a strong community that will assist you throughout your Cal U experience. Please visit the Office of Veterans Affairs website calu.edu/veterans. For more information, call California University's Office of Military and Veterans Affairs at 724-938-4076 or email veterans@calu.edu.

Graduate

Tuition and Fees

For the most up-to-date information on graduate tuition, fees, and room and board charges, visit:

- <https://www.calu.edu/costs-aid/tuition/graduate-tuition.aspx>
- <https://www.calu.edu/costs-aid/tuition/>

Payment of Tuition and Fees for Semester Registration

All fees will be assessed approximately four weeks prior to the beginning of the each term. Payment in full is expected for each term or enrollment in an online payment plan (with initial payment) by billing due date. Cal U accepts American Express, Discover, Mastercard and Visa along with electronic (ACH) check payment online via the Vulcan Information Portal (VIP). Paper checks and money orders payable to California University of Pennsylvania payable in U.S. dollars should be mailed to:

California University of Pennsylvania

Student Accounts Office

Box 83

250 University Ave.

California, PA 15419

Please include the student's CWID (Campus Wide ID Number) on all correspondence.

Billing Information

California University of Pennsylvania utilizes online e-billing. Students who take advantage of early/rolling registration should receive a Cal U email announcing that the billing statement is available for viewing online through the VIP approximately four weeks prior to the start of the term. Students who enroll within four weeks of the first day of the term should be prepared to make payment at the time of registration. A paper bill will be sent for the initial term billing for each term and last term billing for past due balances only.

Payment Plans

Payment plans are available each term. Payment plans enable students to pay their costs on a monthly basis. Enrollment for the payment plan can be completed online via VIP. For the most up-to-date information on tuition, fees, and room and board charges, visit calu.edu/paymybill and calu.edu/current-students/housing/index.htm.

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 Student Accounts Office. This payment must be received by the Student Accounts 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 and fees are 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 online and in the Student Accounts Office.

Financial aid recipients should refer to "refund/repayment policies" on the Cal U website for the financial aid adjustment policy.

Housing Application Service Fee

An application is required in order to reserve a room for the following academic year. This fee is nonrefundable and is not deducted from room charges. Additional information regarding the housing application process is located on the housing website: www.calu.edu/current-students/housing/index.htm.

Late Payment Fee

A late payment fee of \$50 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.)

Graduate

Return Check Charge

A \$25 fee will be charged for any check (paper or ACH) that is made payable to California University of Pennsylvania and returned by the bank because funds are unavailable for any reason or incorrect bank account information (numbers) were entered by the student. (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.)

Proxy

A completed Proxy Access form is required by University offices to release account information via phone. Proxy Access Management is available through the Vulcan Information Portal - Academic/Banner Self Service/Proxy Access.

University Services

University Services

- [Institutional Review Board \(IRB\)](#)
- [Louis L. Manderino Library](#)
- [University Police](#)

Institutional Review Board (IRB)

For information about California University of Pennsylvania's Institutional Review Board, please visit the [IRB website](https://www.calu.edu/inside/faculty-staff/institutional-review/index.aspx) (<https://www.calu.edu/inside/faculty-staff/institutional-review/index.aspx>).

Louis L. Manderino Library

LOUIS L. MANDERINO LIBRARY is committed to providing the resources needed to support the research needs of Cal U students. This includes a substantial collection of peer-reviewed journals, books (including e-books), online research databases, and audiovisual materials. In addition to our collections, the library provides both individual and collaborative study areas, including private rooms for group use. To help reduce the stress of studying, the library has vending machines with drinks and snacks, a collection of popular DVDs, a graphic novel collection, and a selection of popular reading books.

Electronic Resources: Online information retrieval has made library research more thorough and more efficient. Using the library's research databases and online catalog, students can quickly locate and access an impressive collection of scholarly journals, magazines, books, e-books, newspapers, and audiovisual materials. All of the library's electronic resources are accessible from on- and off-campus locations, so students can research anywhere they have Internet access. Since the library is constantly working to provide the best resources for our students, please visit the library's Web site (<https://library.calu.edu>) for the current list of library resources.

Research Services and Library Instruction: Since there are so many research options, it can be daunting to know how to search effectively. Students can contact the friendly librarians (in the library or by telephone, email, chat or text) to get help with their research. Cal U librarians are faculty members and work with classroom professors to provide instruction to students regarding the effective use of library resources in their coursework. Students are encouraged to seek individualized help by scheduling appointments with a research librarian.

Shared Library Resources and Interlibrary Loan: Beyond our own collections, Cal U participates in several resource sharing programs that offer students a wealth of additional resources. When Manderino Library does not have the book a student needs, the online E-ZBorrow system allows students to request books from scores of academic libraries in Pennsylvania, West Virginia, New Jersey and New York. This system is both fast and free. If the book cannot be obtained from an E-ZBorrow library, or if a student needs an article that is not available in the library's journal resources, these can be requested from other libraries through our Interlibrary Loan Office.

University Police

The California University Police Department is a fully recognized law enforcement agency as authorized by 71 P.S. 646, the Administrative Code of 1929 as amended and Title 18 of the Pennsylvania Consolidated Status (Crime and Offenses), and 24 P.S. 20-1006-A (14) 20-10A (5) of the State System of Higher Education Act.

The department consists of professionally trained individuals capable of responding to requests for assistance in routine and emergency situations. The department, a diverse group of police officers, communications officers and secretarial staff, provides continuous 24-hour assistance to the University community.

The staff includes a director/chief, assistant chief, four lieutenants (3 patrol supervisors and 1 criminal investigator), one specialist/K-9 handler and 11 additional commissioned police officers that have received certification from a MPOETC- approved Act 120 police academy. Two security officers (dispatchers) and an administrative assistant contribute to the operation of the department.

Cal U's Police Department has also recently established a K-9 unit that will help track lost persons, recover evidence and engage in drug searches and public relations activities, in addition to day-to-day patrol of campus.

University Services

Additional services offered to University students, faculty and staff include parking and traffic management, criminal investigations, health, fire and safety surveys, special event planning, accident investigation, and crime prevention information and presentations.

Pursuant to the Pennsylvania College and University Security Act and the Federal Crime Awareness and Campus Security Act of 1990, postsecondary institutions, including colleges and universities, must annually make available to all applicants, students and employees information with respect to campus crime statistics and the security policies of the institution.

The information is compiled by California University and made available through the Office of Admissions, Office of Student Affairs and University Police and on the University website.

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