



California University of Pennsylvania
Graduate Catalog
2009–2010

August 2009



California University of Pennsylvania

California University of Pennsylvania
School of Graduate Studies and Research
250 University Avenue
California, PA 15419-1394
724-938-4187
<http://www.cup.edu>

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

Accreditations

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

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

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

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

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

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

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

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

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

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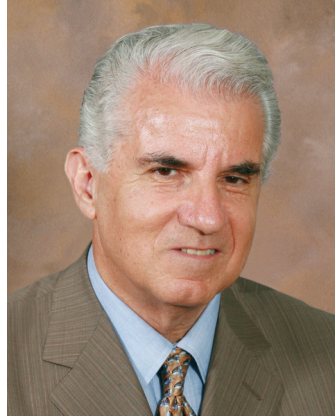
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Message from the President

Graduate education in the United States is an ever-evolving enterprise, and California University of Pennsylvania is on the crest of that evolution. I am proud of our curricular offerings, as well as our diverse modes of delivery. The heart of our School of Graduate Studies and Research is still in the traditional face-to-face programs at our main campus and Southpointe Center; however, growth in our online programs has been very strong. Since these programs, offered under the banner of Cal U Global Online – CalU GO, are 100 percent online, many of our students now have the opportunity to participate in high-quality master’s programs, when it may have seemed impossible to do so just a few short years ago.



*California University of Pennsylvania
President Angelo Armenti, Jr.*

This University provides master’s degrees in a variety of fields. As you peruse this catalog, you will see the richness of the full graduate curriculum. Our faculty members are dedicated to providing graduate students with challenging and cutting-edge experiences.

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

I hope this catalog will provide an effective set of guideposts, helping you to locate a graduate program that meets your individual needs. We at the University stand ready to help you reach your educational goals.

Sincerely,

A handwritten signature in black ink, appearing to read "Armenti". The signature is fluid and cursive, written in a professional style.

Angelo Armenti, Jr.

California University of Pennsylvania

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 and 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, and we have the responsibility to ensure the safety and security of others; We have the right to be treated with respect, and we have the responsibility to treat others with respect; We have the right to expect the best, and we have the responsibility to give our best; We have the right to be treated fairly, and we have the responsibility to treat others fairly.

Mission: Building Character and Careers

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

Vision

To be recognized as the best comprehensive public university in America. How is this accomplished?

- Offer an exceptional, one-of-a-kind character- and career-building experience;
- Focus character building on the University's three core values and four rights and responsibilities;
- Define career building broadly to include lifewide (multiple life roles) and lifelong (legacy) aspects;
- Recruit and retain a distinguished faculty who challenge and mentor students to attain their fullest potential;
- Recruit and retain a talented, diverse and highly motivated student body;
- Maintain an administrative staff dedicated to the highest professional standards and service;
- Maintain a learning community known for its academic excellence, intellectual rigor and civil discourse;
- Instill not just learning, but the love of learning;
- Be widely known as a center for thought, inquiry, dialogue and action in matters of character and leadership;
- Maintain a campus of natural and architectural beauty featuring state-of-the-art facilities and equipment;
- Reflect a special mission in science and technology through programs in science, technology and applied engineering, as well as through emphasis on technology and information literacy across the curriculum;
- Be widely known for high-quality undergraduate and selected master's-level graduate programs;
- Foster increasingly higher admissions criteria, academic quality and scholarly expectations;

- Incorporate continuous improvement into all programs and activities to ensure competitive excellence;
- Prepare students for the world of work or further education, from multiple locations, through multiple technologies, in order to meet the ever-changing needs of the Commonwealth and the world;
- Sustain a reputation for the University's academic excellence, its daring and entrepreneurial spirit, and the integrity, success and loyalty of its graduates;
- Instill a culture of philanthropy among students, faculty, staff and alumni;
- Create an ever-larger community of supporters and an endowment that will perpetuate the work of the University and enable constant innovation and renewal.

Legacy

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

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

About California University

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

The main campus consists of 32 buildings situated on 92 acres. An additional 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.

Roadman Park is also the site of a new upper-campus student housing complex (Vulcan Village) that is home to 768 students who live in attractive, furnished suites — most with individual baths, a living room, dining area, completely furnished kitchen, including dishwasher and microwave, and a full-size washer and dryer.

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

The geographic location of the University gives the resident student opportunities to explore and pursue a wide variety of activities. Located on the Appalachian Plateau, an area of rolling hills, the University is a short drive from camping, hiking, fishing, hunting, white-water rafting, canoeing and skiing. In addition to varied cultural activities on campus, the student has easy access to the Pittsburgh metropolitan area, located only 35 miles north of the campus. This provides an opportunity to enjoy the Pittsburgh Symphony; the Pittsburgh Ballet; the Civic Light Opera; the David L. Lawrence Convention Center; the Pittsburgh Steelers, Penguins and Pirates; various museums; and all of the excitement and attractions of a major metropolitan area.

History

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

Important Milestones

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

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

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

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

1928: The institution became California State Teachers College, returning to its previous status as a four-year-degree-granting institution, concentrating on industrial arts and special education.

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

1962: A graduate program was introduced.

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

1983: On July 1, 1983, the College became a part of the State System of Higher Education and changed its name to California University of Pennsylvania.

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

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

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

1997: Cal U Southpointe Center in the Southpointe Technology Center in Canonsburg, Pa., opened, offering a variety of courses and programs.

1998: The University formally adopted three core values: Integrity, Civility and Responsibility.

2002: The University Council of Trustees formally adopted a list of Rights and Responsibilities.

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

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

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

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

Admissions

Requesting an Application for Admission

You may apply online at our website: <http://www.cup.edu/graduate>. You may also e-mail our office at gradschool@cup.edu or call the office at 724-938-4187 if you do not have access to a computer.

If you are anticipating applying for financial aid, the Free Application for Federal Student Aid (FAFSA) form should be filled out simultaneously and California University should be designated to receive your information.

You may pay the \$25 application fee by credit card when you submit the application online. Hard copy applications should be forwarded, with the \$25 application fee, to:

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

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

Application Deadlines

Apply for admission to the School of Graduate Studies and Research as early as possible. Consult <http://www.cup.edu/graduate> and/or the graduate school office (724-938-4187) for the deadline of the semester and specific graduate program you wish to attend. Many programs have "rolling" admissions (beyond those deadlines). To be sure your application gets full consideration, it should be completed by the deadline date.

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

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

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

*Visit <http://www.cup.edu/graduate> for contact information for these sources.

Application Process

- Complete application and pay application fee following the guidelines listed above.
- Applicants must present official transcripts of all undergraduate and graduate work to the School of Graduate Studies and Research. The bachelor's degree must be awarded from a college or university that is accredited by the National Commission on Accreditation or the appropriate regional accrediting agency.

- Some departments require additional documents such as recommendations and other supporting material. Contact the coordinator or see the program website. Applicants for admission to certain graduate programs may be required to take specified entrance exams (Praxis, GRE, MAT).
- In some programs, applicants who have less than a 3.00 undergraduate average may seek conditional admission based on the criteria established by each program. Visit the program website or contact the program coordinator for more information.

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

Admission to Certification Programs Beyond the Master’s Degree

The University offers certification programs that require additional experience and credits beyond the master’s degree. Those additional experiences develop appropriate competencies in specific areas of specialization. They are in the fields of administration (for the principal K-12 certificate, school psychology and superintendent’s letter of eligibility). For further information, see the individual graduate program information in this catalog.

Admission – Non-Degree Students

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

If you wish to take graduate courses at California University but do not wish to enroll in a formal certification or degree program, you will nevertheless have to apply for admission to the University (and pay the normal application fee as well as send copies of your official transcripts). Your acceptance will be based on the amount and quality of your preparation as determined by the academic department in which you will be taking courses.

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

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

Admission Decisions

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

International Students

California University of Pennsylvania welcomes applications from citizens from countries other than the United States. Individuals who desire to study on

campus must obtain F-1 non-immigrant status prior to enrollment or possess other legal status that enables them to pursue studies and maintain their status through the entirety of their studies. All international students who apply for graduate studies must meet the same entrance requirements as all other students.

- A completed international application and application fee.
- In addition to general admission requirements for degree programs, international students for whom English is a second language must submit certified English translation of all official transcripts from post-secondary schools outside the United States to California University's School of Graduate Studies and Research.

International students must also arrange to have photocopies of their post-secondary diploma(s) submitted to one of the following organizations for a document-by-document evaluation:

Josef Silny & Associates Inc.
International Education Consultants
7101 SW 102 Ave.
Miami, FL 33173
305-273-1616
Fax 305-273-1338
info@jsilny.com
<http://www.jsilny.com>

World Education Services Inc.
P.O. Box 745
Old Chelsea Station
New York, NY 10113-0745
212-966-6311
Fax 212-966-6395
<http://www.wes.org>

- An official copy of a teaching certificate (if application is being made to certain Master of Education programs).
- An official copy of the Test of English as a Foreign Language (TOEFL) score, sent from the Testing Center. Xerox copies are not acceptable. A minimum score of 550 on the paper-based test, 213 on the computer-based test or 80 on the Internet-based test (iBT TOEFL) is required for most programs. An official copy of an International English Language Testing System (IELTS) with a minimum score of 6.0 may be substituted for the TOEFL score.
- A statement of financial support.
- Any other necessary forms.

Other requirements:

- Declare any dependents who will accompany them to the United States.
- Provide evidence of sufficient funding for one year of graduate school. The total amount for a full-time student (full-time required) is \$24,656 for 2009-2010 (\$13,141 for tuition and fees; \$9,656 for housing and meals; \$1,768 for books and supplies). Additionally, a dependent(s) accompanying the student must be declared and funding must be sufficient and verified to support each (\$6,000 per year for a spouse, \$3,000 per year for each child). Costs may be

adjusted for a student who provides evidence of a reduced cost for alternative housing/meals arrangements.

- Provide proof of adequate health insurance coverage in the U.S. Note that the University health insurance plan is not available to graduate students.

Canadian Applicants

Students holding undergraduate degrees from Canadian colleges or universities need only submit their official transcripts directly to the School of Graduate Studies and Research. 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.

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

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

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

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

Registration

Your acceptance letter from California University will contain information enabling you to access and use Web for Students, the University's online student registration system. Graduate students must consult with their academic advisers before scheduling their courses. You may also schedule for the next semester by mail or by faxing to 724-938-5712.

If you have been accepted into a program of graduate studies but have not been recently enrolled at California University, contact the School of Graduate Studies and Research at 724-938-4187 or gradschool@cup.edu to inquire regarding your current status.

All questions concerning payment of tuition and fees should be directed to the Bursar's Office: 724-938-4431 or <http://www.cup.edu/administration/bursar>.

Responsibility for Regulations

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

Campus E-mail

All students are assigned a campus e-mail address. For the student guide to set up an e-mail account, see:

<http://www.cup.edu/administration/computingservices>.

Students are responsible for all official University communications sent to that e-mail address.

ANY OTHER COMMUNICATION SENT TO OR FROM ANY OTHER E-MAIL ADDRESS WILL NOT BE REGARDED AS VALID OR OFFICIAL.

Planning a Program

Students admitted to a graduate program will be referred to the appropriate department for academic advising. Graduate students' programs are planned in conference with their advisers. Research advisers are assigned to graduate students by the program coordinator.

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

Cohorts – Rights and Responsibilities

Several of California University of Pennsylvania's graduate programs, both traditional and online, are offered in a "cohort" format.

The purpose of creating a cohort model of enrollment is to maximize the size of the enrollment and to better meet the needs of students by providing a clear scope and sequence for the courses. This enrollment model has benefits for students, faculty and the University – and also has responsibilities. Those rights and responsibilities will be spelled out in this document.

The decision on the size of the cohort will be made by the administration at the time the cohort is scheduled to begin. The administration also identifies the beginning time for a cohort and, in consultation with the faculty, the scope and sequence of the courses.

Once a cohort has begun, the number of courses offered and the specific courses offered in any given semester are at the discretion of the University. The administration promises to provide instruction opportunities necessary to meet the needs of the cohort. This does not necessarily mean the opportunities will be exclusively in the form of formal classes taught by tenure track faculty. Individualized instruction may be used; adjunct faculty may also be used.

Students must understand that when they become members of a cohort, they are committing to the published scope and sequence of courses. As long as they attend the course when offered, they will be able to proceed through the program. If, for whatever reason, a cohort student fails to enroll in a scheduled cohort class (i.e., out of sequence), he or she may have to wait a considerable period of time before it is offered again.

Appealing a Grade or Other Academic Decision

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

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

In appealing a grade, a student should first contact the faculty member who issued that grade to discuss the reason for the grade. If the student is not satisfied with the faculty member's explanation, the student should then contact the faculty member's department chair or program coordinator. This contact must be in writing and must be filed with the chair or program coordinator within 30 working days after the beginning of the fall or spring semester following the term in which the grade in question was given. The chair or program coordinator shall notify in writing the student and faculty member of his/her receipt of the appeal from the student.

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

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

Style Manuals for Preparation of Papers

Research studies must conform to a format and style that is recognized by the principal scholarly journals in the discipline. Students are expected to obtain and use the style manuals suggested by their respective programs. Most programs in the School of Graduate Studies and Research require the use of the most recent edition of the Publication Manual of the American Psychological Association (APA) or the MLA Handbook for Writers of Research Papers. The student has the responsibility to find out which style manual is required by the program. Copies of these manuals and other manuals may be purchased in the University bookstore or consulted in the Manderino Library. Guidelines for theses and projects can be accessed through:
<http://www.cup.edu/graduate/index.jsp?pageId=1580830010421132410177232>.

Permanent Certification for Teachers

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

Act 48

Persons holding Pennsylvania teacher certification may also satisfy the requirements of Act 48 by successfully completing graduate courses. Six graduate credits satisfy the 180-hour professional development requirements of

Act 48. If you are interested in these programs, you may contact the School of Graduate Studies and Research or the College of Education and Human Services at 734-938-4125. For further information, see the Pennsylvania Department of Education website: <http://www.pde.state.pa.us>.

An Act 48 form is available to download at the graduate school website. Once you have completed a course for Act 48, fill out the form and send it to:

Act 48 Coordinator
Office of Academic Affairs
California University of Pennsylvania
Box 4
California, PA 15419

Course Load

A normal full-time graduate student load is 9-12 credits per semester. Students wishing to take more than 12 credits in a semester must obtain the support of their adviser and permission from the dean of the School of Graduate Studies and Research.

Candidacy

After admission to a graduate program, and in order to complete a program of study leading to the master's degree, the graduate student must apply for and be admitted to the status of candidacy. It is the individual's responsibility to apply for candidacy in due time and manner. **Application for candidacy should be made when a graduate student has completed at least 6 but no more than 12 credits of graduate study at this University.** Students failing to meet this candidacy requirement may be blocked from future registration. Credits completed in excess of 12 may not be accepted for inclusion in a degree program. The candidacy application form is available to download on the graduate school website: <http://www.cup.edu/graduate> or in the office of the School of Graduate Studies and Research. Candidacy deadline dates are posted on the website each semester.

The applicant for candidacy must demonstrate a 3.00 GPA (B average) in graduate courses. Approval for admission to candidacy is granted by individual departments or programs, which may have special requirements such as interviews or tests, and by the dean of the School of Graduate Studies and Research.

For more precise details, the applicant should consult with the department chair or graduate coordinator. The University reserves the right to deny the applicant's request for admission to candidacy for the master's degree.

Transfer Credit

Most programs leading to the master's degree programs at California University of Pennsylvania vary in the number of credits required. For specific degree requirements, consult with the program coordinator or the program website. Of the number of required credits, all but 6 must be taken at California University. Up to 6 credits transferred from an accredited graduate program may be transferred to California University. Faculty will review proposed transfer credits and recommend acceptance to the dean of the School of Graduate Studies and Research. Only courses with grades of A or B will be considered (a grade of P [passing] or S [satisfactory] will not be accepted); transfer credits are not figured into grade point average.

Withdrawals

Withdrawal from the University:

A student who decides to withdraw from the University during any academic term, regardless of the reason, must contact the Academic Records Office immediately. All withdrawals are governed by the following regulations:

- A dismissal is granted to a student who withdraws from the University in the official manner, has met all financial obligations to the University and has been properly cleared by the registrar.
- If the student withdraws officially during the first 10 weeks of a semester, a W grade is recorded for each course scheduled. A W grade carries no academic penalty and is not counted in the student's GPA. For an official withdrawal from a five-week session, W grades will be recorded during the first two weeks only.
- No student is permitted to withdraw officially from the University during the last five weeks of a semester or summer term. For a five- or eight-week session, students must withdraw prior to completion of 80 percent of the course.
- Leaving the University without notifying the graduate school or Academic Records Office and making an official withdrawal may result in automatic failure for all courses scheduled. It also makes the student ineligible for refund of tuition and fees, and may affect academic status and financial aid.
- Students planning to withdraw from the University should consult with the Financial Aid Office prior to completing the withdrawal process.

Administrative Withdrawals:

The University administration has the authority to withdraw a student from the University and to revoke that student's registration at any time for the following reasons:

- Registration in violation of university regulations (e.g., academic ineligibility to register).
- Failure to comply with academic requirements (e.g., unsatisfactory class attendance, violation of the learning contract for students on academic probation, etc.).
- Disciplinary suspension or dismissal for the remainder of an academic term or longer.
- Severe psychological or health problems such that the student cannot be permitted to continue in attendance.
- Other reasons deemed appropriate by the proper administrative officer.

The grade of WX is recorded for administrative withdrawals. The grade of WX is not computed in the student's grade point average and therefore involves no academic penalty. The registrar must authorize the recording of this grade. If a student registers in violation of the academic eligibility rule, the registration is declared invalid, the tuition and fees paid by the student are refunded in full, and no grades are recorded.

In other cases of administrative withdrawal, the date and reason for the withdrawal are used to determine the grade to be recorded and the amount of

tuition and fees to be assessed or cancelled. In most cases, the regular tuition and fee assessment and refund policies of the University prevail.

For administrative withdrawals during the first six weeks of a semester or two weeks in a five-week summer session, the grade of WX is recorded for all courses on a student's schedule. No other grades, such as incomplete (I), are assigned. After this period, the date and reason of the administrative withdrawal are considered. The registrar has the authority to antedate an administrative withdrawal if circumstances warrant such action.

Disciplinary suspensions or dismissals are initiated by the appropriate authority in the Office of Student Development and Services and written notification is sent to the graduate school or Academic Records Office, which cancels the student's registration and notifies other administrative offices and faculty members as necessary.

If faculty members have reason to inquire about a specific case of administrative withdrawal, they should consult the registrar or the provost. In certain cases, the student's right to confidentiality may not permit full disclosure of the circumstances.

Repeating a Course

Graduate students can repeat a single course for grade improvement only once. Graduate students are limited to a maximum total of two repeats across the program. The most recent grade (regardless of whether it is higher or lower) will be the grade used for GPA calculation. This course repeat policy also applies to post-baccalaureate students; that is, post-baccalaureate students can repeat a single course for grade improvement only once with a limit of a maximum of two repeats during the post-baccalaureate career.

Cheating and Plagiarism

Truth and intellectual honesty are both the subject matter and the necessary prerequisites for all education. Consequently, students who attempt to improve their grades or class standing by cheating on examinations or plagiarism on papers may be penalized by disciplinary action ranging from verbal reprimand to a failing grade in the course. If the situation appears to merit a more severe penalty, the professor may refer the matter to the dean of the School of Graduate Studies and Research or the provost, with a request for more formal disciplinary action by the University's Discipline Committee, which may result in suspension or expulsion from the University. (See *Academic Integrity* section in the middle of the catalog.)

Academic Probation and Dismissal

Graduate students must maintain at least a 3.00 grade point average (GPA) in graduate courses taken in the degree program. A student receiving a GPA below 3.00 will be placed on academic probation. A student on probation is not eligible for graduate assistantships or the positions of graduate residence hall director, assistant hall director or community assistant. Students placed on academic probation will be given one semester to raise the GPA. If the GPA is still below 3.00 after the probationary period, the dean of the of School of Graduate Studies and Research, after consultation with the department chair and/or program coordinator, may dismiss the student from the graduate school.

Students receiving a GPA below 2.50 after the probationary period will automatically be dismissed from the graduate school. Some departments may

have additional requirements regarding academic probation and dismissal. Students should consult with their program adviser for specific requirements. Graduate students who have been dismissed and wish to be readmitted to another graduate program must reapply to the School of Graduate Studies and Research.

STUDENTS WHO HAVE BEEN AWARDED GRADUATE ASSISTANTSHIPS WITH A SEMESTER GPA BELOW 3.00 WILL LOSE THEIR ASSISTANTSHIPS.

Grades

Faculty are encouraged to utilize the plus/minus grading system; however, its use is not required. Check your course syllabi for the professors' grading systems. A GPA of at least 3.00, equivalent to a B average, is required of all graduate students in all graduate programs.

Plus/Minus Grading System:

Plus/Minus Grading System Scale

GRADE	QUALITY POINTS
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
F	0.00
N	No Grade Reported – Research Work In Progress

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

The temporary grade of I (for incomplete) may be assigned by the professor if a student has not completed the work of the course, either because of illness or for other reasons that the professor considers acceptable. (The professor may, however, submit a course grade on the basis of work that has been completed.) The student must arrange to complete the work necessary to remove the grade of I within one calendar year of receiving it. If it is not removed within that period, the grade of I automatically becomes a grade of I-F, which cannot be removed from the graduate student's transcript unless the course is repeated for credit. The student must register and pay for the repeated course. If the grade of I is on a student's record in the semester or summer session when that student intends to graduate, it becomes an I-F immediately before graduation – possibly adversely affecting graduation. The department reserves the right not to permit a student to continue in a sequence of courses if the student has an incomplete grade in a prerequisite.

If a graduate student has enrolled for the master's thesis, research paper or research project, the grade of N will remain on the transcript until the thesis, paper or project is completed. A student cannot graduate with an N grade on the transcript.

The grade of P is awarded in certain courses to indicate the performance of satisfactory work in situations, such as some kinds of internships, in which it would not be appropriate to assign letter grades. The grade of P carries no quality points, and, although the course is credited toward completion of a program or degree, the credits are not used to compute the GPA. If satisfactory work is not performed in such a course, the grade of F is awarded, and it is computed into the GPA. The University does not allow graduate students a "pass/fail option" in courses in which letter grades are awarded.

Course Numbering

Courses numbered 499 and below are undergraduate courses. Courses numbered 500 and above are graduate level courses.

Course Numbering System

Number	Course Level
0-99	Remedial Level
100-199	Freshman Level
200-299	Sophomore Level
300-399	Junior Level
400-499	Senior Level
500-899	Graduate Level

Final Examinations

Final examinations are given the last full week of each fall and spring semester. A final examination schedule is prepared and distributed by the registrar and indicates the time slots for specific exams. All final examinations will be administered throughout the week according to this schedule. Exams will not be given at times other than those specified on the final exam schedule. During the week prior to final exam week, no examinations will be given in classes, with the exception of lab courses and to graduating seniors (if necessary). All evening and Saturday class finals will be held at the time of their regularly scheduled class.

If a student is scheduled for more than three final exams in one day, he/she may reschedule tests by consulting with the appropriate instructors, department chair or college dean. If a mutually convenient time cannot be agreed upon, the Friday time slot should be used as an alternate test date.

Comprehensive Examinations

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

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

Applications to register for the comprehensive examination can be obtained in the office of the School of Graduate Studies and Research in Dixon Hall.

Period for Completion of Degree

Graduate students must complete all requirements for the master's degree within six years after the date of initial registration for graduate studies at California University. After six years, students may be expected to retake classes or take additional coursework.

Graduation

Graduation Checkout:

The application for graduation is available at <http://www.cup.edu/graduate> or in the office of the School of Graduate Studies and Research. This form must be completed, signed and returned to the School of Graduate Studies and Research by the graduation application date published on the website.

Students completing requirements for teaching certification must also complete a certification endorsement form. This form must be signed by the program coordinator and by the dean of the School of Graduate Studies and Research. Graduate students applying for certification must also contact the office of the College of Education and Human Services. Students may not graduate with a failing grade on their transcripts even if the course is not required for their degrees or even if their grade point average is above 3.00.

Application for Graduation:

By the date published, degree candidates must complete an application for graduation form. This form is available at <http://www.cup.edu/graduate> and in the office of the School of Graduate Studies and Research. This form will be reviewed by the graduate school office to assure that the student has completed all requirements and fulfilled all obligations.

Students seeking teacher certification must complete the certification endorsement form available in the College of Education and Human Services office. Questions regarding teacher certification should be directed to the College of Education and Human Services.

Conferring Degrees:

Degrees are conferred by the University three times each year: May, August and December. Commencement ceremonies are held in May and December. Information about commencement is available on the website.

Cap and Gown Fee:

Candidates who have been approved for the master's degree planning to participate in commencement are required to purchase or rent a master's cap, gown and hood to be worn at the commencement exercises. They can be obtained from the University bookstore located in the Natali Student Center or through the bookstore website.

Master's Thesis/Master's Project

The University uses an electronic submission process. Consult the website for current requirements with regard to formatting of the documents.

Graduate Assistantships

A limited number of graduate assistantships are available to qualified students. To apply for these positions, send a cover letter and resume highlighting work experience (particularly at a college or university), research experience, etc. to the following areas:

California University of Pennsylvania
250 University Ave.
California, PA 15419

1. School of Graduate Studies and Research – Box 91
2. Office of the President – Box 95
3. Accounting Office – Box 11
4. Student Development and Services – Box 86
5. University Advancement – Box 62

Facts Related to Graduate Assistantships

- Assistantships/stipend positions are generally available for four semesters.
- Students are only eligible for an assistantship/stipend for one degree.
- If a student is admitted for a second graduate degree, he/she will not be eligible for an assistantship.
- International students are not eligible for an assistantship/stipend during their first semester.
- In order to maintain an assistantship/stipend, the student must be in good academic standing and maintain a minimum GPA of 3.00.
- For a full stipend (\$3,950/300 hours), the student must be registered for 9 or more graduate credits.
- Partial stipends may be granted for less than 9 credits.
- Graduate assistants are required to have a payroll deduction unless otherwise indicated by the Bursar's Office.
- The graduate assistant salary is considered taxable income and may affect future financial aid eligibility.
- To check the availability of assistantships, check with the following offices at California University: Graduate Studies (724-938-4187), Administration and Finance (724-938-4432), Student Development and Services (724-938-4439), University Advancement (724-938-5938) and Office of the President (724-938-4400).

Financial Aid

Mission Statement

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

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 http://www.cup.edu/financial_aid. Specific financial aid and student account information is available 24 hours a day through the secure website: <https://sisweb.cup.edu>.

About Financial Aid and How to Apply

A college education is one the most important investments a student and family can make. You and your family will be expected to contribute as much as you can from your own resources (income, savings and assets) to help meet your college expenses. The purpose of financial aid is to help graduate **(both on-campus and web-based programs)** students meet educational expenses that cannot be met through their own resources. Financial aid can be either need-based or non-needbased. The results of the Free Application for Federal Student Aid (FAFSA), along with the cost-of-education, will determine whether a student has financial need.

Students enrolled in any graduate program on-campus or through the Office of Web-Based Programs are eligible to apply and receive financial aid assistance to assist them in covering their educational costs. As a graduate student in an eligible program of study, a student may qualify for assistance from the Federal Stafford Loan Program as well as a wide variety of private loan programs. A student's financial aid eligibility will be based on the student's enrollment status, a student's expected family contribution, a student's cost of attendance and student's loan indebtedness (if applicable). In addition, federal financial aid recipients must meet the following basic eligibility requirements:

- Must complete the FAFSA each year.
- Must comply with California University's satisfactory academic progress standards.
- Must not be in default on an educational loan and must not owe a repayment on an adjusted federal grant.
- Must be enrolled in an eligible degree program.

- Must be enrolled at least half-time (five credits) as a graduate student.
- If male and age 18-25, must be registered for Selective Service.
- Must be a citizen or eligible non-citizen with a valid Social Security number.

NOTE: According to federal regulations, students cannot receive federal financial aid at more than one school at a time. Therefore, if you are applying for federal financial aid at California University of Pennsylvania, you are ineligible for federal aid at another institution while enrolled in one of our graduate programs. Failure to inform California University of attendance and/or receipt of federal financial aid at another college or university while enrolled at California University will result in an over award situation with the federal government. If this occurs, you will automatically be suspended from participation in the federal aid programs at California University until all ineligible funds have been refunded to the appropriate federal program.

Financial Aid Application Process

Each year, a student must complete a paper or online version of the **Free Application for Federal Student Aid (FAFSA)** in order to apply for financial aid assistance for the upcoming year at California University. The University recommends that students and parents (if applicable) use the online version of the FAFSA form called **FAFSA on the Web**. Both the electronic versions (initial and renewal) of the 2009-2010 FAFSA are available online now at: <http://www.fafsa.ed.gov>.

After completing your 2009-2010 FAFSA, you may sign electronically with a federal Personal Identification Number (see **Personal Identification Number (PIN) section for additional information**). Once you submit your application, you'll be taken to a confirmation page that shows your confirmation number and estimated Expected Family Contribution (EFC). If you provide a valid e-mail address, you will receive an e-mail with a link to your Student Aid Report (SAR) information within five days after filing the FAFSA. If you do not provide a valid e-mail address, you will receive a paper SAR or SAR acknowledgment in the mail about two weeks after submitting your online FAFSA. Whether completing the paper or online versions, take the time to read the instructions before completing your FAFSA. Most questions can be answered through the instruction information contained on the form or on the FAFSA website. In addition, our Financial Aid Office homepage contains many helpful topics and links that may provide you with additional assistance in completing the FAFSA. Our home page can be found at: http://www.cup.edu/financial_aid. You can also contact our office by phone at 724-938-4415. **Note: California University does not have an institutional financial aid application.**

The benefits of FAFSA on the Web:

- Online FAFSA is free.
- The FAFSA on the Web site provides students/parents with numerous electronic options, such as checking on the status of your FAFSA form, requesting a duplicate set of SARs, tips and shortcuts, and requesting a PIN.
- Students can save their application information for up to 45 days so that it can be completed and transmitted later.
- Online FAFSA does not require software to be installed, so it takes less time before students can actually use the application.

- Students can access the online FAFSA website from anywhere, including school or home, making it more convenient to complete the application.
- Online FAFSA automatically edits applicant answers before transmitting, resulting in better information and fewer applications rejected by the central processing system.
- Online FAFSA uses skip logic, so it will only ask students those questions that they need to answer.
- Online FAFSA can support an unlimited number of users, allowing thousands of students to apply at once.

FAFSA on the Web Worksheet

If you complete the electronic version of the FAFSA, it is recommended that you complete the **FAFSA on the Web Worksheet** prior to entering your information. This helpful worksheet is a “line for line” copy of the online FAFSA, thereby insuring accuracy in completing the FAFSA via the Web. As with FAFSA on the Web, the worksheet also has helpful instructions throughout the form. The FAFSA on Web Worksheet can be downloaded directly from the FAFSA on the Web website at <http://www.fafsa.ed.gov>.

Personal Identification Number (PIN)

The PIN is similar to the Personal Identification Number you get from your bank that enables you to access your bank account. Your PIN is confidential and should not be shared with anyone, even if someone else completes your FAFSA for you. Students can request a PIN by going to <http://www.pin.ed.gov>. Your PIN will be e-mailed to you within one to five days. If you don't provide an e-mail address, your PIN will be mailed to your permanent mailing address within seven to 10 days. All prior year electronic FAFSA applicants will receive a renewal reminder e-mail explaining the renewal process made possible through the student PIN. A student who has forgotten a PIN can request a duplicate by selecting “Request a Duplicate PIN” at the PIN website. Remember, your PIN is a valuable electronic tool that allows you to electronically complete and sign your FAFSA or Renewal FAFSA, make electronic corrections to the FAFSA form and even electronically sign your Federal Stafford Loan Master Promissory Note (MPN).

Renewal Financial Aid Applicants

Prior year aid recipients will receive a renewal reminder e-mail from the U.S. Department of Education describing the online renewal process using the federal PINs. A renewal student who did not provide an e-mail address on their FAFSA or whose e-mail is returned “undeliverable” will receive a letter in the mail describing the renewal process. As mentioned above, the PIN serves as your identifier to let you access your personal information in various U.S. Department of Education systems, complete and make corrections to your 2009-2010 Renewal FAFSA and electronically complete and sign a Federal Stafford Loan MPN. The Renewal FAFSA contains preprinted information that you and your family (if applicable) reported last year, making it faster and easier for you to complete. Carefully review and update any preprinted information.

FAFSA Results

The federal government will process your FAFSA and electronically send the results to the Financial Aid Office provided you listed California University of

Pennsylvania as one of the schools to receive the results of your FAFSA. You should receive a paper Student Aid Report (SAR) in the mail approximately two weeks after the federal processor receives your FAFSA. You should review the SAR to see if any corrections are necessary. Otherwise, you can keep the SAR for your records.

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

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

The lower the EFC, the more financial need you will have. The lowest EFC possible is zero; the highest is 99,999 or above. The Federal Stafford Loan and Graduate PLUS Loan are the only federal loan programs that graduate students can qualify for at California University. A student's EFC is used to determine a student's Stafford Loan eligibility according to the following equation:

Cost of Attendance less Expected Family Contribution less Other Aid Received (graduate assistantships, scholarships, etc.) = **Stafford Loan Eligibility**

Verification

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

Award Letters

California University typically starts the awarding process for graduate students in late May of each year. **Award letter packets** are mailed once we have received the results of your FAFSA and we have determined that you are making satisfactory academic progress for financial aid purposes. Award information may also be accessed on the Student Self Service website at: <http://sisweb.cup.edu>.

For students who have not been accepted and/or their FAFSA has not been received at the point the awarding process begins, our office will send award packets throughout the summer as their files become complete (accepted to the University and receipt of FAFSA record).

Note: Only accepted students receive an award packet.

Financial Aid Programs

Loans

Federal Stafford Loan Program (Subsidized/Unsubsidized)

The Federal Stafford Loan that you, the student, can borrow in your own name can be either subsidized or unsubsidized or a combination of both. In order to qualify for a subsidized loan, you must have financial need. To determine if you have financial need, your Expected Family Contribution, which is determined by the results of your FAFSA, is subtracted from the cost-of-education. Also, any other aid that you are receiving or expected to receive is subtracted from the cost-of-education to determine if you have any remaining financial need in order to qualify for a Federal Stafford Subsidized Loan.

If you do qualify for a subsidized loan, the federal government pays the interest on the loan, i.e., subsidizes the loan, while you are in school, during your six-month grace period prior to repayment and during any authorized period of deferment.

Students without financial need are eligible for the Federal Stafford Unsubsidized Loan. This means that you will be responsible for the interest on the loan from the time you receive the funds until the loan is paid in full. You have the concentration of allowing the interest to accumulate, or accrue, on the loan while you are in school and during your six-month grace period before repayment.

You also have the concentration of paying the interest on the loan as it accumulates. If you decide to delay interest repayment, the interest that accumulates will be “capitalized”; that is, it will be added to your loan principal when you begin repayment. This means your total loan principal will increase. It is better to pay the interest, if you can, because you will save money in the end. However, not all students can afford to pay the interest while still in school and that is why you have the concentration of letting the interest accumulate.

Under federal regulations, an eligible graduate student can borrow up to \$8,500 from the Federal Stafford Subsidized Loan program and an additional \$10,000 from the Federal Stafford Unsubsidized Loan program. However, our students’ maximum loan eligibility cannot exceed the cost of attendance budget for a student. Because of our relatively low costs, students enrolled in our online programs will not be eligible for the \$18,500 since our cost of attendance budgets are far below this maximum amount. Listed below are the steps in applying for a Federal Stafford Loan.

Stafford Loan Application Process (Master Promissory Note)

Step 1: File the electronic or paper version of the FAFSA and check “Yes” to the question that asks “in addition to grants, are you interested in student loans?”

Step 2: The pre-certification step is the most important step in the loan process. During this step, the Financial Aid Office will notify you of your maximum Federal Stafford Loan eligibility and type of loan (subsidized and/or unsubsidized) based on your financial need and grade level. You will have an opportunity to either decline and/or reduce your Federal Stafford Loan estimate by completing a Federal Stafford Loan adjustment form.

Step 3: The Financial Aid Office will certify the loan and transmit your Federal Stafford Loan information to the Pennsylvania Higher Education Assistance

Agency (PHEAA). Federal Stafford Loans cannot be certified once the semester has ended.

Step 4: If you have never completed a Federal Stafford Loan Promissory Note, you should complete the Master Promissory Note (MPN) online at <http://www.aessuccess.org> by clicking on “Apply for Stafford Loan.” If you do not complete the MPN online, you will receive a pre-printed Federal Stafford Loan MPN packet from PHEAA, which you must complete and mail back. If you completed a MPN last year at either California or another four-year college in Pennsylvania, you will only receive an approval notice (see step 5) from PHEAA. *Note:* The MPN only needs to be completed once every 10 years.

Step 5: PHEAA will mail an approval notice that confirms the amount of your loan that was approved and processed.

Note: You will have an additional opportunity at this point to cancel or reduce your Federal Stafford Loan(s) by contacting PHEAA.

Step 6: PHEAA will authorize the disbursement of loan proceeds (Electronic Funds Transfer [EFT] or check) at the appropriate time to California University. Finally, all first-time Federal Stafford Loan borrowers must complete a loan counseling session before loan proceeds can be disbursed to the student. This loan counseling session can be completed via the Internet by visiting PHEAA’s online entrance counseling at <http://www.aessuccess.org>.

Graduate PLUS

The Federal Graduate PLUS Loan is a credit-worthy fixed rate loan at 8.5 percent for graduate students who need additional assistance to cover their educational costs and have borrowed the maximum amount from the Federal Stafford Loan program. Graduate students can request up to their cost of education less all other financial aid received. Repayment normally begins within 60 days after the first disbursement of the loan. The lender you choose will determine (based on credit approval) whether or not it will fund this loan. When selecting a PLUS lender, our office recommends that you choose a lender whose loan benefits meet your needs. The choice of a lender is your decision. If you wish to use an AES guaranteed lender, go to <http://www.aessuccess.org> and under “Student Loans” click on PLUS Loans, then “Apply Now” and select a lender from the drop down box. Although our process directs you to select your lender and complete your MPN online at <http://www.aessuccess.org>, you are free to select any participating lender/guarantor that you wish. If you do not wish to use AES as your guarantor or if you do not find a lender that you want to use on the AES MPN completion website, simply call our office at 724-938-4415 and we will assist you in determining the correct process for your lender/guarantor choice.

Graduate PLUS Loan Application Process (Master Promissory Note)

Step 1: Complete the entire pre-approval (credit check) and application process online at the AES/PHEAA website (<http://www.aessuccess.org>). Complete the PLUS MPN electronically by logging on to <http://www.aessuccess.org>, and click on the “PLUS Loans” link under the “Find Aid for School” menu tab and the click “Apply Now.” By using the online PLUS MPN process at AES/PHEAA, borrowers receive an immediate response. If approved, a borrower can complete an electronic version of the PLUS application by following the instructions online or can print a paper copy and mail it to AES/PHEAA. When selecting a PLUS lender, our office **strongly recommends** that you choose a lender from our list of

“preferred PLUS lenders,” which will appear in the drop-down box at the AES/PHEAA website.

Step 2: California University will electronically certify your PLUS MPN and determine the amount of your eligibility once we are notified by AES/PHEAA (AES/PHEAA-approved lenders only).

Step 3: The lender will electronically transmit the Federal Graduate PLUS Loan funds to California University.

Graduate Loan Borrowing Chart

Stafford Loan Program

Annual Loan Limit:

Subsidized \$8,500

Unsubsidized \$10,000

Total \$18,500 or cost of attendance (less EFC and other aid),
whichever is less

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

Graduate PLUS Program

Annual Loan Limit: Students may borrow up to the cost of attendance
minus any financial aid they receive during the
academic year.

Lifetime Maximums: There are no lifetime maximums for the Graduate
PLUS Program.

Private Education Funding (Alternative Loans)

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

- **PNC Resource Loan:**
Application and information regarding this alternative loan can be obtained by contacting the Financial Aid Office or PNC Bank at 1-800-762-1001 or by visiting its website at: <http://www.eduloans.pncbank.com>.
- **Citi Assist:**
Application and information regarding this loan can be obtained at:
<http://www.studentloan.com>.

Employment/Scholarships

Graduate Stipends/Assistantships:

Graduate students may find employment opportunities within the University through the Graduate Assistantship Program. This program provides full-time graduate students with opportunities to work in various offices and departments on campus. Students interested in graduate assistantships should contact

the School of Graduate Studies and Research for applications and additional information.

Scholarships/Fellowships:

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

Electronic Scholarship Search Engines

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

- "Which awards made by California University might I qualify to receive?"
- "Are there other scholarships I should pursue? If so, where can I get a listing of them and then obtain an application?"

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

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

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

Other Scholarship Searches: Other Scholarship Searches (<http://www.finaid.org/scholarships/other.phtml>) will take you to other scholarship search engines.

Disbursement of Financial Aid

Crediting to a Student Account:

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

How Registration Affects Your Financial Aid

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

Credits that Determine Enrollment Status

Enrollment Status	Number of Credits Registered
Full-Time	9 credits or more
Three-Quarter-Time	7-8 credits
Half-Time	5-6 credits
Less-Than-Half-Time	Less than 5 credits

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

Financial Aid Refunds

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

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

Maintaining Financial Aid Eligibility

Satisfactory Academic Progress Policy:

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

Satisfactory academic progress (SAP) standards include three elements:

1. maximum time frame within which a degree or certificate must be granted
2. minimum credit hours earned per academic year
3. minimum cumulative grade point average (GPA)

Review Period:

The review of a student's SAP standing occurs annually at the end of the spring semester. A student's SAP standing will be based on his/her academic performance during the academic year (fall and/or spring semesters). Students who are not making satisfactory academic progress are typically notified in early summer.

Maximum Time Frame:

Maximum time frame is defined as the required length of time it will take a student to complete his/her degree. A student will remain eligible for federal

aid up to 150 percent of total **attempted** credits. For example: If 45 credits are required to complete a master's degree, a student will remain eligible for federal aid if he/she has attempted less than 68 total credits (including transfer credits) toward that degree.

Minimum Earned Credit Hours:

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

Credits that Determine Enrollment Status

Enrollment Status	*Total Earned Credits Per Year
Full-time (9 or more credits)	18 credits
Half-time (5-8 credits)	10 credits
Less than Half-time	(4 credits or less)

Must complete all credits attempted

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

Minimum Cumulative Grade Point Average:

Each semester the University reviews the grade point average (GPA) of each student in order to determine whether the student is maintaining good academic standing. The University requires that all graduate students maintain a **minimum** grade point average of 3.00 in order to achieve good academic standing.

Students who are academically dismissed are considered **ineligible** for Title IV federal aid. A student who is academically dismissed and is approved for readmission to the University will attend without the benefit of Title IV federal aid. A student remains **ineligible** for Title IV federal aid until he/she achieves the minimum 3.00 GPA or successfully files a satisfactory academic progress (SAP) appeal (see Appeal Procedures contained in this policy).

Special Grades

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

W (Withdrawal): No withdrawal categories earn credit(s) toward graduation or toward satisfying the credit requirements of the SAP policy.

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

Financial Aid Probation

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

Financial Aid Suspension

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

Eligibility for Reinstatement:

In order to be reinstated, the student must successfully achieve the required grade point average as mandated by the SAP policy and/or successfully make up his/her credit hour(s) deficiency at his/her own expense. The student may use the summer or any semester of the academic year to resolve the deficiency. Students who make up their deficiency must complete and return the satisfactory academic progress form, along with all required documents, to the Financial Aid Office before clearing their deficiency status. Only successfully earned credits, not grades, are transferable to California University from another approved institution.

Appeal Procedures:

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

Refund/Repayment Policy

Refund Policy:

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

Return of Title IV Funds Formula:

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

Distribution Policy

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

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

Repayment of Unearned Financial Aid Assistance

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

Financial Aid Glossary

1040 Form, 1040A Form, 1040EZ Form: The federal income tax return that is required to be filed by each person who received income during the previous year.

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

Appeal: An appeal is a formal request made by the student to have a financial aid administrator review his or her aid eligibility and possibly use

professional judgment to adjust the figures. In the event of the death of a parent, unemployment or other unusual circumstances, he or she should file an appeal.

Award Letter: An official letter issued by the Financial Aid Office that lists the financial aid awarded to the student. You are required to either accept or decline the awards you wish to receive, sign the award letter and return it to the Financial Aid Office. Award information is also available on our Student Self Service website at: <http://sisweb.cup.edu>.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Tuition and Fees

Tuition and Fees

For the most up-to-date information on graduate tuition, fees, and room and board charges, visit <http://www.cup.edu/administration/bursar> and <http://sai.cup.edu/calhousing>.

Payment of Tuition and Fees for Semester Registration

All fees will be assessed at the time of registration or four weeks prior to the beginning of the term. Payment may be made by cash, check or money order payable to California University of Pennsylvania, or by VISA, MasterCard or Discover Card. If paying by credit card, payment can be made online. If financial aid has been awarded, this amount will be deducted from the bill. Payment plans (with initial payment) may be contracted at this time.

Payment Information

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

Payment Plans

Payment plans are available each fall and spring semester. Payment plans enable students to pay costs on a monthly basis. Payment plan information and a contract will be included with the initial semester bill and are available on the Bursar's Office web page.

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 supplied to the Bursar's Office. This payment must be made during the semester in which charges originate. This payment option does not apply to corporate tuition reimbursement policies or when payment amount is based on grades received for term.

Refund Policy

Tuition is adjusted for class withdrawals during the first week of the fall and spring semesters. After the add/drop period ends, adjustments are made ONLY if a student withdraws from all enrolled classes. Refunds are made to the amount of the charge, not the amount that has been paid to date. The refund policy is available in the Bursar's Office. Financial aid recipients should refer to Refund/Repayment Policy located in the Financial Aid Section of the catalog for the financial aid adjustment policy.

Room Deposit

An application fee of \$235 is required in order to reserve a room for the following academic year. Request a housing contract packet from the Residence Life Office. The contract and card must be signed and returned to the Bursar's Office with a \$235 payment. This fee is non-refundable and is not deducted from room charges.

Late Registration Fee

Students who register after the add/drop date of the semester will be charged a \$25 late registration fee.

Late Payment Fee

A late payment fee of \$25 per month will be assessed when a student fails to pay the required fees by the due date or when a student fails to pay according to an approved payment plan.

Return Check Charge

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

Academic Programs

Administrative Program For Principals

Master of Education in School Administration and/or K-12 Principal Certification

Credits: 24-36

Accreditation

National Council for Accreditation of Teacher Education (NCATE)

Program Description

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

California University of Pennsylvania offers one program with two tracks: K-12 principal certification only (24 credits) and the Master in Education with K-12 principal certification (36 credits). At Cal U, K-12 principal certification can be obtained as an integrated part of the master's degree or as a separate certification-only track for people who have previously obtained a master's degree. The K-12 principal certification and master's degree require the same core courses, but an additional four prescribed courses (12 credits) are required of those candidates pursuing the master's degree.

Delivery Mode

100 percent online

Admissions Criteria

- Minimum overall undergraduate 3.00 GPA
- Graduate School Application plus \$25 nonrefundable application fee
- Copies of all professional certificates
- Letter of endorsement from immediate supervisor or applicant's principal
- Resume or curriculum vitae
- Statement of career goals and degree objectives

Additional Program Requirements (for those with less than a 2.99 GPA)

- 350 on Miller Analogies Test (MAT) for those with a 2.99 GPA or less
- Some evidence of successful teaching within the last five years
- Any evidence of leadership activities or professional awards
- 300- to 400-word essay describing academic interests and objectives, plans for graduate study, and career goals
- Two letters of recommendation commenting on applicant's intellectual and leadership qualities

Curriculum

24-36 credits depending on previously completed coursework.

Sample Course Sequence:

Summer Semester

Course Name	Credits
ADP 641: Educational Leadership	3
ADP 647: Orientation and Assessment	3

Fall Semester

Course Name	Credits
ADP 661: Educational Leadership	3
ADP 621: Curriculum Leadership	3

Spring Semester

Course Name	Credits
ADP 631: School Law and Ethics	3
ADP 670: Internship Part 1	3

Summer Semester First 5-Week Session:

Course Name	Credits
ADP 626: Instructional Strategies	3
ADP 612: Supervised Field Child Growth Theory (M.Ed. students only)	3

Special Summer 6-Week Session

Course Name	Credits
ADP 670: Internship Part 2 – (Final requirement for certification only students)	3

Second 5-Week Session

Course Name	Credits
ADP 622: Supervised Field Project/Curriculum/Co-Curriculum (M.Ed. students only)	3

Fall Semester (M.Ed. students only)

Course Name	Credits
ADP 664: Supervised Field Project/Administration Leadership (M.Ed. students only)	3
ADP 673: Supervised Field Project/Research and Evaluation (M.Ed. students only)	3

Academic Faculty

Faculty members in the Department of Educational Administration and Leadership were hired through national searches, and all have earned terminal degrees in a content or education area in which they teach. Full-time faculty teaching Administrative Program for Principals courses, identified by ADP prefixes, have taught in the public school setting and have all served in a leadership capacity at the building level (principal). In addition, some faculty also served in the role of district level leadership (superintendent).

Internship (6 credits)

All candidates will be required to complete an internship that will take place during the school year and summer. A minimum of 180 hours during the school year will be required. This provides candidates with important leadership experiences that take place while school is in session and out of session.

The combination of field experiences (course-related and internship-based) ensures that students gain leadership experiences in diverse settings.)

Program Coordinator

Lizabeth Gillette, Ed.D.
412-467-3038
gillette@cup.edu

Department Website

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

Application Questions

School of Graduate Studies and Research
California University of Pennsylvania
Dixon Hall
250 University Ave.
California, PA 15419
724-938-4187
<http://www.cup.edu/graduate>

Graduate Faculty

Lizabeth Gillette, Ed.D., Department Chair, Program Coordinator, Full-time Faculty; Educational Administration and Leadership

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

Silvia Braidic, Ed.D., Associate Professor, Full-time Faculty; Educational Administration and Leadership

Linda Hippert, Ed.D., Adjunct Faculty; Superintendent, South Fayette School District

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

Thomas Knight, Ed.D., Adjunct Faculty; Superintendent, Bethel Park School District

Deborah Kolonay, Ed.D., Adjunct Faculty; Superintendent, Penn-Trafford School District

J. Kevin Lordon, Ed.D., Associate Professor, Full-time Faculty; Educational Administration and Leadership

Helen McCracken, Ed.D., Adjunct Faculty; Superintendent, Canon-McMillan School District

Anthony F. Merante, Ed.D., Adjunct Faculty; Principal, Peters Township School District

Christine Patti, Ed.D., Associate Professor, Full-time Faculty; Educational Administration and Leadership

Athletic Training

Master of Science

Credits: 38

Accreditation

National Athletic Trainers' Association (NATA)

Program Description

The post-professional graduate athletic training education program is nearing its 20th anniversary and is accredited by the National Athletic Trainers' Association (NATA) as an advanced degree (post-certification) program in athletic training. The student entering this program receives a Master of Science degree in athletic training and can expect to complete the requirements in one calendar year. Students graduating from the program will be eligible to receive national certification as a Performance Enhancement Specialist through the National Academy of Sports Medicine (NASM). Students will learn how to use the same Optimum Performance Training Model used by the NASM for training Olympic and professional athletes. In addition, research design and clinical experiences are an integral component of the program that will enhance the student's professional preparation. This program is a post-professional graduate athletic training education program and the student must have passed the Board of Certification (BOC) examination or have completed the requirements to take the certification examination to be eligible for admission. The graduate athletic training intern can expect to complete the academic coursework in one calendar year, which starts in June of each year, with the clinical experience occurring from mid-August to approximately the end of May the following year. Clinical experiences take place at area high schools, Washington & Jefferson College and California University of Pennsylvania.

Delivery Mode

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

Admissions Criteria

- Solid background in athletic training
- Graduate School Application plus \$25 nonrefundable application fee
- Official transcripts/baccalaureate degree from an accredited institution
- Resume or curriculum vitae
- Two references (one must be from supervising certified athletic trainer or equivalent)
- Emergency cardiac care certification prior to start of clinical experiences
- BOC certified or have completed exam requirements (students must sit for the exam as many times as possible before August camps)
- Minimum overall undergraduate 3.00 GPA

Curriculum

Summer 1 – First Five Weeks

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

Summer 2 – Second Five Weeks

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

Summer – 10 Weeks

Course Name	Credits
EDP 600: Statistical Methods	3

Fall Semester

Course Name	Credits
ATE 725: Pedagogical Studies in Athletic Training	3
ATE 810: Thesis Seminar	3
PRF 710: Performance Enhancement in Physical Activity	3
PRF 753: Psychological Aspects of Sport Injury and Rehabilitation	3

Spring Semester

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

Assistantships

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

Program Coordinator

Thomas West, Ph.D., ATC
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Department Website

<http://www.cup.edu/education/hsss/graduate>

Application Questions

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<http://www.cup.edu/graduate>

Graduate Faculty

Thomas F. West, Ph.D., ATC, Penn State University; Professor, Program Coordinator

Bruce D. Barnhart, Ed.D., ATC, West Virginia University; Professor

Carol M. Biddington, Ed.D., West Virginia University; Assistant Professor

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

Shelly Fetchen DiCesaro, Ph.D., ATC, University of Pittsburgh; Instructor

Marc S. Federico, DPT, MPT, Slippery Rock University of Pennsylvania; Assistant Professor

Rebecca A. Hess, Ph.D., University of Pittsburgh; Associate Professor

Robert H. Kane, Jr., Ed.D., PT, ATC, West Virginia University; Professor

Barry E. McGlumphy, Ed.D., ATC, University of Pittsburgh; Associate Professor

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

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

Jamie Weary, DPT, ATC, Slippery Rock University of Pennsylvania; Assistant Professor

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

Business Administration

Master of Science

Credits: 36

Program Description

The demand for skilled managers in the business community today far outweighs the availability of qualified candidates.

The scope of business activities has assumed a level of sophistication where the more significant opportunities require skills and abilities that exceed the capabilities possessed by most baccalaureate degree holders.

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

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

The program is particularly appropriate for those currently employed, as well as those recent graduates who desire to expand their current level of marketable skills. With many of the courses being offered at appropriate hours and on the web for those currently employed, this advanced degree is easily within the reach of most who are willing to devote the time and effort required, on either a full- or part-time basis. The program can be completed in 12 months at the main campus or at the Southpointe Center.

Delivery Mode

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

Admissions Criteria

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

Curriculum

Foundation Courses (15 credits)*

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

*Foundation courses are waived for students who have successfully completed them.

Master's Degree Curriculum (36 credits)

Core Curriculum

Course Name	Credits
ACC 711: Managerial Accounting	3
BUS 771: Quantitative Methods	3
BUS 799: Strategic Management	3
ECO 716: Applied Economic Analysis	3
FIN 711: Corporate Finance	3
MGT 751: International Business Management	3
MKT 711: Marketing Management	3

Select one of the following (3 credits):

Course Name	Credits
MGT 712: Organizational Behavior	3
MGT 731: Industrial Relations	3
MGT 742: Human Resource Management	3

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

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

Program Coordinator

Dr. M. Arshad Chawdhry
724-938-5990
chawdhry@cup.edu

Department Website

<http://www.cup.edu/eberly/businesseconomics>

Application Questions

School of Graduate Studies and Research
California University of Pennsylvania
Dixon Hall
250 University Ave.
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724-938-4187
<http://www.cup.edu/graduate>

Graduate Faculty

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

William F. Bloesel, C.P.A., M.B.A., University of Pittsburgh

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

Ismail Cole, Ph.D., University of Pittsburgh

Mark DeHainaut, M.B.A., Indiana University of Pennsylvania; Ed.D., University of Pittsburgh

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

Richard J. LaRosa, M.B.A., Drexel University; A.B.D., Cleveland State University

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

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

John Michaels, Ph.D., George Washington University; M.B.A., American University

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

Young J. Park, Ph.D., Temple University

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

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

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

Communication Disorders

Master of Science

Credits: 46

Accreditation

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

Program Description

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

Delivery Mode

Traditional

Admissions Criteria

Minimum overall undergraduate 3.00 GPA

- Graduate School Application plus \$25 nonrefundable application fee (applications due by March 1)
- Official transcripts
- Three letters of recommendation
- GRE scores
- 3-5 page personal essay
- Documented proof of 25 hours of observation in this profession

Criteria for Continuing in the Program

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

for an externship placement. Failure to reacquire a 3.00 during the single probationary semester may result in dismissal from the program.

Curriculum

First Term: Fall

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

Second Term: Spring

Course Name	Credits
CMD 705: Voice Disorders	3
CMD 707: Articulation and Phonology	3
CMD 711, CMD 713 or CMD 714: Clinical Practicum in Various Settings	1-3
CMD 712: Clinical Practicum in University Clinic	1-2

Third Term: Summer

Course Name	Credits
CMD 703: Fluency Disorders	3
CMD 732: Counseling the Communicatively Disabled	3
CMD 785: Seminar	3
CMD 713: Clinical Practicum in Diagnostic Setting	1-2
CMD 712: Clinical Practicum in University Clinic	1-2
CMD 715/716: Clinical Practicum at Externship Site (available to advanced students only)	1-2

Fourth Term: Fall

Course Name	Credits
CMD 600: Research and Professional Issues	3
CMD 766: Traumatic Brain Injury	3
CMD 772: Augmentative Communication	3
CMD 711, CMD 713 or CMD 714: Clinical Practicum in Various Settings	1-3
CMD 712: Clinical Practicum in University Clinic	1-2

Course Name	Credits
CMD 715/716: Clinical Externship (available to all students in good standing)	1-2

Fifth Term: Spring

Course Name	Credits
CMD 718: Advanced Audiology for the SLP	3
CMD 764: Instrumentation in SLP	3
CMD 711, CMD 713 or CMD 714: Clinical Practicum in Various Settings	1-3
CMD 712: Clinical Practicum in University Clinic	1-2
CMD 715/716: Clinical Externship (available to all students in good standing)	1-2

Practicum/Internships

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

Program Coordinator

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

Department Website

<http://www.cup.edu/education/commdisorders>

Application Questions

School of Graduate Studies and Research
California University of Pennsylvania
Dixon Hall
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724-938-4187
<http://www.cup.edu/graduate>

Graduate Faculty

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

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

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

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

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

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

Counselor Education

Master of Science Community Agency Counseling

Credits: 48

Program Description

The Master of Science prepares students to work as professional counselors in a variety of behavioral health and social service settings. Courses offered by the department have been approved by both the National Board for Certified Counselors and the Pennsylvania Department of Education for certification and continuing education credits (Act 48). The program fulfills the degree requirements necessary to become a National Certified Counselor (NCC) and a Licensed Professional Counselor (LPC), as well as being able to take the National Counselor Examination (NCE). Students also have the option to take an additional 12 credits before or after graduation to total 60 credits, also required to become Licensed Professional Counselors in Pennsylvania (Pennsylvania Licensure Act 136 of 1998).

Delivery Mode

Traditional with occasional online coursework

Admissions Criteria

Minimum overall undergraduate 3.00 GPA or a score of 403+ on the Miller Analogies Test (MAT)

- Graduate School Application plus \$25 nonrefundable application fee
- Three letters of recommendation
- One-page resume of work and education
- Psychobiography

Accreditation

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

Certifications

State and National

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

Practicum/Field Education

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

Curriculum

Area I: Core Courses Required For Candidacy

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

Area II: Advanced Counseling Core

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

Area III: Field Education

Course Name	Credits
CED 711: Practicum I	3
CED 712: Clinical Field Experience II	3
CED 713: Clinical Field Experience III	3
CED 787: Integration, Collaboration and Consultation	3

Area IV: Psychological Foundations

Course Name	Credits
CED 708: Substance Abuse and Addiction	3
CED 717: Diagnosis and Treatment in Mental Health	3
PSY 713: Psychology of Growth and Development	3
PSY 721: Advanced Tests and Measurements	3

Area V: Research

Course Name	Credits
CED 785: Research Methods in Counseling	3

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

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

Program Coordinator

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

Department Website

<http://www.cup.edu/graduate/counseld>

Application Questions

School of Graduate Studies and Research
California University of Pennsylvania
Dixon Hall
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724-938-4187

Graduate Faculty

Jacqueline A. Walsh, Ph.D., NCC, LPC, Associate Professor, Chair

John Patrick, D.Ed., CRC, NCC, LPC, Associate Professor, Program Coordinator

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

Grafton Eliason, Ed.D., NCC, LPC, Associate Professor, School Counseling Coordinator

Elizabeth Gruber, Ph.D., NCC, LPC, Professor/Field Site Coordinator

Jeff Samide, Ed.D., NCC, LPC, Associate Professor

Taunya Tinsley, Ph.D., NCC, LPC, Assistant Professor

Counselor Education

Master of Education School Counseling

Credits: 48

Accreditation

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

Program Description

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

Our Master of Education program in school counseling fulfills the degree requirements needed for the National Counselor Examination (NCE), required to become a National Certified Counselor (NCC) and Licensed Professional Counselor (LPC). Students also have the option of taking an additional 12 credits before or after graduation to total 60 credits, also required to become an LPC in Pennsylvania (Pennsylvania Licensure Act 136 of 1998). Students will need two or more additional years of supervised work experience after graduation to complete the requirements for LPC. Students who hold a master's degree in another discipline may decide to seek certification. The department will evaluate their transcripts to determine which courses are required. Prospective students are advised to read the CED Student Handbook, which describes the philosophy, admissions and departmental procedures in detail. This may be downloaded at <http://www.cup.edu/graduate/counsel>.

Delivery Mode

Traditional with occasional online course

Admissions Criteria

- Minimum overall undergraduate 3.00 GPA or a score of 604+ on Miller Analogies Test (MAT) (see handbook for exceptions)
- Graduate School Application plus \$25 nonrefundable application fee
- Three letters of recommendation
- One-page resume of work and education
- Psychobiography

Curriculum

Area I: Core Courses Required for Candidacy

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

Area II: Advanced Counseling Core

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

Area III: Field Education

Course Name	Credits
CED 711: Practicum I	3
CED 712: Clinical Field Experience II	3
CED 713: Clinical Field Experience III	3
CED 787: Integration, Collaboration and Consultation	3

Area IV: Psychological Foundations

Course Name	Credits
CED 708: Substance Abuse and Addiction	3
CED 717: Diagnosis and Treatment in Mental Health	3
PSY 713: Psychology of Growth and Development	3
PSY 712: Advanced Tests and Measurements	3

Area V: Research

Course Name	Credits
CED 785: Research Methods in Counseling	3

For initial certification, students must complete the following prior to candidacy:

- 6 credits of college math
- 3 credits of English composition
- 3 credits of English composition II or English/American literature
- Pass the Basic Skills Praxis I exam

School counseling certification also requires passing Praxis II, preferably before graduation.

Co-requisites: Must have a minimum “C” (2.00) undergraduate grade or 3.00 graduate grade, and may be taken concurrently with CED requirements.

Required courses:

- One psychology course – recommendation: Introduction to Psychology, Psychopathology, Psychology of Learning or CED-approved elective
- Two PDE-required courses or equivalent: graduate or undergraduate
- ESP 613 – Evidence Based Practices in Inclusion
- EDU 650 – Supporting the English Language Learner

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

Program Coordinator

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

Department Website

<http://www.cup.edu/graduate/counseld>

Application Questions

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Graduate Faculty

Jacqueline A. Walsh, Ph.D., NCC, LPC, Associate Professor; Department Chair;
724-938-5783; walsh@cup.edu

Grafton Eliason, Program Chair; Ed.D., NCC, LPC, Associate Professor; Program
Coordinator; 724-938-4464; eliason@cup.edu

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

Elizabeth Gruber, M.S., NCC, LPC, Professor/Field Site Coordinator; gruber@
cup.edu

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

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

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

Elementary Education

Master of Education

Credits: 51+

Accreditation

National Council for Accreditation of Teacher Education (NCATE)

Program Description

The Master of Education in elementary education degree is available to students seeking Pennsylvania elementary education (grades K-6) certification and/or a master's degree. Candidates for Pennsylvania certification must have completed undergraduate or graduate studies that include 6 credits of college-level mathematics and 3 credits each of biology, physical science, environmental sciences, U.S. history, English composition, English or American literature, economics, health/wellness and instructional technology. 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 and distance education (live video/audio conference or online) offerings

Admissions Criteria

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

Curriculum

Professional Education (21 credits):

Course Name	Credits
PSY 711: Advanced Educational Psychology or PSY 712: Advanced Psychology of Learning	3
ESP 501: Introduction to Exceptionality	3
EDE 700: Found. and History of American Ed.	3
EDE 701: Develop. and Organ. of the Curriculum	3
EDE 795: Student Teaching Internship*	3

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

Praxis II 0511 – Fundamental Subjects: Content Knowledge (required for candidacy) 10011 – Elementary Education: Curriculum Instruction and Assessment (required before student teaching EDE 795)

Professional Specialization (27 credits):

Course Name	Credits
EDE 702: Instructional Strategies	3
EDE 703: Field Experience	3
EDE 708: Teaching Reading	3
EDE 715: Teaching Language Arts	3
EDE 716: Teaching Social Science	3
EDE 718: Teaching Mathematics	3
EDE 731: Expressive Arts	3
EDE 737: Literature and Literacy K-12	3
EDE 740: Teaching Science	3

Research (5-7 credits):

Course Name	Credits
RES 800: Methods of Research**	3
RES 829: Project (Optional) or RES 849: Thesis (Optional)	2 4

**Students seeking certification only are not required to take RES courses.

Program Coordinator

Jane Bonari, M.Ed.
724-938-4569
bonari@cup.edu

Department Website

<http://www.cup.edu/go/elemedonline/nationalboard>

Application Questions

School of Graduate Studies and Research
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<http://www.cup.edu/graduate>

Graduate Faculty

Jane Bonari, Program Coordinator; M.Ed., California University of Pennsylvania; specializes in Mathematics Education

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

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

Beverly Melenzyer, Ed.D., Indiana University of Pennsylvania; specializes in Curriculum and Instruction

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

John W. Shimkanin, Ph.D., Pennsylvania State University; specializes in Science Education

John R. Vargo, M.A., West Virginia University; specializes in Reading Education

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

Early Childhood Education

Master of Education

Credits: 33

Accreditation

National Association for the Education of Young Children (NAEYC)

Program Description

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

Delivery Mode

100 percent online

Admissions Criteria

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

Applicants with a GPA of 2.99 or less must also:

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

Curriculum

Master's Curriculum (33 credits):

Semester	Course Name	Credits
1	PSY 712: Advanced Psychology of Learning	3
1	EDE 701: Development and Organization of School Curriculum	3
2	ESP 501: Introduction to Exceptionality	3
2	RES 800: Methods of Research	3
3	ECE 702: Advanced Childhood Development	3
3	ECE 700: Early Childhood Curriculum and Assessment	3

Semester	Course Name	Credits
3	ECE 703: Literacy Development	3
4	ECE 704: Special Topics in Early Childhood Education	3
4	ECE 705: Science and Math in ECE	3
5	ECE 707: Leadership and Management in Early Childhood Settings	3
5	RES 849: Thesis or EDE 766: Action Research or EDE 768: Internship (current clearances needed)	3

Certification Only Option (24 credits):

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

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

Program Coordinator

Dr. Christine Peterson
724-938-4028
peterson@cup.edu

Department Website

<http://www.cup.edu/go/elemedonline/earlychildhood/index.jsp>

Application Questions

School of Graduate Studies and Research
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<http://www.cup.edu/graduate>

Graduate Faculty

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

Jane Bonari, M.Ed., California University of Pennsylvania; specializes in Mathematics Education

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

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

Beverly Melenzyer, Ed.D., Indiana University of Pennsylvania; specializes in Curriculum and Instruction

John W. Shimkanin, Ph.D., Pennsylvania State University; specializes in Science Education

John R. Vargo, M.A., West Virginia University; specializes in Reading Education

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

English as a Second Language

Master of Education

Credits: 33

Accreditation:

National Council for Accreditation of Teacher Education (NCATE)

Program Description

California University of Pennsylvania's advanced studies in teacher education is a completely online 33-credit graduate program for certified teachers interested in gaining additional certification in English as a second language (ESL). The curriculum is aligned with Teachers of English to Speakers of Other Languages (TESOL) standards. Graduate students in the English as a second language degree program will apply knowledge in the following domains: language, culture, instruction, assessment and professionalism. In each of these domains, educators will be challenged to develop professionalism in language education, promote individual language rights, provide accessible and high quality education, develop collaboration in a global community, engage in research and reflective practice for educational improvement, and cultivate a respect for diversity and multiculturalism.

Delivery Mode

100 percent online

Admissions Criteria

- Official transcripts with minimum overall undergraduate 3.00 GPA or 3.00 GPA in last 48 college credits taken
- Graduate School Application plus \$25 nonrefundable application fee
- Copy of all professional certificates held
- Resume or curriculum vitae

Applicants with a GPA of 2.99 or less must also:

- Have a 3.0 or higher in the last 48 credits or
- Submit two letters of recommendation from individuals who know the applicant well and can comment on the applicant's intellectual and leadership abilities.
- Submit evidence of successful teaching or professional educational experience.

Curriculum

Master's Curriculum

Semester	Course Name	Credits
1	PSY 712: Advanced Psychology of Learning	3
1	EDE 701: Development and Organization of School Curriculum	3
2	ESP 501: Introduction to Exceptionality	3

Semester	Course Name	Credits
2	RES 800: Methods of Research	3
3	EDE 704: Introduction to Teaching English as a Second Language	3
3	EDE 709: Developing Cultural Awareness and Sensitivity	3
3	EDE 712: Content Instruction and Assessment PK-12	3
4	EDE 713: Language Acquisition and Development	3
4	EDE 714: Language Proficiency Assessment	3
5	EDE 719: Supporting Second Language Learners, Families and Community	3
5	EDE 849: Thesis or EDE 766: Action Research or EDE 768: Internship (current clearances needed)	3

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

Program Coordinator

Dr. Christine Peterson
724-938-4028
peterson@cup.edu

Department Website

<http://www.cup.edu/go/elemedonline/esl/index.jsp>

Application Questions

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<http://www.cup.edu/graduate>

Graduate Faculty

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

Jane Bonari, M.Ed., California University of Pennsylvania; specializes in Mathematics Education

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

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

Beverly Melenyzer, Ed.D., Indiana University of Pennsylvania; specializes in Curriculum and Instruction

John W. Shimkanin, Ph.D., Pennsylvania State University; specializes in Science Education

John R. Vargo, M.A., West Virginia University; specializes in Reading Education
Richard Wyman, Ed.D., University of Washington; specializes in Social Studies Education

National Board Teacher Certification Preparation (Elementary)

Master of Education

Credits: 33

Accreditation

National Council for Accreditation of Teacher Education (NCATE)

Program Description

This program is a completely online 33-credit graduate program for certified teachers seeking National Board for Professional Teaching Standards (NBPTS) teacher certification. The curriculum is aligned with the NBPTS's Five Core Propositions and the certification standards that will prepare teachers for national board teacher certification. The program provides the substance for meaningful learning experiences that require teachers to demonstrate what they know and can do while developing knowledge and skills that emphasize content, pedagogy, inquiry, reflection, leadership and collegiality.

Delivery Mode

100 percent online

Admissions Criteria

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

Applicants with a GPA of 2.99 or less must also:

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

Curriculum

Master's Curriculum (33 credits)

Semester	Course Name	Credits
1	PSY 712: Advanced Psychology of Learning	3
1	EDE 701: Develop. and Organ. of the Curriculum	3
2	ESP 501: Introduction to Exceptionality	3
2	RES 800: Methods of Research	3

Semester	Course Name	Credits
3	EDE 760: Introduction to National Board Certification	3
3	EDE 761: Family and Community Relations	3
4	EDE 762: Interdisciplinary Inquiry-Based Learning	3
4	EDE 763: Constructivism in Practice	3
4	EDE 764: Teacher Reflection	3
5	EDE 765: Teachers as Leaders	3
5	RES 849: Thesis or EDE 766: Action Research or EDE 767: Portfolio Development	3

Program Coordinator

Dr. Christine Peterson
724-938-4028
peterson@cup.edu

Department Website

<http://www.cup.edu/go/elemedonline/nationalboard/index.jsp>

Application Questions

School of Graduate Studies and Research
California University of Pennsylvania
Dixon Hall
250 University Ave.
California, PA 15419
724-938-4187
<http://www.cup.edu/graduate>

Graduate Faculty

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

Jane Bonari, M.Ed., California University of Pennsylvania; specializes in Mathematics Education

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

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

Beverly Melenzyer, Ed.D., Indiana University of Pennsylvania; specializes in Curriculum and Instruction

John W. Shimkanin, Ph.D., Pennsylvania State University; specializes in Science Education

John R. Vargo, M.A., West Virginia University; specializes in Reading Education

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

Elementary/Special Education

Master of Education Dual Certification

Credits: 57

Program Description

The master of education in elementary/special education degree is available to students seeking Pennsylvania elementary education (grade K-6) certification, Pennsylvania special education certification and a master's degree. Candidates for Pennsylvania certification must have completed undergraduate or graduate studies that include 6 credits each of college-level mathematics and English and/or literature. They must also complete 3 credits each of biology, physical science, environmental sciences, U.S. history, economics, health/wellness and instructional technology. 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

Admissions Criteria

- Graduate School Application plus \$25 non-refundable application fee
- Official transcripts with a minimum overall undergraduate GPA of 3.00
- Passing scores on the Pre-professional Skills Tests (Praxis I): PPST – Reading, Writing and Mathematics
- Current Act 34, 114 and 151 clearances

Curriculum

I. Professional Education (27 credits)

Course Name	Credits
ESP 501: Introduction to Exceptionality	3
ESP 502: Life Skills Planning and Instruction	3
ESP 503: Assessment and Prescriptive Teaching	3
ESP 505: Curriculum Methods II	3
ESP 506: Transition	3
ESP 701: Introduction to Behavior Analysis	3
ESP 720: Student Teaching Internship (1/2 Elementary, 1/2 Special Education)	9

II. Professional Specialization (27 credits)

Course Name	Credits
EDE 702: Instructional Strategies	3
EDE 703 or ESP 739: Field Experience (1/2 and 1/2)	3
EDE 708: Teaching Reading	3

Course Name	Credits
EDE 715: Teaching Language Arts	3
ESP 504: Curriculum and Methods I (Reading and Lang. Arts)	3
EDE 716: Teaching Social Studies	3
EDE 718: Teaching Mathematics	3
EDE 731: Expressive Arts	3
EDE 740: Teaching Science	3

III. Research (3 credits)

Course Name	Credits
ESP 800: Seminar in Advanced Behavior Analysis and Research Design	3

Additional Requirements

Undergraduate/graduate classes needed for certification (see below for explanation):

All courses, except ESP 800, must be completed before student teaching.

- Mathematics (6 credits)
- English composition I (3 credits) or English/American literature (3 credits)
- Instructional technology
- U.S. history
- English composition II
- Physical science
- Biology
- Environmental/earth science
- Educational psychology
- Economics

Praxis Tests

Praxis Tests and Scores Required for Certification

Test	Scores	Date Passed
Reading	_____	_____
Writing	_____	_____
Math	_____	_____
Fundamental Subject: Content Knowledge	_____	_____
Educ. of Except. Students: Core Content (0353)	_____	_____
Elementary Educ.: Curric., Instruct., Assess. (0011)	_____	_____

Evidence of the following:

- Negative TB test
- \$1,000,000 liability insurance policy
- Current Act 34, 151 and 114 (fingerprint) clearances
- Speech and hearing evaluation

Candidacy

Candidates must apply for candidacy upon completing 6 graduate credits. Applications are available in the School of Graduate Studies and Research.

Candidates who are Pennsylvania certified in another specialty are not required to take ESP 720; instead they complete ESP 719. Candidates seeking certification (new or additional) must take and pass all appropriate Praxis tests.

Candidates may be required to take undergraduate courses when graduate courses are unavailable. These courses will not count toward a master's degree.

Candidates for Pennsylvania teaching certification must have evidence of undergraduate or graduate study in the following areas:

- 6 credits of college level mathematics
- 3 credits of general biology
- 3 credits of physical science (physics or chemistry)
- 3 credits of U.S. history
- 3 credits of economics
- 3 credits of environmental/earth or space science
- 6 credits of English
- 3 credits of instructional technology
- 3 credits of educational psychology

Directions for completing graduate endorsement forms for elementary and special education certification:

The candidate must initiate this process.

The endorsement form is available online at: <http://www.cup.edu/education>

1. Complete the endorsement form with name and date of program completion.
2. Obtain the application for certification online at:
<http://www.teaching.state.pa.us/teaching/cwp/view.asp?A=15&Q=34317>.
3. Complete and return to the dean's office.

Program Coordinators

Dr. Katherine Mitchem
724-938-6039
mitchem_k@cup.edu

Jane Bonari
724-938-4135
bonari@cup.edu

Graduate Faculty

Jane Bonari, M.Ed., California University of Pennsylvania, program coordinator; specializes in Mathematics Education

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

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

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

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

William Hug, Ph.D., specializes in Science Education and Research

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

Regis Lazor, M.Ed., University of Delaware, specializes in Applied Behavior Analysis

Beverly Melenzyer, Ed.D., Indiana University of Pennsylvania, specializes in Curriculum and Instruction

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

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

John W. Shimkanin, Ph.D., Pennsylvania State University, specializes in Science Education

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

John R. Vargo, M.A., West Virginia University, specializes in Reading Education

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

Exercise Science and Health Promotion

Master of Science

Credits: 30

Program Description

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

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

1. Wellness and fitness
2. Performance enhancement and injury prevention
3. Rehabilitation science
4. Sport psychology

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

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

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

Delivery Mode

100 percent online

Admissions Criteria

- Graduate School Application plus \$25 nonrefundable application fee
- Official transcripts/baccalaureate degree from an accredited institution
- Applicants must be a fitness, health, exercise science or wellness professional, health educator, coach or military personnel or be certified, licensed or registered in one of the following: athletic training, physical therapy,

occupational therapy, nutrition, physician assistant, nursing, chiropractic or other similar health care profession.

- Minimum overall undergraduate 2.75 GPA (candidates in the 2.50-2.75 range will be considered if they submit two professional letters of recommendation)
- Submission of a resume or curriculum vitae listing three references
- Applicants *may* be contacted for a phone or e-mail interview with the program coordinator to determine success in a web-based learning environment.

Curriculum

Core Courses (required for all tracks):

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

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

Wellness and Fitness Track

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

Performance Enhancement and Injury Prevention Track

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

Rehabilitation Science Track

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

Sport Psychology Track

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

Program Contact Information

Wellness and Fitness: fitness@cup.edu

Sport Performance Enhancement: sportperform@cup.edu

Rehabilitation Science: rehabscience@cup.edu

Sport Psychology: sportpsych@cup.edu

Or call 1-866-595-6348 or visit <http://www.cup.edu/go>

Global Online Department Website

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

Application Questions

School of Graduate Studies and Research

California University of Pennsylvania

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California, PA 15419

724-938-4187

<http://www.cup.edu/graduate>

Graduate Faculty

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

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

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

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

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

Chris T. Harman, Assistant Professor; Ed.D., Oklahoma State University; ATC, M.S., Indiana University; B.S., University of Vermont

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

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

Margaret A. Marcinek, Professor; Ed.D., West Virginia University; M.S.N., University of Maryland; R.N.

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

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

Brian Oddi, Instructor; M.S., California University of Pennsylvania

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

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

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

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

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

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

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

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

Legal Studies: Criminal Justice

Master of Science, Criminal Justice Track

Credits: 36-37

Program Description

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

Delivery Mode

100 percent online

Admissions Criteria

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

Curriculum

Core Courses: 12 Semester Hours

Course Names	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

Option A: Thesis Option

Core Courses: 24-25 Semester Hours

Course Names	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
PCJ 751: Executive Protection and the Law	3
PCJ 752: Digital Imaging, Forensic Photography and the Law	3
PCJ 755: Polygraph and Lie Detection	3
AST 700: U.S. Homeland Security	3
AST 740: Terrorism, Threat and Vulnerability Analysis and Protection	3

Course Names	Credits
AST 760: Biological, Chemical, Nuclear and WMD Threats in Homeland Security	3
AST 780: Intelligence Practice in Homeland Security	3
LAW 605: Law and Police Process	3
LAW 606: Law, Punishment and Corrections	3
LAW 607: Law and Criminal Conduct	3
LAW 702: Law, Science and Forensic Applications	3
LAW 730: Independent Study in Law and Public Policy	3
RES 849: Thesis	4

Option B: Non-Thesis Option

Criminal Justice Courses: 24 Semester Hours

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

Program Coordinator

Dr. Charles Nemeth
 724-597-7400
 Fax 724-597-7402
 nemeth@cup.edu

Department Website

<http://www.cup.edu/graduate/crj>

Application Questions

School of Graduate Studies and Research
California University of Pennsylvania
Dixon Hall
250 University Ave.
California, PA 15419
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Graduate Faculty

- **Charles P. Nemeth**, J.D., Ph.D., LL.M., Program Coordinator, specializes in legal system ethics, appellate legal practice and private sector justice. An author and legal consultant, he is a recognized scholar on issues involving law and morality. Dr. Nemeth has been a practicing attorney for nearly 25 years and is a member of the New York, Pennsylvania and North Carolina bars. He is an internationally recognized scholar with more than three dozen books in print.
- **Edward Bogats**, B.S., M.S., is police chief of Bridgeville, Pa. He holds a Bachelor of Arts degree from Point Park College and a Master of Science degree from Carnegie Mellon University.
- **Lisa Burkart-Uva**, M.A., J.D., was an investigator for the City of Pittsburgh in the areas of police officer misconduct, citizen complaints and Internal Police Bureau matters. She previously held positions with the City of Pittsburgh Law Department and the Allegheny County District Attorney's Office.
- **Michael M. Dawida**, B.A., J.D., served in the Pennsylvania House of Representatives from 1979-89, the Pennsylvania Senate from 1989-96, and on the Allegheny County Board of Commissioners from 1996-2000.
- **Brian Kohlhepp**, B.A., M.A., is currently a detective in the Ross Township (Pa.) Police Department, functioning as the primary investigator in the Forensic Investigation Unit. Detective Kohlhepp has conducted forensic investigations and has processed crime scenes ranging from criminal homicide and sexual assault to burglary and theft. This includes extensive work in forensic photography, DNA and latent prints, as well as serology, trace evidence and impression evidence. Detective Kohlhepp has more than 700 hours of specialized training in various policing subjects. His professional memberships include the International Association of Identification, National Tactical Officers Association, Pennsylvania Narcotics Association, North Hills Boroughs and Townships Police Association, and Fraternal Order of Police.
- **Jeffrey S. Magers**, Ed.D., previously taught in the Southern Police Institute, Department of Justice Administration at the University of Louisville; the Criminal Justice Department at Stephen F. Austin State University in Nacogdoches, Texas; and the State University of New York, College at Brockport in Rochester, N.Y. Dr. Magers retired as a captain with the Jefferson County Police Department in Louisville, Ky., where he served in various positions in the Patrol Division, the Violent Crimes Unit, the Metro Narcotics Unit, and the Crisis and Hostage Negotiations Unit; he also served as commander of the Training Academy. He was commanding a patrol division when he retired. Dr. Magers served in the U.S. Army and Army Reserve, retiring as a lieutenant colonel.

- **Professor William “Bill” Morgan, J.D.**, retired in 2006 after 21 years with the Connecticut State Capitol Police, where he rose from patrol officer to chief of police. During his six years as chief, the department achieved national accreditation twice by the Commission on Accreditation for Law Enforcement Agencies Inc. He has taught both in the classroom and online since 2007, developing online courses for both undergraduate and graduate programs in criminal justice. He graduated from the FBI National Academy in 1999, the Quinnipiac College School of Law in 1998 and the University of New Haven in 1982. He has received numerous awards from his service to the state.
- **Bryan Scyphers, B.S., M.S.**, has served as an intermittent federal employee with the National Disaster Medical System/U.S. Department of Health and Human Services, as a safety officer, planning section chief, operations section chief, paramedic and training officer, for the NC1 Disaster Medical Assistance Team (DMAT) and the National Medical Response Team-WMD-East (NMRT-E). He is a founding member of the U.S. Department of Homeland Security. The DMAT is deployed to provide medical care to disaster victims in the U.S. and its territories. The NMRT-E team serves as one of three federal medical teams deployed to provide medical care with decontamination services for persons exposed to chemical, biological, nuclear and radiological materials. Often, the team responds to national special security events and provides support and force protection for the FBI, U.S. Secret Service and government officials, in collaboration with the Department of Homeland Security and the Department of Defense.
- **Christina A. Toras, M.A., J.D.**, served a 15-year term as general counsel for 84 Lumber Company, Nemaocolin Woodlands Resort and all Hardy family-owned companies. She is currently an assistant professor in California University of Pennsylvania’s Graduate Legal Studies Department and also serves as a special arbitrator for the Arbitration Division of the Allegheny County Court of Common Pleas.
- **Martin J. Zaworski, M.S., Ph.D.**, has a range of experience in homeland security. He was a consulting research scientist in the areas of homeland security and justice for the Space and Naval Warfare Systems Command (SPAWAR – Charleston), and performed information sharing research for the National Institute of Justice. He also developed the technology assessment model and worked on the team evaluating a vulnerability assessment and risk-analysis enabling technology deployed by the Department of Homeland Security, Office for Domestic Preparedness as a prototype in the Port Authority of New York and New Jersey.

Legal Studies: Homeland Security

Master of Science

Credits: 36-37

Program Description

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

Program Objectives

- Develop strategies, plans and programs to prevent terrorist attacks within the United States and reduce America's vulnerability to terrorism
- Build the organizational arrangements needed to strengthen homeland security (HS), including local/state/federal, civil-military and interagency cooperation
- Help government leaders make immediate as well as longer-term improvements in HS preparedness by having their students conduct policy development work on "real world," actionable opportunities for progress

Delivery Mode

100 percent online

Admissions Criteria

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

Curriculum

Core Curriculum (15 credits):

Course Name	Credits
LAW 600: Law and Public Policy	3
LAW 601: Law and Ethics	3
LAW 602: Law, Civil Liberties and the Constitution	3
LAW 603: Law and Legal Method	3
LAW 700: Law and the International Community	3

Homeland Security Track (12 credits):

Course Name	Credits
AST 700: U.S. Homeland Security	3

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

Homeland Security Electives (9-10 credits):

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

Program Coordinator

Dr. Charles Nemeth
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Department Website

<http://www.cup.edu/graduate/homeland>

Application Questions

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<http://www.cup.edu/graduate>

Graduate Faculty

Some of the graduate faculty are as follows:

- **Charles P. Nemeth, J.D., Ph.D., LL.M.**, Program Coordinator, specializes in legal system ethics, appellate legal practice and private sector justice. An author and legal consultant, he is an internationally recognized scholar on

issues involving law and morality. He has more than three dozen books in print. Dr. Nemeth has been a practicing attorney for nearly 25 years and is a member of the New York, Pennsylvania and North Carolina bars.

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- **Lisa Burkart-Uva**, M.A., J.D., was an investigator for the City of Pittsburgh in the areas of police officer misconduct, citizen complaints and internal police bureau matters. She previously held positions with the City of Pittsburgh Law Department and the Allegheny County District Attorney's Office.
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- **Bryan Scyphers**, B.S., M.S., has served as an intermittent federal employee with the National Disaster Medical System/U.S. Department of Health and Human Services and as a safety officer, planning section chief, operations section chief, paramedic and training officer for the NC1 Disaster Medical

Assistance Team (DMAT) and the National Medical Response Team-WMD-East (NMRT-E). He is a founding member of the U.S. Department of Homeland Security. The DMAT is deployed to provide medical care to disaster victims in the U.S. and its territories. The NMRT-E team serves as one of three federal medical teams deployed to provide medical care with decontamination services for people exposed to chemical, biological, nuclear and radiological materials. Often, the team responds to national special security events and provides support and force protection for the FBI, U.S. Secret Service and government officials, in collaboration with the Department of Homeland Security and the Department of Defense.

- **Christina A. Toras**, M.A., J.D., served a 15-year term as general counsel for 84 Lumber Company, Nemaquin Woodlands Resort and all Hardy family-owned companies. She is currently an assistant professor in California University of Pennsylvania's Graduate Legal Studies Department and also serves as a special arbitrator for the Arbitration Division of the Allegheny County Court of Common Pleas.
- **Martin J. Zaworski**, M.S., Ph.D., has a range of experience in homeland security. He was a consulting research scientist in the areas of homeland security and justice for the Space and Naval Warfare Systems Command (SPAWAR – Charleston), and performed information sharing research for the National Institute of Justice. He also developed the technology assessment model and worked on the team evaluating a vulnerability assessment and risk-analysis enabling technology deployed by the U.S. Department of Homeland Security, Office for Domestic Preparedness as a prototype in the Port Authority of New York and New Jersey.

Legal Studies: Law and Public Policy

Master of Science, Law and Public Policy Track

Credits: 36-37

Program Description

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

At the completion of the program students will be able to:

- Interpret and analyze legal materials such as case law and statutory materials;
- Explain the public policy legal materials such as case and statutory materials;
- Frame legal issues for specific legal dilemmas;
- Weigh and evaluate legal arguments, legal remedies in a particular dilemma; and
- Conduct legal research on diverse topical coverage in law.

Delivery Mode

100 percent online

Admissions Criteria

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

Curriculum

Core Curriculum (12 credits):

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

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

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

Program Coordinator

Dr. Charles Nemeth

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Department Website

<http://www.cup.edu/graduate/legal>

Application Questions

School of Graduate Studies and Research

California University of Pennsylvania

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Graduate Faculty

Some of the graduate faculty are as follows:

- **Charles P. Nemeth**, J.D., Ph.D., LL.M., Program Coordinator, specializes in legal system ethics, appellate legal practice and private sector justice. An author and legal consultant, he is an internationally recognized scholar on issues involving law and morality, and has more than three dozen books in print. Dr. Nemeth has been a practicing attorney for nearly 25 years and is a member of the New York, Pennsylvania and North Carolina bars.
- **Edward Bogats**, B.S., M.S., is police chief of Bridgeville, Pa. He holds a Bachelor of Arts degree from Point Park College and a Master of Science degree from Carnegie Mellon University.

- **Lisa Burkart-Uva, M.A., J.D.**, was an investigator for the City of Pittsburgh in the areas of police officer misconduct, citizen complaints and Internal Police Bureau matters. She previously held positions with the City of Pittsburgh Law Department and the Allegheny County District Attorney's Office.
- **Michael M. Dawida, B.A., J.D.**, served in the Pennsylvania House of Representatives from 1979-89 and the Pennsylvania Senate from 1989-96 and on the Allegheny County Board of Commissioners from 1996-2000.
- **Brian Kohlhepp, B.A., M.A.**, is currently a detective at the Ross Township (Pa.) Police Department, functioning as the primary investigator in the Forensic Investigation Unit. Detective Kohlhepp has conducted forensic investigations and has processed crime scenes ranging from criminal homicide and sexual assault to burglary and theft. This includes extensive work in forensic photography, DNA and latent prints, as well as serology, trace evidence and impression evidence. Detective Kohlhepp has more than 700 hours of specialized training in various policing subjects. His professional memberships include the International Association of Identification, National Tactical Officers Association, Pennsylvania Narcotics Association, North Hills Boroughs and Townships Police Association, and Fraternal Order of Police.
- **Jeffrey S. Magers, Ed.D.**, previously taught in the Southern Police Institute, Department of Justice Administration at the University of Louisville; the Criminal Justice Department at Stephen F. Austin State University in Nacogdoches, Texas; and the State University of New York, College at Brockport in Rochester, NY. Dr. Magers retired as a captain with the Jefferson County Police Department in Louisville, Ky., where he served in various positions in the Patrol Division, Violent Crimes Unit, Metro Narcotics Unit and Crisis and Hostage Negotiations Unit, and also served as commander of the Training Academy. He was commanding a patrol division when he retired. Dr. Magers served in the U.S. Army and Army Reserve, retiring as a lieutenant colonel.
- **William "Bill" Morgan, J.D.**, retired in 2006 after 21 years with the Connecticut State Capitol Police, where he rose from patrol officer to chief. During his six years as chief of police, the department achieved national accreditation twice by the Commission on Accreditation for Law Enforcement Agencies Inc. He has taught both in the classroom and online since 2007, developing online courses for both undergraduate and graduate programs in criminal justice. He graduated from the FBI National Academy in 1999, Quinnipiac College School of Law in 1998 and the University of New Haven in 1982. He has received numerous awards for his service to the state.
- **Bryan Scyphers, B.S., M.S.**, has served as an intermittent federal employee with the National Disaster Medical System/U.S. Department of Health and Human Services and as a safety officer, planning section chief, operations section chief, paramedic and training officer for the NC1 Disaster Medical Assistance Team (DMAT) and the National Medical Response Team-WMD-East (NMRT-E). He is a founding member of the U.S. Department of Homeland Security. The DMAT is deployed to provide medical care to disaster victims in the U.S. and its territories. The NMRT-E team serves as one of three federal medical teams deployed to provide medical care with decontamination services for people exposed to chemical, biological, nuclear and radiological materials. Often, the team responds to national special security events and provides support and force protection for the FBI, U.S.

Secret Service and government officials, in collaboration with the Department of Homeland Security and the Department of Defense.

- **Christina A. Toras**, M.A., J.D., served a 15-year term as general counsel for 84 Lumber Company, Nemaquin Woodlands Resort and all Hardy family-owned companies. She is currently an assistant professor in California University of Pennsylvania's Graduate Legal Studies Department and also serves as a special arbitrator for the Arbitration Division of the Allegheny County Court of Common Pleas.
- **Martin J. Zaworski**, M.S., Ph.D., has a range of experience in homeland security. He was a consulting research scientist in the areas of homeland security and justice for the Space and Naval Warfare Systems Command (SPAWAR – Charleston), and performed information sharing research for the National Institute of Justice. He also developed the technology assessment model and worked on the team evaluating a vulnerability assessment and risk-analysis enabling technology deployed by the U.S. Department of Homeland Security, Office for Domestic Preparedness as a prototype in the Port Authority of New York and New Jersey.

Mentally/Physically Handicapped

Master of Education

Credits: 33-51

Accreditation

National Council for Accreditation of Teacher Education (NCATE)

Program Description

The Master of Education in mentally/physically handicapped consists of four tracks:

- **Track A (33 credits):** For those who already hold an instructional/teaching certificate in any area, but not Pennsylvania certification in special education.
- **Track B, Autism Spectrum Disorders/ASD (33 credits):** For those who already hold certification in mentally and/or physically handicapped or any single-category area of special education.
- **Track C (48 credits):** For those without a teaching certificate but who are now working with, or have worked with, handicapped children or adults in either a community or an institutional setting. Track C leads to both Pennsylvania certification and a master's degree. Graduate students who will student teach will be required to meet all requirements as are currently in place.
- **Track D (51 credits):** For those without a teaching certificate who would like to earn dual certification in elementary and special education. Track D leads to Pennsylvania certification in elementary education and special education and a master's degree. Graduate students who will student teach will be required to meet all requirements as are currently in place.

Certification

A certification-only program is available for those holding another certification

Delivery Mode

Traditional and online

Admissions Criteria

- Minimum overall undergraduate 3.00 GPA (or 3.00 GPA by calculation of last 48 credits earned)
- Graduate School Application plus \$25 nonrefundable application fee
- Official transcripts
- Passing scores on Praxis I exam
- Current Act 34, 151 and 114 (fingerprint) clearances

Curriculum

Track A: (* designates a requirement)

Major Area: 33 credits

Course Name	Credits
*ESP 501: Introduction to Exceptionality	3

Course Name	Credits
*ESP 701: Introduction to Behavior Analysis	3
*ESP 739: Field Experience in Special Education	3
*ESP 502: Life Skills Planning and Instruction	3
*ESP 503: Assessment and Prescriptive Teaching	3
*ESP 504: Curriculum and Methods I: Reading and Language Arts	3
*ESP 505: Curriculum and Methods II: Math and other Content Areas	3
*ESP 506: Transition Planning and Instruction	3
*ESP 712: Seminar on Trends and Issues or Approved Elective	3
*ESP 719: Internship	3

Research:

Course Name	Credits
*ESP 800: Seminar in Advanced Behavior Analysis and Research Design	3

Track B: (* designates a requirement)

Major Area: 12 credits

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

Electives: 18 credits

(Required at the graduate level unless foundational content or certification in mentally/physically handicapped completed at the undergraduate level)

Course Name	Credits
ESP 701: Introduction to Behavior Analysis	3
ESP 502: Life Skills Planning and Instruction	3
ESP 503: Assessment and Prescriptive Teaching	3
ESP 504: Curriculum and Methods I: Reading and Language Arts	3
ESP 505: Curriculum and Methods II: Mathematics and Other Content Areas	3

Remaining electives to total 18 credits:

Course Name	Credits
ESP 712: Seminar on Trends and Issues	3
ESP 732: Seminar in Administration and Supervision	3

Course Name	Credits
ESP 735: Seminar in Education of the Gifted	3
ESP 737: Seminar on Legislation/Litigation	3
ESP 739: Field Seminar in Special Education	3
ESP 506: Transition Planning and Instruction (if not previously taken)	3

Research: 3 credits

Course Name	Credits
*ESP 800: Seminar in Adv. Behavior Analysis and Research Design	3

Total of 33 graduate credit hours (36 required if all foundational content is needed) required for the master's degree with specialization in ASD.

Track C: (* designates a requirement)

Major Area: 36 credits

Course Name	Credits
*ESP 501: Introduction to Exceptionality	3
*ESP 701: Introduction to Behavior Analysis	3
*ESP 739: Field Experience in Special Education	3
*ESP 502: Life Skills Planning and Instruction	3
*ESP 503: Assessment and Prescriptive Teaching	3
*ESP 504: Curriculum and Methods I: Reading and Language Arts	3
*ESP 505: Curriculum and Methods II: Math and Other Content Areas	3
*ESP 506: Transition Planning and Instruction	3
*ESP 712: Seminar on Trends and Issues or Approved Elective	3
*ESP 720: Internship/Student Teaching	9

Professional Education: 9 credits of education psychology as approved by adviser

Course Name	Credits
EDP 605: Philosophy of Education	3
EDP 606: Gen. History of Education	3
EDP 624: Character Education	3
EDP 663: Computer Assisted Instruction	3
GMA 786: Computer Science for Teachers	3
PSY 702: Psychopathology	3
PSY 711: Adv. Ed. Psychology	3
PSY 712: Adv. Psych. of Learning	3

Course Name	Credits
PSY 713: Psych. Growth and Develop	3
PSY 720: Neuropsychology	3
PSY 752: Fundamentals of School Psychology	3

Research 3 credits:

Course Name	Credits
*ESP 800: Seminar in Adv. Behavior Analysis and Research Design	3

Note: Track C students must take 9 credits of ESP 720 Student Teaching

Track D:

Professional Education (21 credits):

Course Name	Credits
ESP 501: Introduction to Exceptionality	3
ESP 502: Life Skills Planning and Instruction	3
ESP 503: Assessment and Prescriptive Teaching	3
ESP 701: Introduction to Behavior Analysis	3
ESP 720: Internship/Student Teaching	9

Professional Specialization (27 credits):

Course Name	Credits
EDE 702: Instructional Strategies	3
ESP 739: Field Experience (1/2 and 1/2)	3
EDE 708: Teaching Reading	3
EDE 715: Teaching Language Arts	3
ESP 504: Curriculum and Methods I	3
EDE 716: Teaching Social Studies	3
EDE 718: Teaching Mathematics	3
EDE 731: Expressive Arts	3
EDE 740: Teaching Science	3

Research (3 credits):

Course Name	Credits
ESP 800: Seminar in Adv. Behavior Analysis and Research Design	3

Program Coordinator
 Dr. Katherine Mitchem
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Application Questions

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Graduate Faculty

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

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

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

Regis Lazor, M.Ed., University of Delaware; specializes in Applied Behavior Analysis

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

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

Mentally/Physically Handicapped Autism Spectrum Disorders

Certificate of Advanced Study

Credits: 12

Program Description

The certificate of advanced study in autism spectrum disorders directly addresses the needs of today's educators and professionals who are working with individuals with autism spectrum disorders (ASD) throughout the lifespan. The proposed certificate provides specialized preparation of teachers 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.

Delivery Mode

100 percent online

Admissions Criteria

- Minimum overall undergraduate 3.00 GPA
- Graduate School Application plus \$25 nonrefundable application fee
- Official transcripts
- Teaching certificate*
- Current Act 34, 151 and 114 (fingerprint) clearances

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

Curriculum

Required Courses

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

Program Coordinator

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

Nursing Administration and Leadership

Master of Science

Credits: 30

Program Description

The nursing administration and leadership program leads to a Master of Science in nursing (MSN) degree. It is designed to prepare nurses for administrative and leadership positions in a variety of health care settings. The courses blend theory and practice in management, organization, delivery systems of patient care, human resource management, legal and ethical practice, and health care finance. The program culminates with a practicum in nursing administration, and students work with a nurse administrator in their area of interest. The MSN program was designed using standards developed by the American Association of Colleges of Nursing (AACN) and built upon Cal U's undergraduate RN-BSN program. Upon completion of the program, graduates will be eligible academically to take the national certification exam for nurse administration offered by the American Nurses Credentialing Center (ANCC).

Delivery Mode

The MSN program is a part-time, web-based degree program offering courses completely online and will include opportunities for live video/audio conference with faculty and students. Students take two 3-credit courses consecutively in one term. The 6-credit practicum course is taken in the final summer session.

Accreditation

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

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

Admissions Criteria

1. Graduate School Application plus \$25 nonrefundable application fee
2. Official transcripts
3. BSN from NLNAC or CCNE accredited program
4. Minimum undergraduate 3.00 GPA on all previous coursework or the last 60 credits completed
5. Prerequisites:
 - Undergraduate course in nursing leadership (3 credits)
 - Undergraduate course in nursing research (3 credits)
 - Undergraduate course in statistics (3 credits)

6. Three professional references – two from employers and one from nursing faculty who interacted either academically or professionally with the applicant within the last five years.
7. Current license as a registered nurse
8. Current complete resume with position titles and dates of employment.
9. A personal statement describing interest in advanced nursing education and career goals related to the program track.
10. A telephone or e-mail interview with the MSN in nursing administration and leadership program coordinator and completion of the “Is Online Learning for Me” online test to determine the applicant’s potential for success in the web-based learning environment.

Curriculum

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

Program Coordinator

Dr. Mary A. O’Connor
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Graduate Faculty

Joan Clites, Ed.D., West Virginia University

Cheryl Hettman, Ph.D., University of Pittsburgh

Mary A. O’Connor, Ph.D., University of Pittsburgh

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

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

Reading Specialist

Master of Education

Credits vary according to program plan

Reading Specialist Certification Only

Without Master of Education degree

Accreditation

National Council for Accreditation of Teacher Education (NCATE)

Pennsylvania Department of Education

Program Description

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

The reading specialist program offers Plan A or Plan B, or earn a Master of Education degree and advanced certification on the Pennsylvania teaching certificate.

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

Plan B requires 36 credits of coursework. Plan B will prepare students for work in the classroom by strengthening instructional skills and theoretical orientation. It will also prepare them for the role of a reading specialist who may serve as a resource person to schools in addition to assessing and planning instruction to assist children and adults in the development of literacy skills.

The reading specialist program offers Plan C to earn advanced certification on the Pennsylvania teaching certificate only.

Plan C requires 30 credits of coursework.

All plans require successful completion of a reading specialist comprehensive examination to be taken during the last semester of coursework.

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

Delivery Mode

Traditional courses are offered as well as hybrid courses that include a combination of tradition and online components

Admissions Criteria

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

Curriculum

Core Requirements (24 credits):

Course Name	Credits
RSP 700: Foundations of Literacy – Theory and Instruction	3
*RSP 702: Diag. and Treat. of Reading Problems	3
*RSP 703: Practicum: Diagnostic Case Studies	3
*RSP 704: Practicum: Remedial Case Studies	3
RSP 705: Psychology of Reading	3
RSP 734: Content Area Read in Middle/Sec. Schools	3
RSP 706: Adult Literacy	3
EDE 737: Literature and Literacy K-12	3

* Indicates courses with required prerequisites
(RSP 700 must be completed prior to registering for RSP 702)
(RSP 702 must be completed prior to registering for RSP 703 and 704)

Educational Research (3 credits required):

Course Name	Credits
RES 800: Methods of Research	3

Educational Research Electives (choose 3 credits)

Not required for certification only:

Course Name	Credits
EDP 600: Statistical Methods	3
EDE 706: Evaluation and Measurement	3
EDP 656: Computer Oriented Research	3

Research with adviser's approval:

Course Name	Credits
RES 829: Research Project OR	2
RES 849: Master's Thesis	4

Related Courses unless certification only (3 credits required):

Course Name	Credits
EDE 701: Development and Organization of Curriculum	3

*Related Course Elective (choose 3 credits)
Not required for certification only:*

Course Name	Credit
EDE 700: Foundation and History American Education	3
EDE 715: Teaching of Language Arts	3
PSY 711: Advanced Educational Psychology	3
PSY 712: Advanced Psychology of Learning	3
PSY 713: Psychology of Growth and Development	3
PSY 720: Neuropsychology of Learning Disorders	3
EDP 663: Computer Assisted Instruction	3
ESP 501: Introduction to Exceptionality	3

Program Coordinator

Dr. Connie J. Armitage
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Department Website

<http://www.cup.edu/graduate/readingspecialist>

Application Questions

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Graduate Faculty

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

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

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

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

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

John R. Vargo, M.A., West Virginia University; specializes in Reading Education

School Psychology

Master of Science

Credits: 36+ (31 additional for post-master's certificate in school psychology)

Accreditation

National Council for Accreditation of Teacher Education (NCATE)

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

Certification

Post-master's certificate in school psychology

Program Description

The school psychology program offers graduate study leading to a Master of Science degree and/or a post-master's certificate in school psychology. The program is built on a respect for human diversity and does not discriminate in its practices or policies based on race, color, national origin, gender, sexual orientation, disability, age, religion or ethnic background. Professional skills emphasized include psychological assessment, consultation, counseling, behavioral interventions and research/evaluation. The program operates a School Psychology Clinic on campus that serves as a training facility for graduate students.

Delivery Mode

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

Admissions Criteria

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

Admission to the Certification Program

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

Curriculum

Master of Science Courses (36 credits)

Area I – Psychological and Educational Foundations

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

Area II – Psychological Methods and Techniques

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

Area III – School Programs and Organization

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

Area IV – Research

Course Name	Credits
PSY 767: Research Methods in Psychology	3
PSY 766: Psychological Statistics	3
PSY 796: Seminar in Analysis of Research in School Psychology OR PSY 849: Thesis Option (see student manual)	3

Specialist Certificate Courses (31-37 credits)

Area II – Psychological Methods and Techniques

Course Name	Credits
PSY 722: Individual Psychological Evaluation I	3
PSY 723: Individual Psychological Evaluation II	3
PSY 724: Practicum in School Psychology	3
PSY 734: Assessment of Personality and Behavior I	3
PSY 742: Techniques of Counseling and Psychotherapy with Practicum	3
PSY 756: Consultation and Group Processes	3

Area V – Professional School Psychology

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

For initial certification, students must have:

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

*These credits may be graduate or undergraduate credits

Program Coordinator

Dr. Kirk John
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Department Website

<http://www.cup.edu/graduate/schoolpsy/index.jsp>

Application Questions

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Graduate Faculty

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

Holiday Adair, Ph.D., University of Akron

Angela Bloomquist, Ed.D., Indiana University of Pennsylvania

Richard Cavasina, Ed.D., West Virginia University

Gail Ditkoff, Ph.D., State University of New York at Albany

Sam Lonich, M.S., California University of Pennsylvania

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

Elizabeth Mason, Ph.D., Ball State University

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

Carrie Rosengart, Ph.D., University of Georgia

Richard Scott, Ph.D., University of Tennessee

Linda Toth, Ed.D., West Virginia University

Secondary Education

Master of Arts Teaching: Secondary Education

Credits: 30

Advanced Studies in Secondary Education (Online)

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

Delivery Mode

100 percent online

Advanced Studies in Secondary Education (Online)

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

- Teachers are committed to students and their learning.
- Teachers know the subjects they teach and how to teach those subjects to students.
- Teachers are responsible for managing and monitoring student learning.
- Teachers think systematically about their practice and learn from experience.
- Teachers are members of learning communities.

Admissions Criteria

- Official transcripts
- Minimum overall undergraduate 3.00 GPA (or 3.00 in last 48 credits)
- Graduate School Application plus \$25 nonrefundable application fee
- Current resume
- Three professional reference contacts (name, position, address, phone number, e-mail)
- Copy of valid teaching certificate
- A minimum score of 388 on the Miller Analogies Test

Curriculum: Advanced Studies in Secondary Education

Semester 1 (Fall)

Course Name	Credits
MSE 740: Advanced Instructional Technology	3

Course Name	Credits
MSE 755: Constructivists Instructional Strategies	3

Semester 2 (Spring)

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

Semester 3 (Summer)

Course Name	Credits
MSE 745: Advanced Classroom Management	3
MSE 765: Curriculum Design	3

Semester 4 (Fall)

Course Name	Credits
MSE 770: Differentiating Instruction	3
MSE 725: Action Research in Secondary Education	3

Semester 5 (Spring)

Course Name	Credits
MSE 780: Assessment of Learning	3
MSE 760: Reflective Practitioner OR	3
MSE 790: Research Thesis in Secondary Education	3

Program Coordinator

Joseph Zisk, Ed.D.
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Department Website

<http://www.cup.edu/graduate/mat>

Application Questions

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Graduate Faculty

Joseph Zisk, Ed.D., Temple University; Program Coordinator

Keith Hepner, Ed.D., University of Pittsburgh

Marcia Hoover, Ed.D., West Virginia University

Connie Monroe, Ph.D., University of Dayton

Master of Arts: Certification and Master's Degree

Master of Arts, Initial Teacher Certification

Credits: 36

Accreditation

National Council for Accreditation of Teacher Education (NCATE)

Program Description

The initial teacher certification track provides teachers initial certification in the following areas: art K-12, biology 7-12, chemistry 7-12, communications 7-12, earth science 7-12, English 7-12, foreign language K-12 (French or Spanish), mathematics 7-12, physics 7-12 and social studies 7-12. It is designed for individuals with a background in each area or those individuals wishing to make a career change into secondary teaching.

However, anyone can be admitted regardless of previous degree.

This program is designed for practicing professionals who wish to become certified teachers in their chosen fields of study, such as a chemist becoming a chemistry teacher, or a history major becoming a social studies teacher. However, many of the students enrolled in the program are becoming certified in areas not related to their undergraduate work. In this program, you may apply for your Pennsylvania teacher certification at the completion of student teaching. During the program, you may apply for a Pennsylvania intern certificate if you have a school district willing to hire you full time. Contact the program director for more information about the intern certificate.

Delivery Mode

Blended on-campus and online courses

Admissions Criteria

- Official transcripts
- Current resume
- Minimum overall undergraduate 3.00 GPA or 3.00 GPA in last 48 college credits taken
- Graduate School Application plus \$25 nonrefundable application fee
- Current Act 34, 151 and 114 (fingerprint) clearances
- Three reference letters with name, address, phone and e-mail
- Passing scores on Praxis I (Reading, Writing and Mathematics) exam

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

Curriculum:

Initial teacher certification track content requirements may vary. For example: Biology certification requires different undergraduate courses than English. Each applicant will need to compare their transcripts with required undergraduate

courses to determine what, if any, undergraduate (or graduate) content courses still need to be completed. This is done on an individual basis.

Most students will need to take one or more undergraduate courses.

Semester 1 (Fall)

Course Name	Credits
SEC 705: Orientation to Secondary Education	3
SEC 710: Secondary Instructional Strategies	3

Semester 2 (Spring)

Course Name	Credits
SEC 720: Classroom Management	3
SEC 650: Diversity in the Classroom	3

Semester 3 (Summer)

Course Name	Credits
EDF 633: Instructional Technology in Education	3
SEC 740: Research in Secondary Education	3

Semester 4 (Fall)

Course Name	Credits
SEC 750: Content Literacy in Secondary Education	3

Electives

Semester 5 (Spring)

Course Name	Credits
SEC 761: Student Teaching and School Law	9

Any Semester

Course Name	Credits
ESP 501: Introduction to Exceptionality	3

Select one of the courses below (any semester)

Course Name	Credits
PSY 711: Advanced Educational Psychology	3
PSY 712: Advanced Psychology of Learning	3
PSY 713: Psychology of Growth and Development	3

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

Program Coordinator

Dr. Joseph Zisk
724-938-4487
zisk@cup.edu

Department Website

<http://www.cup.edu/graduate/mat>

Application Questions

School of Graduate Studies and Research
California University of Pennsylvania
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Graduate Faculty

Joseph Zisk, Ed.D., Temple University; Program Coordinator

Erica Bumpers, Ph.D., Illinois State University

Keith Hepner, Ed.D., University of Pittsburgh

Marcia Hoover, Ed. D., West Virginia University

Connie Monroe, Ph.D., University of Dayton

Social Work

Master of Social Work

Credits: 44-60*

Accreditation

Council on Social Work Education (CSWE)

Program Description

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

*The 60-credit regular MSW program begins in the fall. The full-time, two-year program requires five semesters (summer included). The part-time regular track takes three years; students must register for at least six credits in the fall, spring and summer terms, are required to follow the plan for appropriate course sequencing, and must complete degree requirements within six years. The advanced standing program has 44 credits, and is designed for students with bachelor's degrees in social work from CSWE-accredited programs. It takes four semesters of full-time study (fall, spring, fall, spring). Part-time advanced standing students follow requirements for part-time students and normally finish in seven terms.

Delivery Mode

Traditional with some online offerings

Admissions Criteria

Regular Program:

- Minimum overall undergraduate 3.00 GPA (last two years of college work)
- Graduate School Application plus \$25 nonrefundable application fee
- Official transcripts from institutions attended
- Three letters of recommendation
- Personal portfolio materials
- Completion of 30 credits of upper level liberal arts work

Advanced Standing Program:

- Minimum overall undergraduate 3.00 GPA (last two years of college work)

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

Transfer Credit

A maximum of 12 credits of prior MSW course work and three credits of related graduate course work may be submitted for faculty review. Transfer credits must have been completed within six years of entrance into the program, must have a grade of B or better and must be the equivalent of any courses they replace. No credit is given for life experiences, previous work experiences or non-course credit work.

Curriculum

Regular Program (60 credits):

Course Name	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 and Services	3
*SWK 710: Policy Process and Program Design	3
*SWK 713: Social Work Research Methods	3
*SWK 714: Qualitative and Quantitative Data Analysis	3
SWK 730: First Year Practicum	4
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	5
SWK 830: Advanced Field Practicum II	6
SWK XXX: Advanced Practice Special Topic	3
SWK 840: Special Topic	3

*May be waived through examination

Advanced Standing Program (44 credits):

Course Name	Credits
SWK 707: Human Diversity	3
SWK 710: Policy Process and Program Design	3
SWK 714: Qualitative and Quantitative Data Analysis	3
SWK 715: Research, Policy and Rural SW 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	5
SWK 830: Advanced Field Practicum II	6
SWK XXX: Advanced Practice Special Topic	3
SWK 840: Special Topic	3

Advanced Practice Special Topics

Course Name	Credits
SWK 811: Practice with Aging	3
SWK 813: Practice in Health Care and Health Planning	3
SWK 814: Practice in MH/MR	3
SWK 816: Practice with Children and Youth	3

Special Topics

Course Name	Credits
SWK 815: Juvenile and Adult Justice System Practice	3
SWK 821: SW with Substance Abuse/Addictions	3
SWK 840: Special Topics (varied)	3

Field Practicum

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

Program Coordinator

Norma Thomas, DSW

724-938-1597

thomas@cup.edu

Department Website

<http://www.cup.edu/graduate/msw>

Application Questions

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<http://www.cup.edu/graduate>

Graduate Faculty

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

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

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

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

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

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

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

Sport Management Studies

Master of Science

Credits: 36

Post-Baccalaureate/Post-Master's Certificate

Credits: 12

Program Description

The sport management studies curriculum was created especially for presentation via the Internet. Sport management theory and principles are presented with streaming video, narrated PowerPoint presentations and online forums. Threaded discussion groups, chat rooms and e-mail allow the cohorts to communicate and interact, adding unique insight into the discussion. Students have the option of completing the sport management generalist track or the intercollegiate athletic administration track. Program length is approximately 13 consecutive months, with new cohorts beginning in January and July. Cohorts of approximately 30 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. A post-baccalaureate/post-master's certificate is also available in intercollegiate athletic administration or sports counseling. Students are eligible for a graduate certificate upon completion of the 12 credits of either track. Sports counseling is offered through the Counselor Education department. The intercollegiate athletic administration track has been developed in consultation with the NCAA.

Delivery Mode

100 percent online

Admissions Criteria

- Bachelor's degree from an accredited institution in sport management/administration
- Official transcripts
- Minimum overall undergraduate 3.00 GPA or 3.00 GPA in last 48 college credits taken*
- Graduate School Application plus \$25 nonrefundable application fee

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

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

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

A minimum of two student cohorts per year are accepted with approximately 30-35 students in each cohort. New cohorts begin in January and July. The MS in sport management studies offers students an option of completing the sport management track or the intercollegiate athletic administration track. Each track

requires that students complete 36 credits to meet degree requirements. The sport management track requires students to complete a 12-credit mentorship, and the intercollegiate athletic administration track requires students to complete four courses in addition to the core requirements. The course sequence for each track is listed below:

Curriculum

Core Curriculum

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

Sport Management Track (12 credits)

Course Name	Credits
SPT 799: Sport Mentorship	12

Intercollegiate Athletic Administration Track (12 credits)

Course Name	Credits
SPT 791: Sport Governance	3
SPT 792: Sport Compliance	3
SPT 793: Legal Aspects of Equity in Intercollegiate Athletics	3
SPT 794: Human Resource Strategies in Intercollegiate Athletics	3

Sports Counseling Track

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

Program Coordinator

Dr. Robert Taylor
724-938-4356
sportmgt@cup.edu

Department Website

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Application Questions

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Course descriptions can be found at:

<http://www.cup.edu/education/hsss/mssportsman/index.jsp>

Graduate Faculty

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

Herb Appenzellar, Adjunct Faculty; B.S., M.A., Wake Forest University; Ed.D., Duke University

Chris Boyd, Adjunct Faculty; B.S., William Carey College; M.S., Ph.D., University of Southern Mississippi

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

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

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

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

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

Sports Counseling

Graduate Certificate

Credits: 12

Program Description

The graduate certificate in sports counseling is fully delivered online and is designed for practicing counselors, counselors in training (post-48 credits), educators and/or other helping professionals' needs for an advanced or specialty area of training and development with the athlete population. This program will provide counselor training competencies in three core areas of study:

1. Foundations of sports counseling;
2. Contextual dimensions of sports counseling; and
3. Knowledge and skills for the practice of sports counseling.

Students will be prepared to work with youth, adolescent, young adult or adult athletes across a variety of settings.

Accreditation

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

Delivery Mode

100 percent online

Admissions Criteria

- Minimum overall undergraduate 3.00 GPA
- Graduate School Application plus \$25 nonrefundable application fee
- Official transcripts
- Either a master's or a baccalaureate degree

Program Philosophy

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

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

Note: The graduate certificate in sports counseling will not certify you as a professional counselor. You may want to check your state's licensure laws for

more information. However, the courses may be utilized for additional credits toward licensure or for continuing education credits/units (CEUs).

Curriculum

Courses

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

Program Coordinator

Dr. Taunya Tinsley, NCC, LPC
tinsley@cup.edu
724-938-5698

Department Website

<http://www.cup.edu/go/sportcounseling>

Application Questions

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Graduate Faculty

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

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

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

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

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

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

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

Superintendent Letter of Eligibility Program

Credits: 15-30

Accreditation

National Council for Accreditation of Teacher Education (NCATE)

Program Description

The superintendent letter of eligibility (SLE) program provides an opportunity for a graduate student to obtain certification in the Commonwealth of Pennsylvania as a superintendent, assistant superintendent, supervisor of curriculum and instruction, supervisor of pupil personnel services, and elementary, middle or secondary principal. 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

100 percent online

Admissions Criteria

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

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

Curriculum

15-30 credits depending on previously completed coursework. Program may be completed in 12 months of part-time study.

Sample Course Sequence:**Spring Semester:**

Course Name	Credits
SLE 701: Administration Theory, Organization and Operation	3
SLE 713: Internship	3

Summer Semester:

Course Name	Credits
SLE 704: Technology and Facilities Development	3
SLE 705: Curriculum/Instruction and Leadership/Supervision	3

Fall Semester:

Course Name	Credits
SLE 707: Strategic Planning/Policy Analysis/Board Relations	3
SLE 716: Internship	3

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

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

Students are required to complete a portfolio that can be used in measuring many of the outcomes deemed necessary to analyze desired performance levels. The portfolio review will occur during the student's last semester of coursework.

Program Coordinator

Lizbeth Gillette, Ph.D.
412-467-3038
gillette@cup.edu

Department Website

<http://www.cup.edu/graduate/sleonline>

Application Questions

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Graduate Faculty

Lizbeth Gillette, Ed.D., Department Chair, Full-time Faculty, Program Coordinator; Educational Administration and Leadership

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

Patrick Dworakowski, Ed.D., Adjunct Faculty; Superintendent, Montour School District

Todd Keruskin, Ed.D., Adjunct Faculty; Assistant Superintendent, Elizabeth Forward School District

Thomas Knight, Ed.D., Adjunct Faculty; Superintendent, Bethel Park School District

Deborah Kolonay, Ed.D., Adjunct Faculty; Superintendent, Penn-Trafford School District

Helen McCracken, Ed.D., Adjunct Faculty; Superintendent, Canon-McMillan School District

Technology Education

Master of Education

Credits: 31

Accreditation

National Council for Accreditation of Teacher Education (NCATE)

Program Description

The mission of this degree is to provide professional development to teachers and other educators in the field of technology education, providing a broad-based understanding of the field and its direction. Technology education is a vital aspect of education and promotes the development of technologically literate citizens by studying the broad spectrum of technology. In contrast, educational technology focuses on using computer technology to enhance instruction.

This degree is not intended for individuals interested in educational or instructional technology.

This program does not lead to certification. Students interested in Pennsylvania certification in technology education should contact Dr. Stanley A. Komacek at komacek@cup.edu or visit <http://www.cup.edu/go/teched>.

Program Objectives

- Develop standards-based curriculum, instruction and assessment materials
- Evaluate and synthesize literature related to the field of mathematics, science and technology education
- Develop a strategic plan for an educational program
- Research, develop and defend a grant proposal
- Evaluate the impacts and consequences of technology nationally and internationally and make informed choices
- Design, investigate, implement and evaluate a major culminating research experience
- Research and evaluate current trends in technology education (e.g., engineering education, STEM)

Delivery Mode

100 percent online

Admissions Criteria

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

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

Curriculum

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

First Term

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

Second Term

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

Third Term

Course Name	Credits
TED 704: Integrating Math, Science and Technology	3
TED 705: Technology and Sustainable Development	3

Fourth Term

Course Name	Credits
TED 725: Applied Research in STEM Education	3
TED 715: Study in Human Creativity	3

Fifth Term

Course Name	Credits
TED 718: Special Populations in Lab-Based Programs	3
TED 850: TED Major Project	4

Program Coordinator

Dr. Glenn Hider
724-938-5861
hider@cup.edu

Department Website

<http://www.cup.edu/go/teched>

Application Questions

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Graduate Faculty

Glenn Hider, Professor and Program Coordinator; A.S., B.S., State University of New York; M.S., Eastern State University; Ed.D., West Virginia University

Daniel Engstrom, Associate Professor; B.S., Millersville University; M.Ed., Bowling Green State University; Ph.D., Duquesne University

Laura Hummell, Assistant Professor; B.S., Pennsylvania State University; M.S., Old Dominion University; Ed.D., East Carolina University

Stanley Komacek, Professor; B.S., California University of Pennsylvania; M.Ed., Miami University; Ed.D., West Virginia University

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

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

Tourism Planning and Development

Master of Arts

Credits: 30

Post-Bachelor's Certificate

Credits: 18

Program Description

The online Master of Arts tourism planning and development program will prepare students for careers in tourism research, planning and development. The program will appeal to professionals within the tourism field with a commitment to lifelong learning and students with undergraduate degrees in tourism or related disciplines. "Tourism studies embraces virtually all aspects of society" (Ritchie 2003, p. 10). This field, therefore, has many disciplinary inputs, making it compatible with a variety of academic and professional experiences.

This program is structured for completion within 16 to 24 months for 30 credits. The first part of the program involves course work through distance education and the second part involves the completion of a master's thesis. Through the research completed in the thesis component of the master's program, students can develop specialized interests and expertise, having an overall knowledge of advanced principles and practices of the industry.

Post-Bachelor's Certificate

The online post-bachelor's certificate in tourism planning and development was designed with working professionals in mind who are looking to enhance their education and professional development without completing a full master's degree. This program will prepare students for careers in tourism research, planning and development. The program consists of 18 credits and can be completed in just 12 months. Upon completion of the certificate program, there is the option to apply those credits toward the completion of the revised 30-credit master's program.

Professional Affiliations

California University of Pennsylvania is affiliated through institutional memberships with the World Tourism Organization, Destination Marketing Association International, U.S. Travel Association, Association of Destination Management Executives, American Planning Association, Pacific Asia Travel Association, Pennsylvania Tourism and Lodging Association, and International Council on Hotel, Restaurant and Institutional Education.

The University is an affiliate member of the World Tourism Organization Education Council, which is composed of worldwide leading tourism education institutions. Also, the Pennsylvania Association of Convention and Visitors Bureaus, which represents officially designated destination management organizations in Pennsylvania, has officially endorsed Cal U's tourism education programs and has recognized the University as its exclusive educational partner.

Accreditation

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

The University is an affiliate member of the World Tourism Organization Education Council, which is composed of leading worldwide tourism education institutions. Also, the Pennsylvania Association of Convention and Visitors Bureaus, which represents officially designated destination management organizations in Pennsylvania, has officially endorsed California University's tourism education programs and has recognized the University as its exclusive educational partner.

Delivery Mode

100 percent online

Admissions Criteria

- Graduate School Application plus \$25 nonrefundable application fee
- Official undergraduate degree-conferred transcript(s) with a minimum overall GPA of 3.25
- Current resume
- Three letters of reference from academic or professional sources

If you do not meet the above minimum requirements, contact the program director at 1-866-595-6348 to explore an alternate means of assessment.

Curriculum

Semester 1:

Course Name	Credits
TOU 701*: Conditions of Tourism	3
TOU 709*: Statistical Applications for Tourism Analysis	3

* Courses required for the post-bachelor's certificate

Semester 2:

Course Name	Credits
TOU 711*: Tourism Impacts, Sustainability and Ethics	3
TOU 725*: GIS for Geo-Business	3

* Courses required for the post-bachelor's certificate

Semester 3:

Course Name	Credits
TOU 737*: Tourism Planning	3
TOU 742*: Destination Development, Management and Marketing	3

* Courses required for the post-bachelor's certificate

Semester 4:

Course Name	Credits
RES 800: Methods in Research	3
RES 849: Master's Thesis	9

Program Coordinator

Dr. Susan Ryan
724-938-4531 or
ryan@cup.edu

Department Website

<http://www.cup.edu/go/tourism>

Application Questions

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Graduate Faculty

Susan Ryan, Program Coordinator; Ph.D., University of Calgary

John J. Confer, Ph.D., Pennsylvania State University

Kyle Frederick, Ph.D., University of Buffalo

Swarn S. Gill, Ph.D., University of Wyoming

Chad M. Kauffman, Ph.D., University of Nebraska – Lincoln

Thomas Mueller, Ph.D., University of Illinois

Thomas P. Wickham, Ph.D., Pennsylvania State University

Academic Integrity

July 11, 2007

Policy and Procedures

From its beginnings as an academy in 1852 to its present status as a multi-purpose university, California University of Pennsylvania has endeavored to provide quality education, a preparation for life, an intellectual and moral regimen that has always emphasized responsibility, civility, and integrity. These core values must guide the university into the 21st century, serving as the foundation for all learning. As long ago as 1914, when the school became California State Normal School, it possessed a written honor code incorporating these values. Such a precedent requires our endorsement and our commitment to uphold the standards expressed in this hallowed document. Consequently, these policies and procedures have been developed to preserve academic integrity. As Leo J. O'Donovan, S.J., of Georgetown University asserts, "Academic integrity reminds us that the pursuit of intellectual truth has always been basic to the pursuit of learning, and the pursuit of learning is the *raison d'être* of the university."

California University of Pennsylvania fully embraces academic integrity, and therefore does not tolerate cheating, academic impersonation, plagiarism, improper research practices or dishonesty in publication.

Violations of academic integrity will not be ignored and will become part of the student's permanent academic record at the university.

I. Types of Academic Integrity Violations

Academic integrity may be violated by any of the following:

- A. Cheating: Cheating is the attempt to gain an improper advantage in an academic evaluation. For example, obtaining a copy of an examination before it is officially available or learning an examination question before it is officially available; copying another person's answer to an examination question; consulting an unauthorized source during an examination; and obtaining assistance by means of documentary, electronic or other aids not approved by the instructor.
- B. Academic Impersonation: The impersonation by another of one's self in class, during a test or examination, or in connection with any other type of assignment in a course is a breach of academic honesty. Both the impersonator and the individual impersonated may be charged.
- C. Plagiarism: Plagiarism is the representation of another's ideas or writing as one's own. The most obvious form of this kind of dishonesty is the presentation of all or part of another's published work as one's own. However, paraphrasing another's writing without proper acknowledgement may also be considered plagiarism. Further, to represent another's artistic or technical work or creation as one's own violates academic honesty.
- D. Improper research practices: Improper research practices include the dishonest reporting of investigative results either through fabrication or falsification; taking or using the research results of others without permission or due acknowledgement; misrepresentation of research results or the methods used; and the selective reporting or omission of conflicting

information or data to support a particular notion or hypothesis. Furthermore, all researchers have a responsibility to refrain from practices that may unfairly inhibit the research of others now or later.

- E. Dishonesty in publication: Dishonesty in publication includes the publishing of information that will knowingly mislead or deceive readers, including the false fabrication of data or information, as well as failing to credit collaborators as joint authors or listing as others who have not contributed to the work. Plagiarism is also considered a form of dishonesty in publication.

(The above definitions have been adapted with permission from the Senate Policy on Academic Honesty, August 1995, of York University.)

II. Procedures for Dealing with Charges of Violating Academic Integrity

An instructor who believes a student has violated academic integrity has an obligation to meet with the student to discuss the charge before assigning a penalty. If the instructor decides the situation warrants no penalty, the matter is concluded. If after talking with the student the instructor believes academic integrity has been violated and assigns a penalty to the student, the instructor must prepare a written record. Charges of violating academic integrity will be handled in this manner:

- A. The instructor will meet with the student to discuss the charge and will prepare a written record (on the Academic Integrity form) of the meeting to be read and signed by the student and the instructor. The instructor keeps a copy, the student keeps a copy, and the instructor sends a copy to Academic Records (or to the graduate school) to be placed in the student's permanent file. (The student's signature indicates merely that the student has read the record and has received a copy.)
- B. If the meeting with the instructor is unsatisfactory to the student, the student may appeal to the department chair within 10 working days. The department chair will then hold a meeting with both the student and the instructor present and will also prepare a written record (on the Academic Integrity form) of the meeting to be read and signed by the student, the instructor, and the chair. Each keeps a copy and the chair sends a copy to Academic Records (or to the graduate school) to be placed in the student's permanent file. (The student's signature and the instructor's signature indicate merely that each has read the record and has received a copy.)
- C. If the meeting with the department chair is unsatisfactory to the student, the student may appeal within 10 working days to the dean of the college in which the course is taught. The dean will then hold a meeting with both the student and instructor present. The dean will also prepare a written record (on the Academic Integrity form) of the meeting to be read and signed by the student, the instructor, the chair and the dean. (In the case of a graduate course, the undergraduate dean and the graduate dean will be involved, and the graduate dean will prepare the written record.) Each keeps a copy, and the dean sends a copy to Academic Records (or the graduate school) to be placed in the student's permanent file. (The signatures of the student, of the instructor and of the chair indicate merely that each has read the record and has received a copy.)
1. If the student decides to pursue the Academic Integrity appeals process to the dean, he/she forfeits the right to drop the course.

- D. If the appeal to the dean is unsatisfactory to the student, the student may appeal to the Academic Integrity Committee. Forms for this appeal may be obtained from the dean's office and must be filed within 30 days of the meeting with the dean. The dean will forward the form to the chair of the Academic Integrity Committee, who will arrange a hearing within 21 working days.
- E. When the chair of the committee receives the appeal form from the dean, he/she will immediately 1) contact the student to arrange for a hearing; 2) contact Academic Records (or the graduate school) for copies of the records of the preceding meetings; and 3) send copies of these records to all committee members.

III. Academic Integrity Committee

A. Purpose and function:

The purpose of the Academic Integrity Committee is to oversee and implement the academic integrity policy. Specifically, the committee serves as the final level in the appeal process and will render a recommendation to the provost regarding such academic integrity matters.

B. Membership and membership selection:

1. The membership will consist of one full-time tenured faculty member from each undergraduate college and one full-time tenured faculty member from the graduate school; one full-time student in good standing from each undergraduate college, and one student in good standing from the graduate school; and one representative from the Provost's Office, who will serve as chair.
 - a. One alternate for each of the above members will be selected according to the same criteria. Alternates are expected to attend all hearings.
2. Faculty members (and alternates) will be selected by the dean through the appropriate College Council. The provost will select his/her representative.
3. Appointment to the committee will be for a period of two years, and members may be re-appointed. In order to create staggered terms, half of the initial appointments will be for one year.
4. Members are expected to attend all hearings and to do whatever work is necessary for a hearing. A member may have two absences in any semester before being dismissed from the committee and replaced by the appropriate alternate. No member may participate in a final vote unless he/she has attended all hearings of the case.

C. Procedures for Hearings:

1. At the beginning of the hearing, the chair will introduce those present and see that arrangements have been made for keeping an accurate record of the proceedings.
 - a. If the student fails to appear and does not submit an acceptable excuse to the chair within 48 hours of the hearing, the student forfeits the opportunity for a hearing, and the professor's initial recommendation will stand. If the professor fails to appear and does not contact the chair within 48 hours of the hearing with an acceptable excuse, the professor

will forfeit the opportunity for a hearing, the case will be dismissed and the professor's penalty eliminated.

2. The faculty member will then present his/her case to the committee. Next, the student presents his/her case. Either party may have witnesses available. These witnesses will remain outside the hearing room until their testimony is called for.
 3. Committee members may question either party or any witness.
 4. When the chair determines that both faculty member and student have presented their cases fully, and when the committee members have completed their questioning, the chair will dismiss all those present except for the committee members who will begin their deliberations.
 5. The committee's decision will be determined by a majority vote of those present. The standard shall be that of a preponderance of the evidence.
 6. Within 10 working days, the chair will submit the committee's decision and recommendation to the provost, to the student, and to Academic Records (or to the graduate school) to be filed in the student's permanent record.
 7. Within 20 working days, the provost will inform the student and the committee of his/her decision whether or not to uphold the committee's recommendation. The provost is free to exercise his or her discretion. The provost will also send a copy to Academic Records (or to the graduate school) to be placed in the student's permanent record.
 8. If the student is found innocent of the charge of violating academic integrity, the Provost's Office will see that all paperwork relating to the charge is removed from the student's permanent record.
- D. If a student is found to have violated academic integrity, sanctions will be applied. If the professor has clearly indicated penalties for violations on a syllabus distributed at the beginning of the course, those penalties will apply, and may include penalties (a) through (d) from the list below. If the professor has not specified any penalties in the syllabus or in other appropriate circumstances where required, the provost, upon recommendation of the Academic Integrity Committee, will determine which sanction to apply from the list below.
- E. List of Sanctions:
- Any of the following may be applied:
- a. written disciplinary reprimand
 - b. a make-up assignment or examination
 - c. lower grade or failure on the assignment or exam
 - d. failure in the course
 - e. suspension from the University for a defined period
 - f. notation on transcript
 - g. withholding or rescinding a California University of Pennsylvania degree, diploma or certificate

- h. retroactive failure of the course with a transcript notation of the reason for the grade change

(The above sanctions are adapted with permission from the "Senate Policy on Academic Honesty," August 1995, of York University.)

Course Descriptions

ACC – Accounting

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

ACC 711. MANAGERIAL ACCOUNTING. 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. (3 crs.)

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

ACC 518. TAX PLANNING AND CONCEPTS. This course deals with the broad recognition of the tax effects of business decisions and a practical approach to tax planning for both individuals and corporations. (3 crs.)

ADP – Administrative Program for Principals

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

ADP 621. CURRICULUM LEADERSHIP. Among the many leadership roles and responsibilities for 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 the curriculum development process, the leadership necessary for the process and the structure needed to provide appropriate staff development. (3 crs.)

ADP 622. SUPERVISED FIELD PROJECT/CURRICULUM. Problem-solving activities and field experiences planned cooperatively with University and school district personnel are designed in the area of curriculum theory. This practice-centered approach requires students to apply their knowledge and demonstrate proficiency in those skills that contribute to effective performance as an administrator. (3 crs.)

ADP 626. INSTRUCTIONAL STRATEGIES. This course is intended to provide prospective principals with a practical and theoretical framework to aid them in directing teachers toward more effective instruction, including standards-based instruction; differentiated instructional strategies; brain-based learning; Bloom's Taxonomy of Educational Objectives for the cognitive domain; Gardner's multiple intelligences, adapting curriculum and instruction in the inclusion classrooms; and writing across the curriculum. Students culminate learning activities by designing and implementing models replicating effective instructional strategies that respond to the needs of a variety of learners. (3 crs.)

ADP 631. SCHOOL OF LAW ETHICS. The general purpose of this course is to assist students in acquiring a working and practical knowledge of school law. This course provides students with the primary sources of law to understand the impact of the law on public education. (3 crs.)

ADP 641. 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 course will include the information principals and teachers need to understand and maintain school, family and community partnerships. (3 crs.)

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

ADP 661. 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. (3 crs.)

ADP 662. SUPERVISION. The purpose of this course is to develop the student's understanding of the supervision process, the impact it has on leadership and the importance of staff supervision. (3 crs.)

ADP 664. SUPERVISED FIELD PROJECT/ADMINISTRATION LEADERSHIP. Problem-solving activities and field experiences planned cooperatively with University and school district personnel are designed

in the area of administration leadership. This practice-centered approach requires students to apply their knowledge and demonstrate proficiency in those skills that contribute to effective performance as an administrator. (3 crs.)

ADP 670. INTERNSHIP. The internship is designed to be a theory-into-practice experience where formal course work is applied in a field setting. It provides significant opportunities in the workplace to synthesize and apply the knowledge, and to practice and develop the skills identified in the program standards. (Variable crs.)

ADP 671. ELEMENTARY RESEARCH PROJECT. Students will develop a research project that makes a contribution to the student, either professionally or in an increased mastery of the subject matter. A project may pertain directly to the graduate student's own professional work, or it may be a subject suggested by course work or other pertinent interests. (2 crs.)

ADP 672. SECONDARY RESEARCH PROJECT. Students will develop a research project that makes a contribution to the student, either professionally or in an increased mastery of the subject matter. A project may pertain directly to the graduate student's own professional work, or it may be a subject suggested by course work or other pertinent interests. (2 crs.)

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

ATE – Athletic Training

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

ATE 705. 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. (3 crs.)

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

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

ATE 725. PEDAGOGICAL STUDIES IN ATHLETIC TRAINING. This seminar course allows the graduate student the opportunity to design and develop presentations based on previous knowledge and experiences in athletic training for the purpose of information delivery in multiple settings. Professor-directed peer review and content critique will follow delivery of presentations for guidance prior to integration into classroom and clinical presentations in athletic training education. (3 crs.)

ATE 745. CONTEMPORARY ISSUES IN ATHLETIC TRAINING. Administrative functions, professional relationships, facility design, professional conduct, management problems, record keeping, medical policies and procedures, physical examinations, budgetary considerations, certification and licensing. This course will discuss current trends within the profession of athletic training. In addition, the student will be involved in research in academic areas, concepts and practical ideas in the area of athletic training and sports medicine. (3 crs.)

ATE 755. INSTRUCTION AND ADMINISTRATION IN ATHLETIC TRAINING. This course provides the graduate student with a variety of experiences in teaching and administration. Commonly encountered administrative problems are examined. The students develop lesson plans, make presentations and sharpen teaching skills. Other experiences include shadowing of faculty and administrators. (3 crs.)

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

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

BUS – Business

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

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

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

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

BUS 797. RESEARCH STUDIES IN BUSINESS. A special tutorial arrangement between a graduate student and a faculty member that permits guided reading and research in management. The graduate student must submit a proposal to the program coordinator containing an outline and a brief discussion of the planned work and the name of the professor under whom the graduate student wishes to work. The proposal must be approved by the program coordinator and the department 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. (3 crs.)

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

CED – Counselor Education

CED 700. 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. (3 crs.)

CED 702. 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. (3 crs.)

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

CED 708. 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. (3 crs.)

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

CED 710. COUNSELING SKILLS AND TECHNIQUES. Graduate students develop counseling skills by learning and practicing therapeutic techniques that facilitate the 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. Prerequisites: CED 702 and 724. (3 crs.)

CED 711. PRACTICUM I. 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. Prerequisites: CED 700 or 789, 702, 724, 710, candidacy and departmental approval. (3 crs.)

CED 712. CLINICAL FIELD EXPERIENCE II. 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. Prerequisites: practicum and departmental approval. (3 crs.)

CED 713. CLINICAL FIELD EXPERIENCE III. 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 to 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, supervisors and members of a "team" dedicated to their own and their peers' growth as professionals. Prerequisites: practicum and departmental approval. (3 crs.)

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

CED 717. 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. (3 crs.)

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

CED 721. DIAGNOSIS AND COUNSELING IN 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. (3 crs.)

CED 724. 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. Prerequisite: admission to the Counselor Education program. (3 crs.)

CED 730 ADVANCED COUNSELING SKILLS AND TECHNIQUES. This course is designed for the advanced student or post-master's counseling practitioner. The skills learned in CED 710 are reinforced. Initial assessment interviews, note-taking, treatment planning and techniques specific to various theoretical perspectives are introduced. An example of some of the techniques which may be included are: relaxation training, mediation, genogram, two-chair technique, group psychodrama, dream-work, play therapy, sand tray, and art therapy techniques. Students will research various techniques, make classroom presentations and demonstrate these techniques. They will also provide information on how one gets further training or expertise. Students conduct practice counseling sessions with other students in class. Videotaping will be used for practice and critique. Students should expect to be active participants in class. (3 crs.)

CED 735 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. (3 crs.)

CED 777 STUDENT AFFAIRS SERVICES IN HIGHER EDUCATION. This course is a survey of theoretical and applied information for counselors working in a student affairs settings. Course content includes an introduction to the philosophical, legal and ethical foundations of the field of student 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. (3 crs.)

CED 778 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. (3 crs.)

CED 779 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. (3 crs.)

CED 780. 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. (3 crs.)

CED 781. 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. (3 crs.)

CED 782. ADVANCED ISSUES AND TECHNIQUES IN COUNSELING ATHLETES. This course is twofold. One, the course is designed to prepare students for 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, adolescent, young adult and adult athlete populations. Participants have an opportunity to develop and practice strategies to enhance their effectiveness in counseling this unique cultural group. This course includes field experiences with the athlete population of the students' choice. (3 crs.)

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

CED 786. 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. (3 crs.)

CED 787. INTEGRATION, COLLABORATION AND CONSULTATION. This course is intended for students who are near the end of their programs. The purpose is to integrate the materials learned and to discuss the professional topics and practices of agency and school counselors. This is done by focusing on the counselor as an ethical practitioner. Prerequisite: concurrently with practicum or Clinical Field Experience II/III. (3 crs.)

CED 788. CONTEMPORARY TOPICS IN COUNSELOR EDUCATION. 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. (1-3 crs.)

CED 789. INTRODUCTION TO COMMUNITY COUNSELING. This course is a survey of theoretical and applied information for counselors working in community settings. Course content includes an examination of community counseling as a helpful profession, an overview of the history of community counseling, the practice of community counseling, and the roles and tasks expected of community counselors. The community counseling setting, 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 community counseling, are covered. (3 crs.)

CMD – Communication Disorders

CMD 600. 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. (3 crs.)

CMD 701. LANGUAGE DISORDERS IN ADULTS. The purpose of this course is to prepare the student to provide assessment techniques and therapy to manage the language and speech problems of individuals who have suffered stroke, head trauma, dementia or other neurological disorders or injuries. (3 crs.)

CMD 702. LANGUAGE DISORDERS IN CHILDREN. The study of language disorders in children is presented. Students learn to analyze and treat disorders involving language content difficulties, language form deficits and/or pragmatic disabilities. Students obtain and analyze language samples and plan appropriate remediation of language disorders in children. (3 crs.)

CMD 703. FLUENCY DISORDERS. This course summarizes the various generations' theory concerning why people stutter and what treatment is effective. The student learns to assess the multiple overt and covert symptoms of stuttering and to plan effective treatment. (3 crs.)

CMD 705. VOICE DISORDERS. This course provides comprehensive academic and clinical training in the etiological factors, description and management of voice disorders. (3 crs.)

CMD 707. PHONOLOGY AND ARTICULATION. This course provides the graduate student with traditional views about articulation and phonology disorders, their assessment and treatment. Current assessment and management procedures will be practiced in and out of the classroom. (3 crs.)

CMD 708. NEUROLOGY. The graduate student becomes familiar with those structures and functions of the central and peripheral nervous systems that appear relevant to the comprehension and production of speech and language. Brain asymmetry in normal and brain-damaged persons, left- and right-hemisphere language abilities in split-brain patients, handedness as it relates to speech and language functioning, gender differences, disruption of language functions after brain injury or disease, the effects of aging and stress on neurological functioning, and neurologic endowment are all discussed. The central theme of this course is brain "governance" over all other body systems. (3 crs.)

CMD 711. APPLIED THERAPEUTIC PROCEDURES IN PRESCHOOL SETTING. The student participates in work in the department's preschool, where 10 normally developing children and 10 children with speech-language problems are included. Focus is on actual work with children, inclusion theory, and normal and disordered development. (1-3 crs.)

CMD 712. APPLIED THERAPEUTIC PROCEDURES IN OUT-PATIENT SETTING. The student participates in hands-on work with clients in the University Speech and Hearing Clinic. Under supervision, the student will provide therapy for one or more clients presenting with one of the following disorders: speech or language, stuttering, voice, delayed development, stroke, or others. (1-2 crs.)

CMD 713. APPLIED DIAGNOSTIC PROCEDURES IN SPEECH PATHOLOGY. The student participates in hands-on diagnostic (testing) work as a member of the diagnostic team. Under supervision, the student administers communication-based tests to clients from the community presenting with one or more of a wide variety of communication deficits. (1-3 crs.)

CMD 714. APPLIED AUDIOLOGIC DIAGNOSTIC AND REHABILITATIVE PROCEDURES. The student participates in audiological assessment as a member of the audiological team. Under the supervision of a certified audiologist, the student tests the hearing ability of clients from the community who seek audiological intervention in this clinic. (1-3 crs.)

CMD 715. APPLIED THERAPEUTIC PROCEDURES IN EDUCATIONAL SETTING. Externship in an educational setting. (1-3 crs.)

CMD 716. APPLIED NEUROGENIC PROCEDURES IN HEALTH CARE FACILITIES. Externship in a health-care setting. (1-3 crs.)

CMD 718. ADVANCED AUDIOLOGY FOR THE SPEECH-LANGUAGE PATHOLOGIST. The purpose of this course is to assist the speech-language pathologist in working with hearing-impaired and deaf patients of all ages. (3 crs.)

CMD 731. EARLY INTERVENTION IN SPEECH LANGUAGE PATHOLOGY. This course offers the opportunity for comprehensive study of delayed and/or disordered speech-language ability, deficits of social interaction and development, hearing loss and deafness, and feeding and swallowing difficulties in children from infancy through preschool age. The student will comprehend processes from referral to assessment through treatment and transition. (3 crs.)

CMD 732. COUNSELING THE COMMUNICATIVELY DISABLED. This course teaches students to use evidenced-based counseling techniques during their work with clients. They learn to choose and use techniques for specific purposes: to change attitudes, help clients accept their disorders, motivate and change client behaviors, and increase understanding. The graduate student learns to use general counseling techniques through role play and guided client contact. He/she also investigates the special counseling issues related to the pathologies commonly treated by the speech-language pathologist. (3 crs.)

CMD 764. INSTRUMENTATION IN SPEECH/LANGUAGE PATHOLOGY. This course is designed to provide the graduate student with a background in the clinical use of instrumentation. Students will learn how instrumentation has been and can be used to measure various parameters of the speech signal and how these measurements can be employed in the assessment and management of individuals with speech-language disorders. Emphasis is on PC-based instrumentation. (3 crs.)

CMD 765. DYSPHAGIA. This course addresses the evaluation and management of children and adults with disordered swallowing secondary to neurologic, structural and psychogenic abnormalities. The relationship of dysphagia to speech disorders is discussed. (3 crs.)

CMD 766. TRAUMATIC BRAIN INJURY. The purpose of this course is to organize and understand the explosions of information related to the medical, communication and psychosocial aspects of traumatic brain injury (TBI). When possible and practical, practitioners from rehabilitation agencies will supplement the instructor's lectures. (3 crs.)

CMD 772. 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. The various modes of nonvocal communication are presented. These include, but are not limited to, sign and gestural languages, computer-assisted communication, etc. Students learn to assess client need and potential, select the augmentative or alternative method, access resources as needed, and provide intervention. Emphasis is placed on functional strategies for the practicing clinician in AAC. Hands-on experience with various AAC systems is an integral part of this course. (3 crs.)

CMD 785 SEMINAR IN SPEECH PATHOLOGY. The role of the speech-language pathologist as a diagnostician and intervention in disciplinary and interdisciplinary investigations, including counseling procedures, and organization of programs for various pathologies of speech and language are considered. (3 crs.)

PCJ – Criminal Justice

PCJ 747. FINANCIAL INVESTIGATIONS. This course introduces the student to current perspectives dominant in the field of financial investigations. Concepts of law and evidence, sources of information, accounting, methods of tracing funds, banking and financial record keeping, and interviewing tactics will all be covered. Primary emphasis will be placed on legal principles and applications of financial investigation techniques, and the pertinent crimes. (3 crs.)

PCJ 748. CRIMINAL JUSTICE ORGANIZATION AND MANAGEMENT. This course is the study of command-level problems and trends in criminal justice organizations and management. These include the functional concepts of the administrative process as well as the principles of organizing, controlling, planning and leadership relating to criminal justice agencies. (3 crs.)

PCJ 749. SEMINAR IN JUSTICE STUDIES. This course for advanced graduate students allows the opportunity for scholarly research in a specific topic relevant to the justice system. The course is a seminar because it offers students the chance to interact in small groups and meet closely with the instructor. A focused, esoteric examination of a specifically approved research topic is the course's chief purpose. Authorship of a large research paper shared with the class and instructor is required. (3 crs.)

PCJ 750. SEXUAL ASSAULT INVESTIGATIONS. The investigation of sexual offenses requires both the humanity of the investigator and the technical expertise of those remaining at the crime scene. How the forensic sciences play out in these forms of investigation is crucial to course purpose and content. How evidence is collected, identified and processed, as well as its suitability for use in the field, and its subsequent admissibility into court, are central themes throughout the course. Students are also exposed to case law and statutory materials dealing with sexual offenses and actual case studies for application and critique. (3 crs.)

PCJ 751. EXECUTIVE PROTECTION AND THE LAW. This course develops an understanding of the principles, planning, tactics and techniques used in executive protection (EP). This course will teach students fundamentals of EP, such as advance site survey development, protective formations and protective threat assessments. This work provides students with the tools they need to know and appreciate the profession. Students learn what to expect when they are in positions of confidence and trust. Students also examine the full implications of being responsible for the safety and lives of others. The course emphasizes the basic elements of EP and its practical application. (3 crs.)

PCJ 752. DIGITAL IMAGING, FORENSIC PHOTOGRAPHY AND THE LAW. This course concentrates on the role of digital imaging and forensic photography as protocol for law enforcement professionals. Students learn the basic theories behind digital imaging, its equipment and functionality requirements, its methods and processes of development, and the challenges associated with the integrity of said evidence. More specifically, the course will weigh and evaluate actual case law concerning digital imagery, provide advice and counsel on how digital may be legally challenged and what the typical pitfalls of this evidentiary form may suffer from. Case law and case exercises are part of the course's aim. (3 crs.)

PCJ 755. POLYGRAPH AND LIE DETECTION. Polygraph testing is used for three main purposes: event-specific investigations (e.g., after a crime), employee screening and pre-employment screening. This course explores the different uses involved in the search for different kinds of information. This exploration includes how the polygraph measures several physiological processes (e.g., heart rate) and changes in those processes. It also includes examination of the charts of those measures in response to questions on a polygraph test. This course focuses mainly on validity because a test that is reliable (i.e., produces consistent outcomes) has little use unless it is also valid (i.e., measures what it is supposed to measure). It evaluates available scientific evidence on polygraph test validity coming from studies of specific-event investigations. (3 crs.)

ECE – Early Childhood Education

ECE 700. 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. (3 crs.)

ECE 702. 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). (3 crs.)

ECE 703. 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 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. (3 crs.)

EAS – Earth Science

EAS 527. TECTONICS. The nature of the earth’s tectonic framework. The following topics are of major concern: the location of tectonic elements; theories of orogenesis, especially plate tectonics, crustal types and provinces; magma and plate boundaries; the nature of convergent, divergent and strike-slip margins; and the Appalachian orogen. (3 crs.)

EAS 538. COMPUTER APPLICATIONS IN WATER RESOURCES. An upper-level course designed to provide students the opportunity to apply computer and mathematical procedures to the solution of hydrologic problems. Applications from other areas within the earth sciences may be considered. (3 crs.)

EAS 541. ADVANCED ENVIRONMENTAL GEOLOGY. This course deals with the natural environment, particularly geologic factors that may impact upon life or way of life of human beings. Emphasis is placed on an in-depth study of environmental problems and possible alternative solutions to such problems. Basic engineering principles as applied to geological problems are considered. Laboratory exercises, problems and written reports are an integral part of the course. (3 crs.)

EAS 542. APPLIED CLIMATOLOGY. This course examines the effect of climate on the physical, biological and cultural environments and includes both present-day and future relationships. Part of the course will examine current practices/methodological developments that represent the basic “tools” that underpin applied climatological research. Significant time will be spent investigating the relationship between climate and a wide range of human activities and responses. (3 crs.)

EAS 548. WATERSHED EVALUATION. The purpose of this course is to analyze in detail rocks that serve for the storage and ultimately for the production of petroleum. The characteristics of these rocks will be studied in hand specimen, in thin section, in cores and on well logs. Laboratory work and problem solving are emphasized. (3 crs.)

EAS 551. INVERTEBRATE PALEONTOLOGY. This course involves a detailed study of fossil representatives of the various invertebrate phyla as well as a consideration of the more important of these as index fossils. Emphasis is on laboratory exercises and problem solving. This course will prove to be of interest to students in biology as well as those in geology. (3 crs.)

EAS 563. COASTAL GEOMORPHOLOGY AND MARINE RESOURCES. A study of the physical processes that shape coastal landforms and the pelagic and neritic resources of the oceans. Topics include longshore transport, wave action, swash zone dynamics, estuarine and deltaic geomorphology, ferromanganese and petroleum resources, and beach structure. Prerequisite: EAS 163 or permission of the instructor. (3 crs.)

EAS 713. APPLIED EARTH SCIENCE. Investigation of problems in the earth sciences that cross the disciplinary boundaries of hydrology, meteorology, geology and climatology. Library research, field investigations and laboratory work will lead to an extensive research paper. (3 crs.)

EAS 720. HYDROLOGY. A survey course relating to the existence of water on Earth. Topics include the occurrence and movement of water, physical and chemical characteristics of water, and climatologic and geologic consideration of water. (3 crs.)

EAS 725. WEATHER ANALYSIS. The course presumes that the student has a background in elementary principles of meteorology. It is concerned with the measurements and predictions of weather. Students present findings to the class. (3 crs.)

EAS 740. SEDIMENTOLOGY. An advanced course that deals with the detailed analysis of sediments and sedimentary rocks. Both qualitative and quantitative techniques are utilized to derive the maximum information from rock samples. This information relates to the erosional, transportation and depositional history of the rocks. To the greatest extent possible, the student works independently through a complete set of problems. (3 crs.)

EAS 741. STRATIGRAPHY. A study of the basic principles governing the interpretation, correlation, classification and naming of stratified rock units. The stratigraphy of North America is discussed, with special emphasis placed on rocks of the Pennsylvanian System. Problem solving and individual investigations are important elements of the course. (3 crs.)

EAS 742. STRUCTURAL GEOLOGY. This course deals with the origin and analysis of geologic structures including folds, faults and joints. Brittle and ductile deformation processes are examined in relation to fractures, faults and folds. Geologic maps and cross-sections are formulated and analyzed. (3 crs.)

EAS 751. OPTICAL MINERALOGY. An in-depth examination of the optical behavior of mineral crystals in polarized light with emphasis on identification. The optical theories of Snell and Huygens will be detailed as they relate to the transmission of light through mineral crystals. Microscopic examination of mineral grain mounts and thin sections is emphasized. (3 crs.)

EAS 755. GEOCHEMISTRY. The basic chemical principles employed in the solution of some geologic problems are considered. Geologic dating, sedimentary geochemistry, chemical weathering, colloids and structural aspects of clay minerals and soils are covered. (3 crs.)

EAS 760. FIELD PROBLEMS IN EARTH SCIENCE. This course is devoted to field work and mapping techniques. It also involves visits to field locations of interest to the earth scientist and to governmental and private agencies devoted to several of the earth science disciplines. A major written report and oral presentation are required. (3 crs.)

EAS 762. FIELD PROBLEMS IN HYDROLOGY. Opportunities for the graduate student to do practical work concerning water and water budgets. Graduate students work with problems concerning storage of water, stream measurement, evaporation, infiltration and migration, aquifer testing, tracer studies, mine drainage, and domestic use. (3 crs.)

EAS 764. FIELD COURSE IN EARTH SCIENCE. For the student who wants to learn about his/her environment in situ. The course will include a number of trips to actual sites of meteorologic, geologic or oceanographic significance where materials and processes can be studied. A journal of site descriptions and a report on a specific site or process will be required. (Variable crs.)

EAS 765. FIELD COURSE IN GEOLOGY. For the earth science student who desires to apply his/her classroom and laboratory experiences at field sites that typify geologic principles. Site selection will reflect different emphases in geology: mineralogy, petrology, paleontology, geomorphology or hydrology. Field trips to a minimum of 10 sites of geologic significance will be supplemented by laboratory exercises, detailed journal entries and a final report that will enable the student to develop analytical skills. (Variable crs.)

EAS 771. FIELD MAPPING. This is a field course designed for the student to learn various mapping procedures and the use of mapping instruments. Problems involve the determination of distance, direction and evaluation. Plane table surveying and map making in the field are emphasized. (3 crs.)

EAS 780. READINGS IN EARTH SCIENCE. The course deals with selected readings in the student's area of interest in earth science. It is designed to exemplify a sense of earth science problems and to develop abilities of critical appraisal. (3 crs.)

EAS 781. RESEARCH IN EARTH SCIENCE. The organization of research in an area selected by the student with the approval of the instructor. This research is in depth and may be on a micro scale or on a macro scale. (3 crs.)

EAS 792. SEMINAR IN GEOLOGY. A scientific writing course in which the student pursues a geologic topic through library or field research. Students learn to define a geologic problem, obtain relevant literature, gather raw data, and write and present a research paper. (3 crs.)

EAS 795. SEMINAR IN ATMOSPHERIC SCIENCE. The latest developments in the field of meteorology and climatology. Students are required to complete a research project and present findings to the class. (3 crs.)

EAS 796. SEMINAR IN OCEANOGRAPHY. Selected topics in geological, biological, physical and chemical oceanography. Students are required to present a series of 11 short papers and one long paper. Class periods will involve the students in discussions of oceanographic topics presented. (3 crs.)

EAS 800. METHODS OF RESEARCH IN EARTH SCIENCE. Consideration of purpose, scope and procedures of earth science research including problem statement, data collection and data analysis. The course culminates with the development of a problem that demonstrates research ability. (3 crs.)

EAS 829. RESEARCH PROJECT. A written report on a specific topic of investigation, based on knowledge of the subject, research techniques and accurate presentation of the material. (2 crs.)

EAS 849. MASTER'S THESIS. A written report of exhaustive research into a specific area of investigation, demonstrating thorough knowledge of the background of a subject, the published literature on a subject and high standards of original research and presentation. (4 crs.)

ECO – Economics

ECO 601. SURVEY OF ECONOMICS. A one-semester introduction to the principles of economics and their applications to the leading economic problems of society. (3 crs.)

ECO 711. MICROECONOMIC ANALYSIS. Analysis of the theories of consumer behavior, resource allocation, externalities, production and pricing policies of firms. (3 crs.)

ECO 712. MACROECONOMIC ANALYSIS. An analysis of the determination of national income, employment and price levels, with discussion of consumption, investment, inflation, government fiscal and monetary policies, and international trade, and their relevance to business and industry. (3 crs.)

ECO 716. APPLIED ECONOMIC ANALYSIS. This course gives students practical skills in the application of economic principles to a variety of problems confronting business and government. The first half of the course reviews certain microeconomic principles that are then applied to real situations in which a private or public official must make a specific decision. This includes a diagnosis of the problem, analysis of the economic choices and development of a plan of action to help the enterprise or government agency reach a reasonable strategy or decision. The second section reviews macroeconomic principles that are used to gain understanding of the forces determining current business conditions, make macroeconomic forecasts and evaluate the effects on the economic and business environment of various macroeconomic and regulatory policies. (3 crs.)

ECO 721. MANAGERIAL ECONOMICS. The tools and techniques of economic analysis are used to analyze and solve business and industrial decision-making problems. (3 crs.)

ECO 731. ECONOMETRIC METHODS. An introduction to statistical estimation in mathematically formulated economic relationships, including the discussion of auto correlation, heteroskedasticity, dummy variables, functional forms and distribution lags. Computer use is emphasized. (3 crs.)

EDE – Elementary Education

EDE 700. HISTORICAL BACKGROUND OF THE ELEMENTARY SCHOOL. This course is designed to provide a historical review of elementary education from the past to the present day. (3 crs.)

EDE 701. DEVELOPMENT AND ORGANIZATION OF THE 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 1 – 12. 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. (3 crs.)

EDE 702. INSTRUCTIONAL STRATEGIES. Topics covered in this course include research on effective teaching, written behavioral objectives, Bloom's taxonomy of cognition, 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.)

EDE 703. FIELD EXPERIENCE. This course is designed to provide students with a field experience in an elementary classroom for a minimum of 45 hours. Students will function as teacher's aides and develop and teach five lesson plans. (3 crs.)

EDE 704. 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 English as a Second Language (ESL) K-12 standards. Teachers will examine research-based practices in relation to the five domains and identify their role as an ESL teacher. (3 crs.)

EDE 706. EVALUATION AND MEASUREMENT IN THE ELEMENTARY SCHOOL. 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.)

EDE 708. TEACHING READING. Emphasis is placed on reading trends and various procedures for teaching reading. Through research findings, current literature and discussions, the student will be able to organize, administer and evaluate a developmental reading program. (2 crs.)

EDE 709. 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 is provided. By examining the background of English language learners and their cultures, a framework for creating a culturally responsive classroom environment is developed. (3 crs.)

EDE 712. 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. (3 crs.)

EDE 713. LANGUAGE ACQUISITION AND DEVELOPMENT. Second language learners of any age undergo certain processes to be able to learn a new language. In this course, students 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. (3 crs.)

EDE 714. LANGUAGE PROFICIENCY ASSESSMENT. Assessing English language learners can be a challenge to not only teachers, but also the students themselves. As English as a second language (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. (3 crs.)

EDE 715. TEACHING LANGUAGE ARTS. Teacher candidates will research findings and current classroom practices in the teaching of language arts. Methods of updating past teaching practices are considered and evaluated. (3 crs.)

EDE 716. TEACHING SOCIAL STUDIES. The foundations of the social studies are examined. Instructional strategies and resources for the constructivist social studies classroom are discussed and demonstrated. Attention is given to current trends and the present status of elementary social studies. (3 crs.)

EDE 718. TEACHING MATHEMATICS. This course focuses on 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. (2 crs.)

EDE 719. SUPPORTING SECOND LANGUAGE LEARNERS, FAMILIES AND 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 English as a second language (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 community will be addressed. (3 crs.)

EDE 731. EXPRESSIVE ARTS. This course deals with expressive arts during the early childhood and elementary school years. The course content focuses on developing creativity and the teaching and integration of art, music, movement and creative dramatics within the curriculum. (3 crs.)

EDE 737. LITERATURE AND LITERACY K-12. This course is designed to present future teachers and in-service teachers with approaches and strategies for using children's and adolescents' literature as a basis for the reading program and as a framework throughout the curriculum. The course uses a hands-on approach to accomplish its objectives. (3 crs.)

EDE 740. TEACHING SCIENCE. This course is designed to acquaint students with the history of science curricula, the content of science, the processes of science and science teaching, and researching recent trends in elementary school science. The instructor will generate enthusiasm for science, encourage scientific inquiry, demonstrate positive attitudes and model effective science teaching consistent with the department's constructivist model and the standards listed under the objectives of the course cited above. (3 crs.)

EDE 760. INTRODUCTION TO NATIONAL BOARD CERTIFICATION. This course will provide an overview of the National Board for Professional Teaching Standards (NBPTS) 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, students will evaluate their professional work and then design and implement a personalized professional development plan to achieve the status of "Accomplished Teaching." (3 crs.)

EDE 761. 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 for Professional Teaching 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.)

EDE 762. INTERDISCIPLINARY INQUIRY-BASED LEARNING. This course will provide candidates with opportunities to understand how inquiry-based learning assists 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.)

EDE 763. CONSTRUCTIVISM IN PRACTICE. This course will define and thoroughly investigate constructivist teaching strategies in connection to the National Board for Professional 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.)

EDE 764. 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.)

EDE 765. TEACHERS AS LEADERS. This course prepares teachers to identify a leadership role in preparation for National Board for Professional Teaching Standards certification. (3 crs.)

EDE 766. 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 teacher leaders in their teaching contexts. (3 crs.)

EDE 767. PORTFOLIO DEVELOPMENT. This course will assist the teacher practitioner in developing a National Board for Professional Teaching Standards certification portfolio that will include student work, videotapes and commentary. (3 crs.)

EDE 768. 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 the University. The number of hours will be dependent upon the learner's prior experiences and may include up to 60 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. (3 crs.)

EDE 795. 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. (3 crs.)

FIN – Finance

FIN 531. BANK MANAGEMENT. Banking environment and an analysis of operational decisions faced by bank managers in the areas of loans, investments, deposit management and capital management. (3 crs.)

FIN 711. CORPORATE FINANCE. An introduction to the role of the financial manager in executive decision-making. Topics include valuation models, financial planning, analysis and control, capital budgeting, cost of capital, capital structure, and dividend policy. (3 crs.)

FIN 712. ADVANCED 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.)

FIN 721. INVESTMENT MANAGEMENT. Evaluation of debt and equity security alternatives for the use of investment funds and the theory and techniques basic to control of investment risks and optimization of investment returns. (3 crs.)

FIN 731. FINANCIAL MARKETS AND INSTITUTIONS. Survey of financial markets and institutions and their relationship to the economic process; financial innovations and current topics in financial markets and institutions. (3 crs.)

FIN 751. INTERNATIONAL FINANCIAL MANAGEMENT. This course provides the conceptual framework within which the key financial decisions of the multinational firm can be analyzed. Topics include exchange rates, foreign exchange market, currency futures and options markets, foreign exchange risk management, multinational working capital management, international banking, and foreign investment analysis. (3 crs.)

GEE – General Education

GEE 501. CAREER TRANSITION SEMINAR. This course provides knowledge of a practical preparation for the world of work. Students conduct self-assessment for career planning, learn how to research particular jobs, careers and employers, develop skills needed for obtaining a job, learn how the workplace is organized, and explore the options for combining career and life expectations. (1 cr.)

GEE 520. LANGUAGE AND SOCIETY. The course approaches the traditional goals of the study of language by the methods of modern semantics, i.e., through an understanding of the role of language in human life and through an understanding of the different uses of language. The course also shows that the language of each nation is its most distinctive cultural pattern as well as its strongest unifying force. (2 crs.)

GEE 525. COMMUNITY PROBLEMS OF HEALTH AND SAFETY. The physical, social and emotional dimensions of the health and safety problems prevalent in our society. These issues are perceived in terms of our lifestyle and concepts of personal and community health. Epidemiology, prevention, treatment, rehabilitation, legislation, education and the role of community agencies are presented. The purpose is to enable counselors within a school or community setting to help clients deal more effectively with their problems. (3 crs.)

GEE 528. EARLY CHILDHOOD AND THE EXPRESSIVE ARTS. A general experimental course which, first, provides encounters stimulating the students to discover that the arts can be modes of personal expression and communication; second, provides experiences to evoke fluency, flexibility and originality; and, third, is an integrative experience as a holistic approach to learning involving the cognitive, affective and psychomotor domains. (3 crs.)

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

GEE 536. ARCHAEOLOGY FIELD SCHOOL. Scientific archaeological field and laboratory techniques. The basic orientation is that of research. It is assumed that students have little or no background in archaeology or anthropology. (Variable crs.)

GEE 537. COMPUTER SCIENCE. This is a general course in computer science for any graduate student. Topics include the early history and development of computers and simple programming concepts with the emphasis on applications in business, industry and education. Emphasis will be placed on using computers for arithmetic operations, information retrieval, database development, statistical program packages for research, data communications, e-mail and the Internet. This course combines lecture, demonstration and hands-on use of the computer in the labs. The content of this course changes as computer technology changes. This course has no prerequisites and is designed for the student who has either no or little previous computer background. (3 crs.)

GEE 586. STUDY IN HUMAN CREATIVITY. The primary purpose of this course is to formally introduce the student to the study of human creativity as an academic endeavor. It is specifically designed to establish each person's competence as a creative problem-solving facilitator (a teacher, one who is knowledgeable and skilled at applying creative problem-solving methodologies). Individual, managerial and technical types of problem-solving activities will be engaged. Each student will conduct (facilitate) several problem-solving excursions. Each student will study, administer and evaluate several standardized tests that evaluate creative problem-solving skills. Students may evaluate themselves, others or both. This is a learning laboratory, action-oriented course intended to simulate real world creative problem-solving techniques. (3 crs.)

GEO – Geography

GEO 520. PHYSIOGRAPHY OF THE UNITED STATES. A systematic survey of the major physiographic provinces in the United States. Emphasis is placed on the relationship of the underlying geology,

geologic history and climate to the development of today's landscapes. Laboratory work principally involves interpretations from air photos and topographic maps. (3 crs.)

GEO 550. ADVANCED GEOGRAPHIC SYSTEMS. This course will include two lecture/discussion hours and one lab hour. In the lecture/discussion part, students will gain a deeper knowledge of geographic information systems. They also will be exposed to extension programs to Arc View, including network analysts, spatial analysts and 3-D analysts. In the lab, students will work on exercises in all three extensions. (3 crs.)

GEO 711. DEMOGRAPHIC ANALYSIS. An analysis of demographic processes, current situations and consequences of population trends as they relate to urban and rural distributions. (3 crs.)

GEO 714. URBAN ENVIRONMENT. An investigation and analysis of cities in terms of their location, distribution, classification by function and internal morphology. Geographic aspects of urban planning are emphasized. (3 crs.)

GEO 729. REGIONAL ECONOMIC GEOGRAPHY. The study of the overt results of economically oriented behavior as they appear in the landscape. Various frameworks and models are developed and applied to the "core" of economic geography, the subsystem of agriculture, manufacturing, tertiary activities and transportation. (3 crs.)

GEO 733. LAND USE ANALYSIS. An analysis of the structure of urban and rural areas with particular emphasis on the description, patterns and trends in land use. Methods for defining, representing and evaluating land use are developed. Explanations of land use patterns are incorporated. (3 crs.)

GEO 734. SITE SELECTION. The effects of physical features and spatial economic organization upon the selection of locations for industrial and commercial activities. Attention is given both to regional position and local site. (3 crs.)

GEO 735. MARKETING GEOGRAPHY. The distributive trades of retailing and related wholesaling and service activities. Spatial patterns of consumer catchment areas and the business centers within which they are located will be emphasized. (3 crs.)

GEO 737. GEOGRAPHIC INFORMATION SYSTEMS. This course provides an analysis of different methods and techniques of representing geographic data through the use of various manual and computer-based technologies. The focus is upon the processes involved in the collection, compilation and display of geographic data within a database. (3 crs.)

GEO 738. GEOGRAPHY AND PUBLIC POLICY. This course will present a practical overview of the theory and techniques used in the policy process. Students will be instructed in the complex process followed in the development, implementation and management of the policy agenda. Policy will be studied as it pertains to land use, the environment, service delivery, budgeting, social and economic problems, and politics. (3 crs.)

GEO 739. REGIONAL PLANNING. A systematic development of regionalism as a geographic concept emphasizing the regional concept as it evolved from area studies to regional science particularly as it applies to planning. (3 crs.)

GEO 764. REMOTE SENSING: MAP AND AERIAL PHOTO INTERPRETATION. The use of maps and aerial photographs as sources of quantitative and qualitative information and the interpretation of the natural and cultural landscapes through identification and measurements. (3 crs.)

GEO 765. FIELD METHODS. Study of techniques used in making geographic observations in the field. Emphasis is on the study of natural and cultural landscape features at selected localities. (3 crs.)

GEO 766. FIELD PROBLEMS. Application of field methods to the landscape. Micro studies are conducted. (3 crs.)

GEO 769. COMPUTER CARTOGRAPHY. This laboratory course is designed to further the student's cartographic skills through the preparation of a cartographic project. (3 crs.)

GEO 785. READINGS IN GEOGRAPHY. Selected readings in the student's area of interest in geography, designed to exemplify a sense of geographic problem and develop abilities of critical appraisal. (3 crs.)

GEO 786. RESEARCH IN GEOGRAPHY. The organization of research in an area selected by the student with the approval of the instructor. This research is in-depth and may be on a micro or macro scale. (3 crs.)

GEO 789. COMPREHENSIVE PLANNING. This course provides students with insights and experiences in applying academic skills to the planning functions of local government. A background in the many factors affecting planning decisions is provided. Emphasis is directed to proposing recommended courses of action to real and hypothetical community problems. (3 crs.)

GEO 791. SEMINAR IN REGIONAL PLANNING. In-depth analysis of topics of current interest; primarily research and oral presentation of selected topics. (3 crs.)

GEO 798. SEMINAR IN GEOGRAPHY. Review of the field of geography culminating with an oral presentation of written research in the student's area of interest. (3 crs.)

GEO 800. METHODS OF RESEARCH IN GEOGRAPHY. Consideration of purpose, scope and procedures of geographic research, including problem statement, data collection and data analysis. The course culminates with the development of a problem that demonstrates research ability. (3 crs.)

GEO 829. RESEARCH PROJECT. A written report on a specific topic of investigation, based on knowledge of the subject, research techniques and accurate presentation of the material. (2 crs.)

GEO 849. MASTER'S THESIS. A written report of research into a specific area of investigation, demonstrating thorough knowledge of the background of the subject, the published literature on the subject and high standards of original research and presentation. (4 crs.)

HPE – Health and Physical Education

HPE 500. EMERGENCY MEDICAL TECHNICIAN (EMT). This course prepares students to become certified as Emergency Medical Technicians. Emphasis is placed on the care and treatment of the ill or injured in a variety of emergency situations. Students are required to devote at least 10 hours to actual in-hospital observation. Prerequisite: age 16. (4 crs.)

AST – Homeland Security

AST 700. 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. (3 crs.)

AST 740. TERRORISM, THREAT AND VULNERABILITY: ANALYSIS AND PROTECTION. The course will help "bound the problem" of homeland security by examining how terrorism has spurred sharp changes in U.S. 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. (3 crs.)

AST 760. 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. (3 crs.)

AST 780. 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. (3 crs.)

LAW – Legal Studies

LAW 600. LAW AND PUBLIC POLICY. The cornerstone course of the graduate degree composes 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, and charitable giving and the law's role in fostering giving, to name a few. Measuring impacts and effect on individuals and institutions stands in the forefront of course delivery. (3 crs.)

LAW 601. 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 and delving into perennial legal and moral problems that plague cultures. The course also delivers an 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. (3 crs.)

LAW 602. LAW, CIVIL LIBERTIES AND THE CONSTITUTION. The place of the Constitution and Supreme Court in American policy, using both empirical and case materials, is the primary content of this course. The 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. (3 crs.)

LAW 603. LAW AND LEGAL METHOD. A review of the American legal system, including the courts and the legislatures, roles 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 research aids. The student will also be exposed to the various types of law, including crimes and civil, 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. (3 crs.)

LAW 605. 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, will receive significant coverage. (3 crs.)

LAW 606. 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, and 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. (3 crs.)

LAW 607. 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 tactics 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. (3 crs.)

LAW 608. 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/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. (3 crs.)

LAW 609. LAW, CULTURE 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 and legal and social institutions, but also evaluates the interplay and interdependence between law and the social order it resides within. 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 law and the individual as to matters of inequality, race, class and gender. Issues relating to art, free expression, religion and its practice, media, censorship, concepts of pornography and obscenity, sexual activity, association, and political action will also be analyzed. (3 crs.)

LAW 610. LAW, JUSTICE AND THE FAMILY. A survey of the law of domestic relations from a statutory and common law perspective is the course's chief aim. 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 parent-child relationship. Other topical concerns are visitation, adoption, proof of paternity, questions of incorrigibility and delinquency, adoption, 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. (3 crs.)

LAW 700. LAW AND THE INTERNATIONAL COMMUNITY. This course examines the major legal systems of the modern world, commencing with the West and 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. (3 crs.)

LAW 701. LAW AND ADMINISTRATIVE AGENCIES. This 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 understand, apply and research relevant statutory and regulatory provisions at the federal and state level; read, interpret and draft proposed rules and regulations; and become familiar with the process known as the administrative law hearing, 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. (3 crs.)

LAW 702. 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. (3 crs.)

LAW 703. LAW AND THE ENVIRONMENT. This course 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. Coverage focuses on the interaction of law and policy and considers the role of Congress, 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. (3 crs.)

LAW 704. LAW, BUSINESS AND THE WORKPLACE. Course content includes the various business entities and the steps necessary for creation and operation, including initial and amended articles

of incorporation, state filing requirements, stock certificates and securities, stock ledgers and books, resolutions, dividends and stock splits, and 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 will emerging workplace questions involving maternity and family leave, wages and compensation, COBRA, free expression, religious rights, and novel forms of disability claims. (3 crs.)

LAW 730. 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. The student is required to use advanced research and writing skills in the resolution of a current substantive or procedural legal problem. The student works directly under the guidance of a graduate faculty member and prepares, executes and submits for departmental review the proposed course of study. (3 crs.)

MGT – Management

MGT 711. MARKETING MANAGEMENT. An analysis of modern complex organizations, with emphasis on those areas of individual and group behavior that are directly relevant to all levels of management. (3 crs.)

MGT 712. ORGANIZATIONAL BEHAVIOR. Focuses on behavioral science concepts and research findings directed toward the understanding and explanation of human behavior within organizations. Topics covered include individual processes, group processes, organizational processes, work setting and change processes. (3 crs.)

MGT 721. PRODUCTION MANAGEMENT. Problems, techniques and other topics associated with the management of production in industry. Topics include forecasting, inventory control, scheduling, sequencing and design of production facilities. (3 crs.)

MGT 731. INDUSTRIAL RELATIONS. A survey of the legislation regulating employer-employee relations in the United States today and an examination of the relationships between workers and their managers. Special emphasis is given to collective bargaining, wage and hour requirements, equal opportunity regulations, and conflict resolution. (3 crs.)

MGT 742. HUMAN RESOURCE MANAGEMENT. Theory and practice of personnel management and analysis of personnel problems for managers. Topics include human resource planning, selection, training and development, performance appraisal, compensation administration, and equal employment opportunity. (3 crs.)

MGT 751. INTERNATIONAL BUSINESS MANAGEMENT. The problems and policies of international business enterprise at the management level. Cases in comparative management are utilized. Includes strategies of the firm in international business, structure of the firm in international business, the international environment, restraints on international competition, multinational enterprises and national institutions. (3 crs.)

MKT – Marketing

MKT 501. INTERNATIONAL BUSINESS MARKETING. Upon completion of the course, the student will be able to evaluate and make recommendations and decisions concerning the strategy and tactics of real-life targeting and marketing mix development for both global and country-specific markets. The course will also cover selected elements of international marketing research. (3 crs.)

MKT 711. MARKETING MANAGEMENT. Description and analysis of the nature, strategies and techniques in marketing management. (3 crs.)

MKT 721. RESEARCH METHODS IN MARKETING. Examines the process of acquiring, classifying and interpreting primary and secondary marketing data required for intelligent marketing decisions. (3 crs.)

MKT 731. MARKETING FOR NON-PROFIT ORGANIZATIONS. A marketing course designed for MBA students that differentiates between for-profit and not-for-profit organizations, investigates the competitive environment facing non-profits (e.g., hospitals, churches, charities, colleges and performing arts groups), and applies research techniques and marketing/management tools (product, policy, distribution and delivery systems, monetary pricing, and communication strategies) to the non-business entity. (3 crs.)

MKT 751. ADVERTISING MANAGEMENT. A detailed analysis of the components of the advertising mix, reviewing the components in order to determine selection techniques for appropriate media vehicles for various business advertising demands. The graduate student will analyze and develop a media presentation as a member of an advertising team, which will be presented at the end of the term. This process includes basic research, campaign development and media selection. (3 crs.)

MKT 761. BUSINESS MARKETING STRATEGY. This course focuses on the expanded contemporary marketing strategies that are essential for businesses to survive in today's competitive global marketplace. Emphasis will be placed on case studies, group presentations and class interaction to equip

the graduate student with a level of understanding to effectively function with a greater comprehension of business marketing while serving in business management. Prerequisite: MKT 301. (3 crs.)

MSE – Master of Arts Teaching

MSE 725. ACTION RESEARCH IN SECONDARY EDUCATION. This course provides a broad understanding of the foundations, purposes and principles of action research in secondary education. Activities will include developing a research topic along with literature research strategies, methodology, data collection and analysis, and reporting the findings. Students will develop a working action research proposal that they will be able to implement in their classroom or school. (3 crs.)

MSE 740. ADVANCED INSTRUCTIONAL TECHNOLOGY. This course provides the learner with concepts and skills that build a foundation for applying computers, software and web-based activities in educational settings. The course focuses on computers and the World Wide Web as an object of instruction, a productivity tool and an adjunct to instruction in the classroom. (3 crs.)

MSE 745. ADVANCED CLASSROOM MANAGEMENT. This course will explore 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 the classroom. (3 crs.)

MSE 750. ONLINE TECHNOLOGIES IN EDUCATION. This course provides the learner with concepts and skills that build a foundation for applying computers, software and web-based activities in educational settings. The course focuses on computers and the World Wide Web as an object of instruction, a productivity tool and an adjunct to instruction in the classroom. Prerequisite: MSE 740. (3 crs.)

MSE 755. CONSTRUCTIVISTS 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. (3 crs.)

MSE 760. REFLECTIVE PRACTITIONER. This course provides guidelines for the successful teacher to continually engage in the cycle of review and adjustment for the purpose of professional growth and improvement of instruction. (3 crs.)

MSE 765. 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.)

MSE 770. DIFFERENTIATING INSTRUCTION. This course in differentiating instruction provides the learner with the fundamental concepts and skills that will help teachers develop a thorough understanding of differentiation, understanding the diverse needs of students and various instructional techniques to maximize student learning. The course focuses on understanding the meaning of differentiated instruction and planning instruction to meet various learning needs of students. (3 crs.)

MSE 775. TEACHER LEADERSHIP. This course in teacher leadership provides the learner with the fundamental concepts and skills that will help teachers develop a thorough understanding of what it means to be a “teacher leader” in today’s schools. The course focuses on understanding the meaning of teacher leadership, examining what research says about teacher leadership and learning how to lead in communities of practice. (3 crs.)

MSE 780. ASSESSMENT OF LEARNING. This course in assessment of student learning provides the learner with the fundamental concepts and skills that will help teachers develop a thorough understanding of various forms of assessment, designing effective assessments to measure student learning, analyzing student work to improve learning and instruction, and applying the results of assessment. (3 crs.)

MSE 790. RESEARCH 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 American Psychological Association Style Manual will be required for this thesis. The thesis requires at least three members. Prerequisite: MSE 725. (3 crs.)

SEC – Master of Arts Teaching (National Board Certification Track)

SEC 705. ORIENTATION TO SECONDARY EDUCATION. A 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. (3 crs)

SEC 710. SECONDARY INSTRUCTIONAL STRATEGIES. This course will allow the Master of Arts teaching, track I major to explore and develop the many types of instructional strategies/methodologies that are accepted as valid in the teaching of 7-12 students in differing content areas. Students will explore

the principles underlying the construction of valid and reliable tests, along with simple statistical measurement with stress on the application to classroom work. (3 crs)

EDF 633. TECHNOLOGY IN EDUCATION. This course in educational technology provides the learner with fundamental concepts and skills that build a foundation for applying computers, hardware and software in educational settings. The course focuses on the computer as an object of instruction, a productivity tool and an adjunct to instruction in the classroom. (3 crs)

SEC 720. CLASSROOM MANAGEMENT. This course will allow the Master of Arts teaching, track I major to explore 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 the classroom. (3 crs.)

SEC 650. DIVERSITY IN THE CLASSROOM. This course will explore the many facets confronting public schools. Schools are part of a multicultural society and this course is designed to develop an awareness, knowledge, skills and competencies needed to create a positive learning environment. The emphasis is on developing a multicultural awareness and developing differentiating instruction to meet the diverse needs of students. (3 crs.)

SEC 750. CONTENT AREA LITERACY IN SECONDARY EDUCATION. The purpose of this course is to help prospective teachers of the secondary education academic subject areas develop an understanding of reading skills needed by their students. Methods of establishing awareness of general reading needs, as well as supporting the special skills unique to their subject area, will be stressed. (3 crs.)

SEC 740. RESEARCH IN SECONDARY EDUCATION. This course provides a broad understanding of the foundations, purposes and principles of action research in secondary education. Activities will include developing a research topic, along with literature research strategies, methodology, data collection and analysis, and reporting the findings. Students will develop action research proposals that they will be able to implement in their classroom or school. (3 crs.)

SEC 761 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 fulltime in the classroom teaching for a semester of 15 weeks. A university supervisor observes periodically and a weekly practicum brings student teachers together to discuss common problems and concerns and those aspects of school law pertinent for classroom teachers. Student teaching is scheduled during either the fall or spring terms of the senior year. Pass/fail grade. (9 crs.)

NUR – Nursing Administration and Leadership

NUR 601. THEORY AND RESEARCH IN NURSING. This course explores theoretical foundations in nursing along with the process for critique and utilization of appropriate theories in health care. The relationships between nursing theory, nursing research and nursing practice are examined. The use of theory and research in the construction of a scientific knowledge base for nursing practice will also 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 care will be conducted. Students will develop a proposal for an individual or group research project relevant to their area of interest. Prerequisites: This course builds on the content covered in the student's undergraduate courses in statistics and upper division nursing research; graduate status. (3 cr.)

NUR 602. HEALTH POLICY IN NURSING. This course is intended to familiarize graduate nursing students with current health care policy and the roles and responsibilities, processes and strategies that create and support policy-based initiatives in health care today, and the impact of policy on health care. Topics include Medicare and Medicaid and care of the uninsured and the underinsured. Students will apply the fundamentals gained in this course in advocacy and leadership roles in search of creative solutions to pervasive issues in health care to an intercultural population. Prerequisite: graduate status. (3 cr.)

NUR 603. INFORMATION SYSTEMS FOR NURSES IN HEALTH CARE ORGANIZATIONS. This course is designed to introduce students to information systems in health care organizations. Students will examine, evaluate and utilize a variety of information systems available to the nurse administrator and 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. Prerequisite: graduate status. (3 cr.)

NUR 604. HEALTH PROMOTION/DISEASE PREVENTION. This course addresses the health of populations from a systems perspective in today's health care environment. Applying epidemiological concepts, students investigate the leading causes of illness and injury. Using a multilevel-intervention model, students plan and evaluate programs that address the leading health problems. Prerequisite: graduate status. (3 cr.)

NUR 711. NURSING ORGANIZATION AND MANAGEMENT. This course is designed to assist graduate nursing students understand the theories of organizational design and management and decision making of managers and leaders in health care organizations. Emerging trends in health care, including ethical and legal aspects of management, evidence-based care, quality management, patient safety and health care services, will serve as a backdrop for this course. Strategic planning process, including the elements required to successfully develop and implement short- and long-term plans and marketing health care services, will be incorporated. Prerequisites: This course builds on the content covered in the student's undergraduate course in leadership; graduate status. (3 cr.)

NUR 712. NURSING ADMINISTRATION AND LEADERSHIP ROLE. This course is designed to assist the student in developing problem-solving skills, personal and interpersonal effectiveness, and appreciation for others' leadership styles to forge collaborations that are essential to accomplishing the mission and goals of health care organizations. Theories of leadership, motivation, power, communication, conflict and change management will also be examined and applied. The course also focuses on the development of skills necessary for transformational leadership in which to practice in a management role and produce effective results and in creating a culture of total quality management and patient safety within health care organizations. Analysis and operations are provided via case study leaning methods. The student will be challenged to develop a profile of oneself as a leader and create an action plan for leadership development. A personal inventory will set the foundation for planned personal and role change. Prerequisites: This course builds on the content covered in the student's undergraduate course in leadership and graduate course NUR 711; graduate status. (3 cr.)

NUR 714. LEGAL ASPECTS OF HEALTH CARE ADMINISTRATION. 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. Students will study both specialties of practice in a blended manner, as the text provides for both to be examined among board-based issues. Prerequisite: graduate status. (3 cr.)

NUR 715. FINANCIAL MANAGEMENT IN NON-PROFIT HEALTH CARE ORGANIZATIONS. This course is intended to prepare the student to effectively interact with financial management staff and participate in various aspects of financial control and planning. Included will be a historical perspective of financial management in health care, identifying trends in the industry and the forces that influence the financing of health care organizations. Financial statements, the interpretation and analysis of financial reports, and topics such as cost-benefit analysis, budgeting and capital management will also be addressed. Consideration will be given to the cost effectiveness and financial future of health care organizations. Prerequisite: graduate status. (3 cr.)

NUR 813. 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 practicum experience consists of an administrative practicum and an online seminar. 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 clinical situations. Prerequisites: NUR 603, 604, 711, 712, 714 and 715; graduate status. (6 crs.)

GMA – Mathematics

GMA 786. COMPUTER SCIENCE FOR TEACHERS. This course is for the secondary school mathematics teacher who is interested in an introduction to the elementary concepts of computer programming, the early history and development of computers, and the uses of the computer in the school and society. Emphasis is placed on writing computer programs related to topics in secondary school mathematics. (2 crs.)

PRF – Performance Enhancement and Injury Prevention

PRF 705. INDUSTRIAL, CLINICAL AND CORPORATE WELLNESS. This course is designed to develop knowledge and awareness of the major issues in the field of work site health promotion and clinical care. The focus of the course is on planning, administering and evaluating wellness and fitness programs based in clinical, industrial and corporate environments. The cost of unhealthy lifestyle 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. (3 crs.)

PRF 710. PERFORMANCE ENHANCEMENT IN PHYSICAL ACTIVITY. This course offers a comprehensive discussion of functional anatomy, functional biomechanics and motor learning as they relate 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 (NASM) examination for Performance Enhancement Specialist certification. (3 crs.)

PRF 711. AN INTEGRATED APPROACH TO FITNESS AND WELLNESS. This course will introduce the revolutionary exercise programming strategies of the Optimum Performance Training model. The student will receive detailed insight into designing exercise programs for any personal training client. Students 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. After completing this course and Program Design in Fitness and Wellness, students will be eligible to sit for the National Academy of Sports Medicine (NASM) examination for Certified Personal Trainer certification. (3 crs.)

PRF 712. 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. (3 crs.)

PRF 713. SPECIAL TOPICS IN SPORT PSYCHOLOGY. This course is designed to cover a diverse range of professional issues related to sport psychology. Various organizations (Division 47 of the American Psychological Association and the Association for the Advancement of Applied Sport Psychology) affiliated with sport psychology and ethical concerns will be addressed. (3 crs.)

PRF 715. 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. (3 crs.)

PRF 720. ESSENTIALS OF HUMAN MOVEMENT SCIENCE. This course will introduce a scientific approach to the essentials of human movement science. The student will receive 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. (3 crs.)

PRF 750. PERFORMANCE ENHANCEMENT PROGRAM DESIGN. This course requires the student to integrate knowledge learned from the course Performance Enhancement in Physical Activity with professional experience and prior learning in fitness and rehabilitation. Students will work in teams to prepare performance enhancement program proposals, 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 Performance Enhancement Specialist certification. (3 crs.)

PRF 751. PROGRAM DESIGN IN FITNESS AND WELLNESS. This course will introduce the revolutionary exercise programming strategies of the Optimum Performance Training model specifically for the fitness and wellness professional. Students will receive 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. (3 crs.)

PRF 752. 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. (3 crs.)

PRF 753. 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. (3 crs.)

PRF 760. LEADERSHIP AND PROFESSIONAL DEVELOPMENT. This course is intended to prepare students for the leadership decisions and actions that are inherent in performance enhancement management and fitness practice. Professional and personal growth will be discussed. Principles and applications of leadership will be explored, including persuasiveness, leading and directing teams, leading within organizations, and leadership opportunities in shaping fitness policy. Techniques for managing change and empowering others are included in this course. Topics related to effective leadership are issues of power, motivation, delegation, team building, persuasion and negotiation, and total quality improvement. (3 crs.)

PRF 765. 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, and influence of lifestyle factors on nutrition. Controversies in nutrition, ergogenic aides and cultural aspects of food are also discussed. In addition, the course covers 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. (3 crs.)

PRF 770. 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. (3 crs.)

PRF 780. 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. (3 crs.)

PRF 781. CURRENT TOPICS IN FITNESS AND WELLNESS. 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. (3 crs.)

PRF 782. 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. (3 crs.)

PRF 783. 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. Students will be able to apply the basic features of performance enhancement and intervention to a specific sport or rehabilitation situation. Students will have the opportunity to create their own intervention manuals based on research and course content. (3 crs.)

PRF 800. RESEARCH IN FITNESS AND WELLNESS. This course is designed to immerse the student in fitness and 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 and aquatic therapy. Fitness and injury prevention research is discussed related to special populations, such as athletes at opposite ends of the age spectrum. (3 crs.)

PRF 810. RESEARCH IN PERFORMANCE ENHANCEMENT. 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. (3 crs.)

PRF 820. RESEARCH IN REHABILITATION. This is an introductory class on evidence-based practice. The intended outcome is to familiarize students with the evidence-based guidelines and prepare them with a practical strategy to incorporate into their daily practice. (3 crs.)

PRF 830. 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. (3 crs.)

EDP – Professional Education

EDP 600. STATISTICAL METHODS. This course introduces the student to statistical concepts and techniques that are essential for valid and reliable educational research. Emphasis is placed upon understanding the logic of various statistical inference procedures, their correct use and proper

interpretation. Numerous descriptive and inferential statistical methods are covered, including box plots, stem and leaf displays, scatter diagrams, single sample t test, independent samples t test, related samples t test, Wilcoxon signed rank test, Mann Whitney U test, confidence intervals, correlations, multiple regression, one-way and two-way analysis of variance, analysis of variance for repeated measures designs, analysis of covariance, and multivariate analysis of variance. At the conclusion of the course, the student is expected to be able to describe and critique the statistical methods used in published research studies and correctly apply the appropriate statistical methods in his or her own research. The SPSS software statistical package is extensively referenced throughout the course. (3 crs.)

EDP 605. PHILOSOPHY OF EDUCATION. An introduction to the discipline of philosophy and the significant contribution that this discipline makes to education. Major schools of traditional and contemporary philosophy are examined, with particular emphasis on the influence these philosophies have had on educational theory and practice over the years. (2 crs.)

EDP 606. GENERAL HISTORY OF EDUCATION. The course is designed to develop a historical awareness, appreciation and understanding of the people and the major cultural and educational events that have shaped education in Western culture. The significance and relevance of these people and events for contemporary American culture are stressed. (2 crs.)

EDP 608. COMPARATIVE EDUCATION. This course centers on the province of Quebec. Students are introduced to basic rules of educational comparison followed by readings aimed at investigating the traditions, social organization, and political and economic conditions that have determined the development of Quebec. Source reading is brought into special perspective by a one-week program of school visitations in Quebec, where students can observe classes and interview education personnel. (3 crs.)

EDP 610. EDUCATIONAL SOCIOLOGY. The role of the school in child socialization, intergroup education, the integration of school and community, group processes and the teacher, teacher problems in human relations, and educating for leadership. (2 crs.)

EDP 611. HISTORY OF AMERICAN EDUCATION. The course is designed to develop a historical awareness, understanding and appreciation of major cultural and educational events and of individuals that have shaped American education from 1620 to the present. The significance and relevance of these events and individuals for contemporary American education are stressed. (2 crs.)

EDP 615. TEACHER AWARENESS. A practical approach to the solution of daily problems arising from action and interaction with students, other faculty members, administrators, school board members, parents and the community. The course is experience-oriented and focuses on student rights, duties and responsibilities and the legal rights of teachers, evaluations, classroom procedures, and lesson planning. (3 crs.)

EDP 619. STUDENT TEACHING SUPERVISION. For teachers who are acting as cooperating teachers and for those interested in serving in this capacity in the future. A prerequisite for admission to this workshop is three years' teaching experience. The course provides an opportunity to strengthen, clarify, re-think and revitalize one's approach to student-teaching supervision. (Variable crs.)

EDP 620. CURRICULUM AND METHODS OF TEACHING BIOLOGY IN THE HIGH SCHOOL. The Biological Sciences Curriculum Study (BSCS) courses of study and how and why they were developed, along with a critical analysis of each of the three versions in light of various school backgrounds. Laboratory projects will be pursued that can serve as source material in a teacher's classroom. Two hours of lecture and two hours of laboratory. Prerequisite: certification to teach biology. (2 crs.)

EDP 624. CHARACTER EDUCATION. This course will examine how schools contribute to the moral development of children. Specifically, students will be introduced to the approaches to character education that have been used in the nation's schools. Particular attention will be paid to developing a comprehensive approach to moral development that integrates earlier strategies. This integrative approach holds that character education must be a way of life for a school, not just a program — that is, all aspects of a school's life contribute to moral development. (3 crs.)

EDP 656. COMPUTER-ORIENTED RESEARCH. This course teaches necessary computer skills to master: (1) the techniques of research, methods of scholarly investigation and search tips/strategies using library facilities, online library databases, commercial databases and the Internet; (2) writing the research report as a publishable paper; (3) publishing the research report as series of web pages on the Internet; and (4) developing and giving an oral presentation of the research results to the University community. This primarily hands-on course will review computer system concepts; introduce the student to all facets of computer-oriented research search strategies (online California University of Pennsylvania library searching, searching using online databases, searching using commercial databases, searching the Internet, evaluating web resources and evaluating search engines); develop the student's proficiency in writing the publishable research paper; develop the student's proficiency in web page design and publishing; and develop the student's proficiency in developing and giving an oral presentation. (3 crs.)

EDP 663. COMPUTER-ASSISTED INSTRUCTION. The development of computer applications in education provides a significant new resource in teacher education. This course is designed to include both theory and practice. This course serves to acquaint learners with computers and their uses as

instructional tools. Laboratory assignments are designed to provide generalizable and transferable competencies. No previous computer-related knowledge is assumed. (3 crs.)

EDP 685. SEMINAR IN AUDIO-VISUAL TECHNIQUE. This course is designed to bring together the recent research on teacher behavior with the theories and research of social psychology and group dynamics. It aims to give the student some understanding of group processes and some personal experience helpful in developing a repertoire of ideas and behaviors that will be pertinent in supervision and in the classroom. (2 crs.)

EDP 760. SEMINAR IN THE TEACHING OF MATHEMATICS. A mathematics methods course in the M.Ed. program designed for secondary school teachers who want to develop or broaden their teaching skills and knowledge of a particular content area in the secondary mathematics curriculum. The content area will be one of the following: algebra, geometry, (AP) calculus, trigonometry, probability and statistics, applied mathematics, or integrated mathematics. Relative to the particular chosen content area of mathematics, students will study current innovative teaching approaches; review current textbooks, software and curricula; develop lessons and activities; integrate the National Council of Teachers of Mathematics (NCTM) standards in instruction; discuss different methods of problem solutions; and analyze and develop assessment measures. (3 crs.)

PSY – Psychology

PSY 702. 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 schools. (3 crs.)

PSY 710. PRINCIPLES OF INSTRUCTIONAL DESIGN. This course is designed for non-teaching educational specialists to assist them in gaining a fundamental understanding of Pennsylvania's K-12 curriculum standards and the basic principles of instructional design. Students will examine a variety of theoretical frameworks that focus on the specific components of instructional design. Special attention is given to exploring response to intervention and curriculum-based assessment, as well as the development, instruction and assessment of reading within the regular education context. A practicum component is included. (3 crs.)

PSY 712. ADVANCED PSYCHOLOGY OF LEARNING. This course examines the diverse, intricate process of learning. Behavioral and cognitive views of learning are emphasized with special attention given to the educational implications of learning theory. (3 crs.)

PSY 713. 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 and learning and their interrelationships are also examined in terms of their implications for the home, school and community. (3 crs.)

PSY 720. NEUROPSYCHOLOGY. This course examines the biological basis of behavior. The central nervous system, in particular the brain, is studied in-depth. This course also presents the neuropsychological approach to the identification and education of children with learning disorders. (3 crs.)

PSY 721. 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. (3 crs.)

PSY 722. INDIVIDUAL PSYCHOLOGICAL EVALUATION I WITH PRACTICUM. Emphasizes theory and competence in the administration, scoring and interpretation of the Stanford-Binet Intelligence Scale V and the Bender Visual Motor Gestalt Test. Extensive supervised practice in the administration, scoring and interpretation of these tests with subjects age 2 to adult. Theory and experience with other infant and child measures of intelligence such as the Bayley III and the K-ABC II are included. Ethics and cultural diversity in assessment are included. Psychological report writing, working with diverse populations and generation of research-based and data-driven educational interventions are stressed. (3 crs.)

PSY 723. 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, WPPSI and WAIS. Attention is directed toward the use of these scales in measuring intellectual levels and identifying cognitive strengths and weaknesses. Practical experiences are required and the student must demonstrate competency in the administration, scoring and interpretation of each scale. Psychological report writing is also addressed. (3 crs.)

PSY 724. 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. (3 crs.)

PSY 734. 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. (3 crs.)

PSY 741. THEORIES OF COUNSELING AND PSYCHOTHERAPY. This course is designed to introduce students to the most common therapeutic approaches in use today (e.g., person-centered, cognitive, behavioral, family systems and reality therapy). The course also focuses on the types of issues that school psychologists are likely to be called upon to provide therapeutic intervention. 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 that may be involved in the therapeutic process. Student participation is required. A position paper describing the student's own orientation is required. (3 crs.)

PSY 742. TECHNIQUES OF COUNSELING AND PSYCHOTHERAPY WITH PRACTICUM. This course is intended to provide both a didactic and an actual experience in counseling. Graduate students familiarize themselves with the phases, procedures and goals of counseling and therapy through assigned readings, audiotapes and group discussion of case presentations. A major focus involves issues and disorders that school psychologists are frequently called upon to provide therapeutic intervention. This will include consideration of ethical boundaries/issues and cultural factors that are germane to the therapeutic process. 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. (3 crs.)

PSY 752. 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. (3 crs.)

PSY 756. CONSULTATION AND GROUP PROCESSES WITH PRACTICUM. This course is intended to familiarize the student with models of consultation used in schools and other relevant settings. The course is designed to provide the student with various consultation and collaboration techniques with diverse populations. The course is also intended to familiarize the student with a variety of group methods and techniques utilized by the school psychologist with a focus on providing opportunities to observe then act as a group leader. (3 crs.)

PSY 766. PSYCHOLOGICAL STATISTICS. This course is designed to give students the information they need to interpret the statistics that are used most frequently in research and application in psychology. It is designed as a continuation of PSY 767. The focus is on understanding and interpreting inferential statistics, including univariate and multivariate analyses. In addition, it will cover the strengths and limitations of applied statistical techniques in application and research. SPSS software will be used to analyze data. The course is intended to prepare students for graduate courses in testing, as well as to provide them with the statistical skills required to solve problems in an educational setting. It is also designed to assist those desiring to conduct a master's-level research thesis. (3 crs.)

PSY 767. RESEARCH METHODS IN PSYCHOLOGY. This course is designed to give students the necessary background in psychological research design that they need to understand, interpret and evaluate proposed and published research in the behavioral sciences. It will cover hypothesis testing and interpretation of basic descriptive and inferential statistics. Nonparametric measures will also be covered. The focus is on acquiring the skills to critically evaluate a research report, analyze and interpret data, and write a research paper. This course is designed to provide the background for students in PSY 766 and those desiring to conduct a master's-level research thesis. (3 crs.)

PSY 773. INTERNSHIP IN SCHOOL PSYCHOLOGY. The internship requires a minimum of 1,200 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.

PSY 795. 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 develop a functional behavioral assessment and a positive behavior support plan. (3 crs.)

PSY 796. SEMINAR IN THE ANALYSIS OF RESEARCH IN SCHOOL PSYCHOLOGY. This course consists of an examination of current research in school psychology. Critical study and evaluation of 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 databases 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. (3 crs.)

PSY 798. SEMINAR IN PROFESSIONAL SCHOOL PSYCHOLOGY. Concepts fundamental to the practice of school psychology are discussed and evaluated in this course. A range of topics are discussed, including the roles and functions of school psychologists, legal and ethical issues, the organization and operation of school systems, student diversity, and community resources. As this course is taken in conjunction with the Internship in School Psychology, discussions tend to be dynamic and framed within the context of actual experiences encountered by interns. (3 crs.)

RES – Research

RES 800. METHODS IN RESEARCH. This course explores the design and analysis of experimental and quasi-experimental research. In addition to being able to design and undertake basic research, an outcome of this course is to develop effective consumers of the research literature. (3 crs.)

RES 819. 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. (1 cr.)

RES 829. 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. (3 crs.)

RES 849. MASTER'S THESIS. The thesis will usually be inferential in nature and may involve intervention and manipulation of some independent variables, employing a statistical analysis or experimental design. The Publication Manual of the American Psychological Association or other generally accepted style for a particular academic discipline will be used. The thesis requires a committee with at least one professor from outside the department. (4 crs.)

RSP – Reading Specialist

RSP 700. FOUNDATIONS OF LITERACY THEORY AND INSTRUCTION. The acquisition of multiple literacy strategies, discussion and presentation of these strategies, and research implications to match theory with practice are the foci of this course. Additionally, because of the need for technological literacy, the use of technology is also required. The goal of this course is to prepare students for the role of the reading specialist in the inclusion model. (3 crs.)

RSP 702. DIAGNOSIS AND TREATMENT OF READING PROBLEMS. The purpose of this course is to provide graduate students with the skills needed for diagnosing and remediating reading difficulties of students in grades K-12 within a transactional, constructivist framework. Factors related to reading disability and principles of diagnosis will be explored. Informal, holistic, student-centered and process-oriented forms of assessment will be taught. Prerequisite: RSP 700. (3 crs)

RSP 703. PRACTICUM: DIAGNOSTIC CASE STUDIES. The purpose of this course is to provide practical experience with determining, in a holistic manner, a child's reading needs, and making recommendations for individualized instruction for those needs in a case study format. This course must be taken in the same semester as RSP 704. Prerequisites: RSP 700 and 702. (3 crs.)

RSP 704. PRACTICUM: REMEDIAL CASE STUDIES. This course must be taken in the same semester as RSP 703. The student applies knowledge of materials and methods gained in prerequisite classes to plan and implement a program of instructional intervention for a remedial reader. The course contains a seminar component in which the student utilizes modeling and communication skills to discuss and demonstrate plans for reading instruction with other students as well as with the practicing teacher. Prerequisites: RSP 700, 702 and 703. (3 crs.)

RSP 705. PSYCHOLOGY OF READING. This course is designed to provide students with an in-depth knowledge of reading theory as it relates to the psychology of learning. (3 crs.)

RSP 706. ADULT LITERACY. This course will expose students to the point of view that the adult learner is a complex individual and has diverse needs, most of which have some bearing on any reading difficulties. Theories of the causes of adult illiteracy will be presented and diagnostic and remedial techniques will be given. (3 crs.)

RSP 734. CONTENT AREA READING IN MIDDLE AND SECONDARY SCHOOLS. This course is designed to investigate the problems inherent to reading to learn in the content areas at the secondary level. Theory-based, practical strategies for content area reading instruction are studied. To help students construct meaning, the strategies examined range from developing frames of reference during prereading to constructing and using reading guides and vocabulary activities. The process of writing

to learn and studying, along with relevant, meaning-based strategies, are also explored. Professional growth and improved reading instruction through planned and informal staff development programs are discussed. (3 crs.)

RSU – Reading Supervisor

RSU 680. IMPROVEMENT OF INSTRUCTION THROUGH SUPERVISION. This seminar is intended to prepare participants for performing the supervisory function in schools. The purpose is to increase competency in a practical sense by finding ways to help reading specialists and teachers ask questions about their present and future methods of instruction. In structure, the seminar deals with theory, research, practice and evolving concepts that have realistic implications for supervision in the school environment. (2 crs.)

SPT – Sport Management

SPT 700. 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. (3 crs.)

SPT 710. 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. Discussion 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. (3 crs.)

SPT 720. 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. (3 crs.)

SPT 730. PUBLIC RELATIONS IN SPORT. 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. Topics will include employee relations, community relations, media relations, customer relations and image enhancement. (3 crs.)

SPT 740. LEGAL ASPECTS OF SPORT. This course examines 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 law, antitrust law, labor law and collective bargaining as they relate to the sport industry. (3 crs.)

SPT 750. SPORT FINANCE. This course is 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 micro economics, business structures in sport organizations, basic tools of financial management, e-commerce, sources of revenue and stadium finance. (3 crs.)

SPT 760. 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. (3 crs.)

SPT 770. MANAGEMENT AND LEADERSHIP IN SPORT. The course is an analysis of leadership and managerial functions, concepts, and practices used to foster interpersonal and small-group relationships as found in sport organizations. Topics include networking, power, communication, motivation, fostering creativity, group dynamics, total quality management (TQM) and negotiation. (3 crs.)

SPT 791. 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. (3 crs.)

SPT 792. LEGAL ASPECTS OF EQUITY IN INTERCOLLEGIATE ATHLETICS. This course 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 athletic. Emphasis is placed upon the development of an overall knowledge of Title IX and the various tests that have been implemented to ensure compliance. (3 crs.)

SPT 793. 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. (3 crs.)

SPT 799. SPORT MENTORSHIP. The sport mentorship allows the student to practice sport management theory in the practical setting 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 contact hours. Students may not enroll in SPT 799 until all other coursework has been completed. (3 crs.)

SLE – Superintendent Letter of Eligibility

SLE 701. ADMINISTRATION THEORY, ORGANIZATION AND OPERATION. This course offers the participant opportunities to gain competencies in and an understanding of the applications of administrative theory 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 be able to complete a field experience involving leadership or organizational theory and practice. (3 crs.)

SLE 702. CONTRACT LAW: SCHOOL DISTRICT LEGAL ISSUES. This course is designed to familiarize aspiring superintendents with the legal bases for the administration of public schools. In this course, emphasis will be placed on Pennsylvania school law. Course activities will include lectures, class discussions, student research, oral and written reports, examinations, and a related field episode. (3 crs.)

SLE 703. SCHOOL FINANCE. The purpose of this course is to familiarize the future school district superintendent with the political and legal aspects of school finance. Students will analyze local, state and federal revenue and expenditure plans as they relate to the school district educational plan. The course includes a field episode individually designed for study and experience in school finance. (3 crs.)

SLE 704. TECHNOLOGY AND FACILITIES DEVELOPMENT. This course will offer the participant an opportunity to learn and demonstrate competencies in planning, developing and managing technology and facilities in Pennsylvania school districts. Through classroom activities and on-site visitations, the participant will deal with challenges that are faced by school superintendents. The course includes a related field experience. (3 crs.)

SLE 705. CURRICULUM AND INSTRUCTION, LEADERSHIP/SUPERVISION. This course offers the participant opportunities to gain an understanding of and skills related to the district level administration of curriculum and instruction, leadership and supervision. The core emphasis is on current practice in the field, state level requirements and national trends that are shifting theory and practice in their regard. The required field experience is deeply woven into the course content. (3 crs.)

SLE 706. SCHOOL COMMUNITY PUBLIC RELATIONS/MARKETING. This course will offer the participant an opportunity to become acquainted with the day-to-day operation of public relations in a school district. Through hands-on activities, creation of public relations documents, interviewing and dealing with various publics, participants will become aware of the role of public relations as it relates to the superintendent of schools. (3 crs.)

SLE 707. STRATEGIC PLANNING, POLICY ANALYSIS, BOARD RELATIONS. Major concepts and ideas of strategic leadership through strategic planning, policy making, school board relations and interpersonal relations will be explored in this course through traditional and experimental methods. The course includes a related field experience. (3 crs.)

SLE 711. UNIVERSITY SEMINAR: ADMINISTRATION THEORY, ORGANIZATION AND OPERATION. This course is designed to expand and enhance course objectives covered in Administration Theory, Organization and Operation (SLE 701). (1 cr.)

SLE 712. UNIVERSITY SEMINAR: CONTRACT LAW, SCHOOL DISTRICT LEGAL ISSUES. This seminar is designed to expand and enhance course activities covered in Contract Law: School District Legal Issues (SLE 702). (1 cr.)

SLE 713. INTERNSHIP. (3 crs.)

SLE 714. UNIVERSITY SEMINAR: TECHNOLOGY AND FACILITIES DEVELOPMENT. This seminar is designed to expand and enhance course activities covered in Technology and Facilities Development (SLE 704). (1 cr.)

SLE 715. UNIVERSITY SEMINAR: CURRICULUM AND INSTRUCTION, LEADERSHIP/SUPERVISION. This seminar is designed to expand and enhance course activities covered in Curriculum and Instruction, Leadership/Supervision (SLE 705). (1 cr.)

SLE 716. UNIVERSITY SEMINAR: SCHOOL COMMUNITY PUBLIC RELATIONS/MARKETING. This seminar is designed to expand and enhance course activities covered in School Community Public Relations/Marketing (SLE 706). (1 cr.)

SLE 717. UNIVERSITY SEMINAR: STRATEGIC PLANNING, POLICY ANALYSIS, BOARD RELATIONS. This seminar is designed to expand and enhance course activities covered in Strategic Planning, Policy Analysis, Board Relations (SLE 707). (1 cr.)

SLE 731. BUSINESS/INDUSTRY/MANAGEMENT PARTNERSHIP I. This course will offer students the opportunity to interact with business leaders from the for-profit sector. Students will discover what practitioners and theorists say about applying leadership attributes from the corporate world to the school arena. (Profit) (2 crs.)

SLE 741. BUSINESS/INDUSTRY/MANAGEMENT PARTNERSHIP II. This course will offer students the opportunity to interact with leaders from the non-profit sector and to explore the leadership role of the superintendent through the lens of the business and general leadership literature. (Non-profit) (2 crs.)

SWK – Social Work

SWK 701. GENERALIST PRACTICE I. Foundation framework for generalist social work practice, including the problem-solving process, social work values/ethics and social work roles as they apply to varying size client systems. Develops specific intervention skills, such as interviewing, assessment, contracting, goal setting and evaluation for diverse client systems with the emphasis on rural and small communities. Prerequisite: program admission. (3 crs.)

SWK 702. 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. Explores basic intervention/advocacy, management and evaluation. Provides examples from a variety of practice areas, including practice with populations throughout the lifespan. Prerequisite: SWK 701. (3 crs.)

SWK 705. HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT. This course provides the foundation for working with individuals, families, groups and communities. Basic concepts of human development throughout the life cycle are presented within the person-in-environment perspective. The framework is multidimensional, considering the impact of ability, age, aging, class, exploitation, ethnicity, gender, oppression, political belief system, race, religion, sexual orientation and the social environment on human behavior and development. Examples from social work practice integrating individual, family, groups, community and organizational assessment and intervention strategies are taken from local, national and international rural and small communities. Prerequisite: program admission or program director approval. (3 crs.)

SWK 707. HUMAN DIVERSITY AND THE SOCIAL ENVIRONMENT. This course provides foundation knowledge about human diversity and an understanding of the emphasis of the social work profession on culturally competent social work practice. Students develop skills to identify strengths, bicultural adaptation, patterns of oppression and both change and continuity during the aging process, 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 individual, family, group, community and organization level interventions to promote or enhance social justice. Prerequisite: program admission or program director approval. (3 crs.)

SWK 709. 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 with special emphasis on the impact of these policies and related services on small towns, rural communities, the aging and diverse populations. Prerequisite: program admission. (3 crs.)

SWK 710. POLICY PROCESS AND PROGRAM DESIGN. Examination of the policy process from social problem to legislation/adoption to actual program development. Focus on development of federal policies, state policy and legislation and assessing policy impact. Skills developed include policy analysis for creating, developing and changing programs. Special attention is placed on state policies that affect small and rural communities. Prerequisite: SWK 709 or advanced standing. (3 crs.)

SWK 713. SOCIAL WORK RESEARCH METHODOLOGY. Examines the logic of scientific inquiry, the social research process, application of research to social work practice, problem conceptualization, measurement options, research design and beginning level analysis of data. Prerequisite: program admission. (3 crs.)

SWK 714. QUANTITATIVE AND QUALITATIVE DATA ANALYSIS. Use of descriptive and inferential statistics in analyzing research data. Understanding quantitative and qualitative methodologies. Development of skills for understanding and conducting research, with emphasis on research related to social work practices and programs serving small towns, rural communities and diverse populations. Prerequisite: SWK 713 or advanced standing. (3 crs.)

SWK 715. 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. Prerequisite: advanced standing. (3 crs.)

SWK 730. 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. Prerequisites: SWK 701 and 705. (4 crs.)

SWK 801. 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. Prerequisites: SWK 702 and 705 or advanced standing. (3 crs.)

SWK 803. DIFFERENTIAL ASSESSMENT. Students in this course learn how to work with clients and client systems to help them identify needs and assess problems as well as strengths. A number of different assessment methods are explored with particular emphasis on those appropriate for diverse populations across the lifespan from local, national and international rural and small communities. Prerequisites: Program admission, SWK 705 and 707 or program director approval. (3 crs.)

SWK 806. RURAL FAMILY AND COMMUNITY POLICY. Explores the design, function and impact of community and family policies. Historical development of specific policies and the effects of policy on rural family and community institutions and organizations. Skills in analyzing and synthesizing policy are applied to rural situations and change strategies. Prerequisites: SWK 705, 709, 710 and 713 or advanced standing. (3 crs.)

SWK 808. ADVANCED PRACTICE EVALUATION. Advanced use of research to evaluate social work practices and programs, particularly those serving small towns, rural communities, aging and diverse populations. Includes single system design and program evaluation. Skills developed for assessing and adding to the knowledge base of social work practice. Prerequisite: SWK 714. (3 crs.)

SWK 811. PRACTICE WITH AGING. Integration of knowledge about aging, rural aging, services for the aging and the principles of social work and practice with various diverse populations in rural environments. Prerequisite: second year standing or program director approval. (3 crs.)

SWK 812. PRACTICE IN SUPERVISION AND 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. Prerequisite: SWK 701 and 702 or program director approval. (3 crs.)

SWK 813. HEALTH CARE PRACTICE. 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. Prerequisite: second-year standing or program director approval. (3 crs.)

SWK 814. PRACTICE IN MH/MR. 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. Prerequisite: second-year standing or program director approval. (3 crs.)

SWK 815. CRIMINAL AND JUVENILE JUSTICE PRACTICE. Overview of the juvenile and adult criminal justice system in urban and rural communities. Places emphasis on the development of an understanding of the ever-changing philosophies that undergird the criminal justice system. In addition, the focus of the course will include an examination of the relationship between human diversity and aging in the criminal justice system. Prerequisites: SWK 701 and 702 or program director approval. (3 crs.)

SWK 816. PRACTICE WITH CHILDREN AND YOUTH. 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. Prerequisites: SWK 701 and 702 or program director approval. (3 crs.)

SWK 821. DRUG AND ALCOHOL ABUSE. 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. Prerequisite: second-year standing or program director approval. (3 crs.)

SWK 829. ADVANCED FIELD PRACTICUM I. First semester advanced MSW supervised placement in a social agency setting for three days a week, requiring advanced generalist practice with varying sizes and types of client systems, working in rural and small town communities. Students are required to complete a minimum of 330 hours. Prerequisites: second-year standing and SWK 730. (5 crs.)

SWK 830. ADVANCED FIELD PRACTICUM II. Second of a two-semester advanced MSW supervised placement in a social agency setting for three days a week, providing an opportunity for advanced

generalist practice with varying sizes and types of systems for working in rural environments. Students are required to complete a minimum of 330 hours. Prerequisites: second-year standing and SWK 829. (5 crs.)

SWK 832. RURAL ADVANCED GENERALIST INTEGRATIVE SEMINAR. Integration of advanced generalist social work theory and practice within the context of professionalism, social work ethics and ethical dilemmas common to rural and small communities. Prerequisite: concurrent with SWK 830. (1 cr.)

SWK 840. SPECIAL TOPICS. Study of selected topics of significance or current importance and interest to the social work profession. Prerequisite: instructor permission. (3 crs.)

ESP – Special Education

ESP 501. INTRODUCTION TO EXCEPTIONALITY. This course introduces the student to the physical, social, emotional and educational characteristics, incidence, prevalence, and educational intervention for the major categories of exceptionality enrolled in public and private educational facilities in the K-12 grade range. In addition, the course will identify ancillary services and agencies frequently impacting special populations, including the major professional organizations and those concerned with residential programming and vocational training. The course will also identify the major litigation and legislation that have significantly influenced the nature of service to exceptional populations. (3 crs.)

ESP 502. LIFE SKILLS PLANNING AND INSTRUCTION. This course prepares students to work with children and/or adults who require ongoing support in order to participate in one or more major life activities. Students are required to design and implement an instructional program with a person who needs this type and level of support. (3 crs.)

ESP 503. 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. (3 crs.)

ESP 504. CURRICULUM AND METHODS I: READING AND LANGUAGE ARTS. This course is offered to post-baccalaureate students seeking certification in special education or to graduate students in the special education program, taken the semester prior to their student teaching or internship experience. Curriculum and Methods I is a materials and methodology course for preservice special education teachers. An emphasis is placed on results of reading research and proven methods of instruction for teaching beginning reading to children with learning difficulties. The course stresses a behavioral, direct instruction approach to teaching, as well as the development in 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. (3 crs.)

ESP 505. CURRICULUM AND METHODS II: MATH AND OTHER CONTENT AREAS. This course is offered to special education majors the semester prior to their student teaching experience. Curriculum and Methods II is a methods course for special education teachers in training that emphasizes the assessment, instructional skills and materials necessary to teach arithmetic concepts to children with disabilities. The course stresses: (1) a behavioral diagnosis of arithmetic strengths and weaknesses, (2) the development and implementation of intervention strategies for various populations of exceptional children, (3) the selection and/or development of appropriate materials for instruction, and (4) the procedures and techniques for continuous evaluation for the instructional process. (3 crs.)

ESP 506. 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. (3 crs.)

ESP 701. INTRODUCTION TO BEHAVIOR ANALYSIS. The basic learning principles of operant and classical conditioning, with the application of these principles to individuals with disabilities. (3 crs.)

ESP 712. SEMINAR ON CONTEMPORARY TRENDS AND ISSUES IN SPECIAL EDUCATION. 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. (3 crs.)

ESP 719. SPECIAL EDUCATION TEACHING INTERNSHIP. The internship is an abbreviated four-week (120 hours) student teaching for individuals who already have an instructional certificate. Educational work is done with children or adults with disabilities in a variety of settings, including special public school classes in residential treatment centers, special schools and hospitals. Opportunities for case conferences, learning seminars and teaching critiques are offered, as well as numerous field experiences to observe successful programs. All coursework must be completed and approved prior to enrolling in ESP 719. (3 crs.)

ESP 720. SPECIAL EDUCATION TEACHING PRACTICUM/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. 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. (9 crs.)

ESP 732. SEMINAR IN SPECIAL EDUCATION ADMINISTRATION AND SUPERVISION. For supervisors and administrators, those seeking alternatives in education, and teachers who wish to communicate effectively with supervisors and administrators. Sample topics may include such matters as the role and function of supervisors and administrators, budgeting and financial issues, measures of teacher effectiveness, accountability, and legal standards. (3 crs.)

ESP 734. SEMINAR IN COUNSELING PARENTS OF EXCEPTIONAL CHILDREN. Designed to improve the skills of professionals related to their interaction with parents of exceptional children, this course provides an opportunity to learn the special needs of parents, techniques of communication, processes by which change can be implemented, legal rights and implications, and resources. Participants are encouraged to assume the role of a parental consultant. (3 crs.)

ESP 735. SEMINAR IN EDUCATING THE GIFTED. Presentation by class members of selected topics related to the gifted. State standards and guidelines for programs are discussed, as well as materials for use in classes for the gifted. Students observe classes for the gifted and talented. (3 crs.)

ESP 737. SEMINAR ON LEGISLATION AND LITIGATION. Laws and court cases, both federal and local, that have precipitated the initiation of programs for the exceptional child and with parents' efforts to receive legal support for opportunities for their children to receive an appropriate education. (3 crs.)

ESP 738. SEMINAR ON TEACHER BEHAVIOR AND GROUP DYNAMICS. An advanced course in methodology and applications, in which the graduate student is given the opportunity to refine many of the skills and behaviors acquired in previous courses in special education, especially as related to the skills and methods that contribute to effective classroom instruction and management. (3 crs.)

ESP 739. FIELD EXPERIENCE SEMINAR IN SPECIAL EDUCATION. A means for graduate students to obtain needed experiences with various groups of handicapped children, in such settings as an institution, a sheltered workshop, an activity center, a summer camp or a community MH/MR facility, or by doing a specific piece of research with a particular population of students. Specific requirements for individual graduate students are developed by those students and the supervising professor. (3 crs.)

ESP 740. NATURE/CHARACTERISTICS ASD. 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. (3 crs.)

ESP 741. COMMUNICATION, BEHAVIOR AND INSTRUCTION: ASD. 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; and cognitive, developmental and sensory-based approaches. (3 crs.)

ESP 742. 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 socio-cultural 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; and (5) professional literacy and leadership. (3 crs.)

ESP 743. 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. (3 crs.)

ESP 800. SEMINAR IN ADVANCED BEHAVIOR ANALYSIS AND RESEARCH DESIGN. This is the required research course in special education. The course covers the field of research design and methodology in intrasubject experimentation. Required of all students in the master's degree program. (3 crs.)

TED – Technology Education

TED 565. SPECIAL PROBLEMS IN TECHNOLOGY EDUCATION. Original investigations in the field of technology education. The nature of the problem will determine the credit-hour load. The student will provide evidence of the ability to conduct independent study and gain credit by reporting the findings effectively. (1-3 crs.)

TED 701. CURRICULUM AND INSTRUCTION IN TECHNOLOGY EDUCATION. 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. (3 crs.)

TED 702. ASSESSMENT IN A CONSTRUCTIVIST CLASSROOM. Assessment is the key to understanding student learning. In this course, students analyze a variety of assessment techniques that are both authentic and traditional in nature. Topics such as formative and summative assessment, portfolios, rubrics, test development and analysis, interviews, simulations and observations will be discussed. The second phase of the course examines how research techniques can be incorporated into the assessment process to gain a more robust understanding of student achievement. (3 crs.)

TED 703. STRATEGIC MANAGEMENT IN EDUCATION. This course will enable the student to systematically analyze the enrollments, student performance and current status of a program in light of environmental resources, constraints and pressures. From this systematic analysis, an overall strategic plan can be developed to guide the goals, objectives and priorities for program development and future success. These skills can be used in many contexts, but will most aid the technology education teacher in positioning, improving and growing programs. Finally, students will research, develop and defend a grant proposal that will enhance their program. (3 crs.)

TED 704. INTEGRATING MATH, SCIENCE AND TECHNOLOGY. This course is focused on integrating the content of mathematics, science and technology education for the purposes 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. (3 crs.)

TED 705. TECHNOLOGY AND SUSTAINABLE DEVELOPMENT. Consideration of international systems and issues in technology and of technology assessment methodologies will help students meet new state and national standards. Technology content and activities can be developed with a broadened international focus and an emphasis on the economic, ecological and social costs and benefits of technological systems. Activities based on ways in which different people meet basic needs for water, food, structures, medical care and clothing will be stressed. (3 crs.)

TED 715. STUDY IN HUMAN CREATIVITY. The primary purpose of this course is to formally introduce the student to the study of human creativity as an academic endeavor. It is specifically designed to establish each person's competence as a creative problem solving facilitator (a teacher, one who is knowledgeable and skilled at applying creative problem solving methodologies). Individual, managerial and technical types of problem-solving activities will be engaged. Each student will conduct (facilitate) several problem-solving excursions. Each student will study, administer and evaluate several standardized tests that evaluate creative problem-solving skills. Students may evaluate themselves, others or both. This is a learning laboratory, action-oriented course intended to simulate real world creative problem-solving techniques. (3 crs.)

TED 718. SPECIAL POPULATIONS IN LAB-BASED PROGRAMS. Understanding the specific needs, populations, processes, adaptations, funding sources and other factors that affect the success of special populations who will be educated in laboratory-based programs.

TED 725. APPLIED RESEARCH IN STEM EDUCATION. This course is designed to give teachers an opportunity to study real classroom situations and to design a plan of action to improve that situation. 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. (3 crs.)

TED 795. TECHNOLOGY EDUCATION INTERNSHIP. Internship. (Variable crs.)

TED 807. 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. (3 crs.)

TED 850. TED 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. (4 crs.)

TOU – Tourism

TOU 701. CONDITIONS OF TOURISM. This course will provide a foundation in tourism principles, practice and process for an interdisciplinary, graduate audience in the Master of Arts in tourism planning and development. After students acquire an overview of foundational concepts, advanced theories and concepts will be explored. Students will obtain an advanced awareness of the tourism industry, tourism system and applications in an international context. (3 crs.)

TOU 709. STATISTICAL APPLICATIONS FOR TOURISM ANALYSIS. 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. (3 crs.)

TOU 711. TOURISM IMPACTS, SUSTAINABILITY AND ETHICS. This course will explore concepts of tourism based on its environmental, socio-cultural and economic impacts. Students will become more aware of these impacts and learn to understand tourism based on how it influences both host and guest. In addition to advanced knowledge of the business of tourism, this course will enable skills development in the larger environmental, socio-cultural and economic contexts of the industry. (3 crs.)

TOU 725. GEOGRAPHIC INFORMATION SYSTEMS FOR GEO-BUSINESS. This course provides an analysis of different methods and techniques of representing geographic data using various manual and computer-based technologies. The focus is on the processes involved in the collection, compilation and display of geographic data within the database for business applications. (3 crs.)

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. (3 crs.)

TOU 742. DESTINATION DEVELOPMENT AND MANAGEMENT AND MARKETING. This course will explore advanced tourism planning concepts. Economic theory will be related to the principles and practices of tourism theories and concepts. Principles of management will be applied to the development of tourism destination development. Advanced product and market development concepts and organizational behavior will be reviewed. (3 crs.)

TOU 767. TOURISM MARKETING. This course will examine the phenomena of tourism demand. Students will learn to examine a given tourism location based upon how and why tourists make destination choices. Advanced strategic marketing systems will also be reviewed. (3 crs.)

TOU 770. TOURISM RESEARCH PROCESS AND METHODS. This course prepares students for the thesis/master's degree project option in the Master of Arts in tourism planning and development. Advanced principles of the thesis/master's degree project option research process will be discussed. Qualitative and quantitative data collection methods, analysis, display and presentation are studied. Strategies for thesis development and presentation are reviewed. (3 crs.)

TOU 777. TOURISM FIELD EXPERIENCE. Because a student enrolled in the Master of Arts in tourism planning and development program must engage in a field experience in the period between the successful completion of the first semester and the 24th month of the program, this course is a required component. For this course, a student acquires practical experiences and applies those experiences according to his or her interest and expertise. The field experience serves as a transition from course work to the thesis/master's degree project. (6-9 crs.)

TOU 899. THESIS/MASTER'S DEGREE PROJECT OPTION. 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 program adviser. A master's degree project will be valued at 3 credits and the thesis 6.

University Services

Louis L. Manderino Library

The Louis L. Manderino Library is committed to providing the resources needed to support the research needs of Cal U students and faculty. This includes a substantial collection of print and electronic books, audiovisual materials (videos, DVDs, CDs), print and electronic journals, online research databases, and U.S. and Pennsylvania government documents.

Electronic Resources

Computerized information retrieval has made library research faster, more thorough and more efficient. Using the library's online public access catalog, students can quickly locate books, audiovisual materials or government documents in the library's collection. Cal U students have access to an impressive collection of more than 39,000 online, full-text periodical titles. We also offer more than 50,000 online books and reference resources (encyclopedias, literary resources, etc.).

All of the library's electronic resources are accessible from on- and off-campus locations. This allows students to do research from anywhere they have Internet access: campus, dorm, apartment, home, etc. Since the library seeks to provide the best resources for our students, visit the library's website at:

<http://www.library.cup.edu> to see the most current list and descriptions of our electronic resources.

Reference Services and Library Instruction

With so many resources and so much content available to students, knowing how to find appropriate information efficiently can be daunting. Our friendly reference librarians are available — in the library, by telephone, by e-mail or by instant messaging — to help guide students in 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 course work. Students are also welcome to seek additional help by scheduling individual sessions with a librarian.

Shared Library Resources and Interlibrary Loan

In addition to our own collections, Cal U participates in two major resource sharing programs that offer our patrons a wealth of additional resources from other libraries.

The PALCI E-Z Borrow program allows patrons to search and retrieve materials from more than 70 Pennsylvania, New Jersey and West Virginia universities and colleges. Participating libraries include a number of premier academic institutions (e.g., Carnegie Mellon, Penn State, Temple, University of Pittsburgh, University of Pennsylvania, West Virginia, Rutgers) as well as the State Library of Pennsylvania.

The other resource sharing project is UBorrow, which enables users to search and retrieve materials from the 17 Keystone Library Network libraries. UBorrow libraries also provide "reciprocal borrowing" privileges. This means that Cal U patrons can walk into any UBorrow library and check out materials using their Cal U library card. The item can then be returned to any UBorrow library.

When needed materials are not available in our library, through E-Z Borrow or through UBBorrow, patrons may place a request through our Interlibrary Loan office. This service is free, except for some very rare circumstances involving particularly unusual items.

Other Services

The library offers a number of other services, including public-access computers connected to the Internet, wireless Internet connectivity on all floors of the library, wireless laptop computers that students can borrow from the circulation desk, color printing, photocopiers, a media services center with audiovisual equipment and materials, and lamination and binding services. In addition, Manderino Library is an official Federal Government Documents Depository. The documents librarian is available to provide assistance with the use of these important resources.

IT Services

University IT Services is located in the basement of Manderino Library. IT Services consists of two areas: Computing Systems and Networking Systems. Staff offices are open Monday through Friday from 8 a.m. until 4 p.m. Open computer labs located on the second floor of Noss Hall are available for student use. The computer facilities at the University are separated into two distinct functions. One function deals with providing computer resources to meet the instructional and research needs of the University, such as student access for course work and the Manderino Library online catalog. The other function provides resources to meet the administrative needs of the University.

Computer Accounts

Students who register for classes automatically have a Windows computer account created for their use during the semester. A VMS account will be created if the student registers for specific classes. There is no charge for the service or for the use of the computer network.

Campus Network

The University campus buildings are connected via a high-speed, state-of-the-art GigE local area network. The network provides GigE connectivity to every floor on the campus, and each floor has switched Ethernet to every office, classroom, lab and residence hall room. Southpointe Center is connected via a high-speed wide-area network (WAN), which extends all computer resources to the remote sites. The network also provides the capability for distance-learning programs. The University is connected to the State COPA (Commonwealth of PA) Network and is a SEGP (Sponsored Educational Group) under Internet2. This statewide network includes the Commonwealth of Pennsylvania and all of the State System of Higher Education universities and the Office of the Chancellor.

Instructional Computing Facility

The Instructional Computing Facility (ICF), located on the second floor of Noss Hall, is the main center for student campus network access and general use desktop computing. This facility contains personal computer systems and printers in laboratories and classrooms and provides access to adaptive technology systems. Generally, the labs are open seven days a week during fall and spring semesters and five days a week during summer sessions. However, schedules may change, and the hours are posted each semester in the ICF and

can be requested by calling 724-938-4335. The labs are closed during holidays and session breaks.

Distance Education via Interactive TV (ITV)

As a leader in technology instruction, California University of Pennsylvania has numerous courses that are currently delivered via distance learning. Classes can originate and be received at the main campus and from off-campus sites, such as the Southpointe Center. These courses are delivered instantly using state-of-the-art videoconferencing systems across the University's data network. Distance Education equipment allows the transmission of audio and video between two or more locations for the purpose of delivering instruction, enhancing educational experiences, conducting meetings, and participating in conferences.

(Distance Education classrooms contain video cameras and sensitive microphones that can be controlled from a remote site. Always assume what you are doing and saying is being seen and heard ANYTIME you are in or near a classroom. Also, be aware that transmission of audio and video can occur with the monitors off, and conversations in the hall outside of classrooms may be heard. Private conversations should occur at some other location than the Distance Education classroom.)

Other Campus Facilities

Many departments have computers for student use; only some of the facilities are listed here. Additional campus computer laboratories are located in and operated by various departments on campus, including Applied Engineering and Technology, Business and Economics, Mathematics and Computer Science, Earth Science, and English (Word Processing Laboratory). The College of Education and Human Services maintains a Teacher Education Computer Lab in the Keystone Education Building. There is also a Student Access Center Computer Lab located on the first level of the Natali Student Center. The Southpointe Center provides laboratories for instructional use. Contact your department for specific information about laboratory facilities available for educational purposes.

Campus Learning Labs

Math Lab

The following services and resources are offered free in the Math Lab: tutorial support in math and math-related courses; web-based math courses homework, tutoring and testing; math anxiety help; and reference books.

Success in a math course is achieved by working on assignments as soon as possible after class and by making accomplishments each day. Students who have difficulty with math courses should call 724-938-5893 to schedule an appointment. They should bring attempted homework with them.

Nationally renowned authors claim that half of all college students are math anxious and that many math-anxious students exhibit physiological symptoms, such as headaches or stomachaches. Students with these symptoms only in math environments should discuss the situation with the Math Lab director.

Reading Clinic

The Reading Clinic offers free one-hour tutoring sessions to all students. The clinic is staffed by a faculty member and two work-study students who teach

techniques to improve reading comprehension and vocabulary. Help is also available in identifying main ideas, making inferences, drawing conclusions, understanding concepts and facts, and test-taking skills. Emphasis is placed on transferring these skills to college text reading. In addition, the Reading Clinic assists students in Reading Praxis preparation and obtaining reading rates. Students can make appointments to work privately or schedule an independent lab session that is staff-directed. The Reading Clinic is housed in Noss Hall, Room 107. The office of the Reading Clinic Director, Patricia Johnson, is located in Noss Hall, Room 118. For more information, call 724-938-4364 or 724- 938-4469 or e-mail at Johnson_p@cup.edu. The Reading Clinic is open Monday through Friday.

Writing Center

The Writing Center provides free writing assistance to Cal U students — undergraduate and graduate — in all academic majors and programs. Trained writing consultants work one-on-one with students who wish to improve their writing process, including getting started, developing a first draft and revising and editing. While writing consultants don't copy edit or proofread student papers, they will work closely with students as they learn strategies (including editing and proofreading) for improving their own writing through revision. The Writing Center also offers computer access, a writing resource library and informative handouts about writing.

Located in 110 Noss Hall, the Writing Center is open Monday through Friday. Hours vary. Walk-ins are welcome, but appointments are encouraged. For more information or to make an appointment, call 724-938-4336 or e-mail writingctr@cup.edu.

Career Services

Career Services assists students in gaining a career advantage by guiding them through the four steps of the Career Advantage Program: DISCOVER, EXPLORE, EXPERIENCE and IMPLEMENT. Services are available to current and prospective students as well as alumni via one-on-one appointments and the Career Services website at <http://www.cup.edu/careers>.

Students are encouraged to visit Career Services beginning the freshman year to:

- Obtain information and guidance in choosing a major and exploring career options using the Strong Interest Inventory and eDISCOVER;
- Explore job shadowing and career networking opportunities using the CAL U Career Network online;
- Find cooperative education opportunities (paid, career-related experience as early as the summer after the freshman year);
- Learn how to write an effective resume and cover letter;
- Practice interviewing skills by doing a mock interview with a career counselor;
- Learn how to find full-time, part-time, co-op and internship positions on the College Central Network at <http://www.collegecentral.com/cup>;
- Learn how to prepare for a job or career fair;
- Sign-up for campus interviews and information sessions; and

- Learn how to effectively use the Career Services website to explore careers and conduct a job or graduate school search.

Career Services also conducts workshops and presentations for classes and clubs. For more information, call 724-938-4413 or visit the website at: <http://www.cup.edu/careers>.

Cooperative Education

Co-op is a program provided by the Career Services Department, which enables students in all majors (undergraduate and graduate) to gain paid, career-related experience as early as sophomore year.

The program gives students the opportunity to relate classroom theory with a practical work experience in a field related to their academic or career goals.

Students may be employed part time or full time, and may choose to work during the fall, spring and/or summer semester. Undergraduates, as well as graduate students, in all academic majors are encouraged to participate, provided they meet the eligibility requirements. It is expected that the student's cooperative education experience will span two semesters or summers while enrolled at California.

Co-op Eligibility

- Completion of Career Readiness, a 1-credit course;
- Completion of 30 credits (associate, 15; master's , 6), and student must have at least a 2.00 overall grade point average (3.00 for master's); and
- Agreement to complete two co-op experiences (experiences can be completed in the summer), one semester for associate or master's.

Three Ways to Fit Co-op into an Academic Program:

- Work part time while still enrolled full time in classes;
- Work full time with no classes scheduled for the semester; and
- Work full time or part time in the summer.

Where Can I Work?

- Students can work either locally or nationwide;
- Co-op advertises positions throughout the United States and abroad; and
- The Co-op staff also assists students in developing co-op sites in any location.

How Does Co-op Differ from Internships?

- All co-op positions are paid — internship positions can be either paid or unpaid;
- Co-op is administered through Career Services — internships are coordinated through the Internship Center in partnership with academic departments; and
- Co-op is a noncredit experience — all internships are for credit. (Students receive a notation on their transcript for their co-op experience.)

Cooperative Education positions are advertised on the Career Services job posting website, <http://www.collegecentral.com/cup>. Students who enroll in Cooperative Education are eligible to apply for posted positions. Additional information and appointments with the Cooperative Education coordinator are available in the Career Services Department, Eberly Science and Technology Center.

Internship Center

An internship offers students a for-credit opportunity to acquire college-level knowledge and skills outside of a traditional academic setting through an affiliation with community organizations, governmental agencies or private businesses. More than 2,500 Cal U students participate in internships and other types of experiential education each year.

Internship Center staff work with faculty, students and community organizations to create quality internships. Cal U students have interned at hundreds of diverse local, regional and national organizations. The following are just a few examples:

- “Late Show with David Letterman”
- International Criminal Tribunal for the Former Yugoslavia, The Hague, Netherlands
- Sands Resorts
- Dallas Cowboys
- KDKA-TV
- Pittsburgh Tissue Engineering Initiative
- U.S. Environmental Protection Agency
- Pittsburgh Steelers
- “America’s Most Wanted”
- Walter Reed Army Medical Center
- U.S. Department of Defense
- Cox Broadcasting
- Department of Justice
- Drug Enforcement Agency
- Pittsburgh Children’s Museum
- Trump National Golf Club
- Urban League of Indianapolis
- Nickelodeon

Frequently Asked Questions

Where do I start if I want to participate in an internship?

Students should always start by meeting with their faculty adviser. A student’s academic readiness, prerequisites, requirements, number of credits and possible internship sites will be discussed. Students must also declare their intent to intern by enrolling in the internship intent section during early registration.

How do I find an internship?

The Internship Center maintains InternLink, a database of internship resources. Staff can also assist students in researching related resources, such as industry-specific websites, Labor and Industry information, technology councils, the Regional Internship Center, and more. Students also locate internships through their academic department, family and friends, Cal U alumni, job and internship fairs, and professional organizations. All internships must have the approval of the academic department. Students can contact the Internship Center to learn how to effectively search for an internship.

Are internships paid?

Internships can be paid or unpaid. Compensation is defined by the employer.

How many credits does a student receive for an internship?

Credits typically range from 3 to 12. The number of credits for the internship will be recommended by department faculty and approved by the dean of the student's college. In most departments, students work 40 hours per credit for an internship.

What is the difference between an internship and co-op?

Internship

The Internship Center coordinates internships in partnership with academic departments. They can be either paid or unpaid. Internships are a for-credit program and are supervised by faculty members.

Co-op

A co-op is a service provided by the Career Services Department. They are always paid positions. Students do not receive credit for their work experience. Go to <http://www.cup.edu/careers> for more information.

What should I do to prepare for an internship?

- Contact Career Services or go to <http://www.cup.edu/careers> to develop your Career Advantage Plan. There you will learn about job shadowing, co-ops, informational interviewing, preparing a resume and cover letter, mock interviews, and more.
- Go to <http://www.cup.edu/internship>, click on Student Orientations, and review "Making the Most of Your Internship" and "Sexual Harassment" training. A classroom Safety and Security training is also offered once a semester.
- Take related courses and hone your computer skills.
- Begin researching internships at least two semesters prior to the semester of the internship.
- Keep those grades up!

Where do I get more information?

Students should contact the Internship Center for help in navigating the process, locating internship sites, or any issues related to internships. Visit the website at <http://www.cup.edu/internship> or visit Eberly Science and Technology Center, Room 230. Phone 724-938-1578 or e-mail primm@cup.edu.

Visiting Student Program

Students at California University may choose to enroll for a period of time at any of the other 13 institutions in the Pennsylvania State System of Higher Education; and similarly, students from those 13 institutions may enroll at California. These institutions are Bloomsburg, Cheyney, Clarion, East Stroudsburg, Edinboro, Indiana, Kutztown, Lock Haven, Mansfield, Millersville, Shippensburg, Slippery Rock and West Chester universities.

The purposes of this program are to allow students at one institution to participate, for a limited period of time, in courses, programs or experiences not available at their home institution, without loss of institutional residency, eligibility for honors or athletics or credits toward graduation, and to expand options available to students in such matters as student teaching, clinical experiences, internships and international exchange programs.

Further information may be obtained from the Office of the Provost. Links to online undergraduate college catalogs of participating institutions may be found on the Manderino Library's website at <http://www.library.cup.edu>.

The procedures and standards for the Visiting Student Program apply equally to students at any of the State System institutions and are as follows:

- The student must have satisfactorily completed at least 27 credits at California, and be in good academic standing.
- The student must obtain advance approval from California University to complete specified studies at a sibling university under this program. Each university specifies the approval procedure for its own students' participation and for students from other State System universities.
- The student must present evidence of approval from California University and evidence of visiting university acceptance at the time of registration at the sibling university.
- A student may complete up to 18 credits in a single semester and up to 16 credits of summer work as a visiting student.
- All credits and grades accrued at the sibling university will be accepted in full by California University and thereafter treated as California University credits and grades.
- The student registers at, and pays tuition and fees to, the State System university visited. A student wishing to divide a course load between two institutions during the same term registers and pays appropriate tuition and fees at both universities.

Public Safety

The Department of Public Safety and University Police at California University of Pennsylvania is a fully recognized law enforcement agency as authorized by 71 P.S. 646, the Administrative Code of 1929 as amended and Title 18 of the Pennsylvania Consolidated Statutes, (Crime and Offenses) and 24 P.S. 20-1006-A(14) 20-2010A (5) of the State System of Higher Education Act.

The department consists of professionally trained individuals capable of responding to requests for assistance in routine and emergency situations. The department is certified with automatic external defibrillators (AED). 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, assistant director, two shift supervisors and 11 additional commissioned police officers that have received training at the Pennsylvania State Police Academy. Two public safety communications officers and one departmental secretary contribute to the operation of the department. Public Safety personnel are certified in CPR, basic first-aid procedures, and the emergency medical airborne evacuation policy and procedure for transportation of the seriously ill or critically injured.

Additional services offered to University students, faculty and staff consist of parking and traffic management; criminal investigations; health, fire and safety surveys; special event planning; accident investigation; and crime prevention information and presentations.

Pursuant to the Pennsylvania College and University Security Act and the Federal Crime Awareness and Campus Security Act of 1990, post-secondary institutions, including colleges and universities, must annually provide 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 Development and Services, Office of Public Safety, and on the University website at http://www.cup.edu/public_safety.

Character Education Institute

The California University of Pennsylvania Character Education Institute opened in January 1995 in response to *Emphasis on Values*, a report produced by the Pennsylvania State System of Higher Education urging its universities to give increased attention to values during the 1990s and beyond.

Goals of the Institute

The Character Education Institute has three broad goals based on the University's core values of Integrity, Civility and Responsibility:

- To provide character development training to regional organizations;
- To serve as a resource to the University's colleges, departments and student organizations as they contribute to the moral development of California University students; and
- To provide a resource center to help prepare education majors for their unavoidable role as character educators, and to provide assistance to

school districts and local organizations that seek to contribute to the moral development of the citizens in their communities.

Services

The Character Education Institute provides the following services and resources:

- The institute establishes relationships with regional businesses and organizations to provide character education and principle-based consulting services and training. As a result of this training, businesses and organizations establish endowed scholarships at the University.
- The Character Education Institute provides resources to members of the University community as they give increased attention to moral reflection and dialogue. These resources include materials relevant to all education majors concerning their future role as character educators.
- The institute maintains a resource center that contains character education curriculum materials, books, journals, newsletters, audio and videotapes, and a clipping file on special subjects, e.g., values in athletics. These materials are available to University faculty, staff, administrators, and students; to local civic groups; and to school directors and staff from local school districts.

To obtain additional information about the California University Character Education Institute, please contact:

Ron Paul

Executive Director, Character Education Institute

California University of Pennsylvania

250 University Avenue

California, PA 15419

Telephone: 724-938-5491

<http://www.cup.edu/education/charactered>

University Relations

The Office of University Relations provides a full range of strategic marketing, communications and public relations services to California University of Pennsylvania. Formerly known as the Office of University Advancement, this office serves as an umbrella for the University's Marketing and Communications and Public Relations offices, as well as the Web Team. The office produces print, video and audio pieces for both internal and external audiences, and it maintains the University's official website and social media sites. Its work is designed to raise awareness of the University, its offerings and its impact on the region; to enhance relationships with the Cal U community, alumni and friends; to communicate with prospective and current students, faculty, staff and the general public; and to promote the progress and achievements of the University and its members. University Relations works with the President's Office, University Development and Alumni Relations, Admissions, Academic Affairs, and other University offices to assist in reaching institutional objectives. The vice president for university relations serves as the University spokesperson. His/her office is in Room 114 of Old Main. Phone: 724-938-5938; fax: 724-938-5880.

Marketing

The Office of Marketing identifies opportunities to promote California University. In conjunction with consultants and members of various University constituencies, Marketing defines, plans and executes campaigns, producing

supporting materials that satisfy the stated goals of various University areas. The office also collects and analyzes data, evaluates results, and communicates its findings to the appropriate constituency. Phone: 724-938-4195; fax: 724-938-5932.

Communications and Public Relations

The Office of Communications and Public Relations delivers the University's message to a variety of audiences, gathering information from the Cal U community and distributing it regularly to print and electronic media outlets. In collaboration with Marketing, University administration and internal clients, this office sets goals and develops strategies for the University's relationship-building efforts. The office publishes the *Cal U Review*, the University's quarterly alumni magazine; the *California Journal*, the University's official weekly publication; and the *President's Perspective*, a quarterly publication circulated to a targeted on- and off-campus audience. Phone: 724-938-4195; fax: 724-938-1500.

Web Team

The Web Team communicates the University's message worldwide via the Internet. This office produces and administers a variety of online applications, including the NeRelm NuContent and Hannon Hill Cascade Server content management systems. The team maintains California University's official website, and it uses social media sites, such as Facebook and YouTube, to build and maintain relationships among prospective, current and former students, as well as University administration, faculty and staff. The office also produces and posts podcasts (audio) and vidcasts (video) to raise awareness of the University, highlight its offerings, showcase student and faculty projects, and promote campus events.

University Development and Alumni Relations

The Office of Development and Alumni Relations is responsible for the University's fundraising and alumni relations efforts. This office promotes alumni engagement and works with individuals, corporations and foundations to provide critical financial support for the University and its students. The office also leads and manages the University's Capital Campaign. The office of the associate vice president for Development and Campaign Planning is in Room 111 of Old Main.

Development

The Development staff interacts with major gifts donors, corporations, foundations and others to support the University's strategic goals and to provide funding for student scholarships. In addition to the Capital Campaign, planned giving, donor relations and institutional research are part of this office's mission.

Alumni Relations and Annual Giving

The Office of Alumni Relations and Annual Giving is the liaison between the University and more than 53,000 living alumni. Located on the first floor of the Michael and Julia Kara Alumni House, this office organizes, coordinates and/or promotes a wide variety of programs, services and events, including Homecoming, Alumni Weekend and numerous class, geographic and society programs both on and off campus. In addition, this office manages the Annual Fund to enrich educational experiences at Cal U, and it works with the Alumni Association to conduct various projects. Phone: 724-938-4418; fax: 724-938-4327; e-mail: alumni@cup.edu.

Alumni Association

The California University of Pennsylvania Alumni Association serves the University and its alumni by fostering a wide circle of beneficial relationships among alumni, students, the University and the greater community. The University's alumni have been organized officially since 1939. Today, more than 53,000 graduates are members of the association. The association's board consists of 24 directors, elected by the membership. The board works closely with the President's Office and the Office of Development and Alumni Relations. Phone: 724-938-4418; fax: 724-938-4327; e-mail: alumni@cup.edu.

Foundation for California University of Pennsylvania

The Foundation for California University of Pennsylvania, with offices on the second floor of the Michael and Julia Kara Alumni House, receives funds from foundations, businesses, alumni, staff, faculty and friends to benefit the University and its programs. The foundation manages endowment funds that provide support for student scholarships and other University activities. Phone: 724-938-4329; fax: 724-938-4480.

Student Development and Services

Inherent in the University's educational mission is a commitment to Building Character, Building Careers as well as supporting the University's core values of Integrity, Civility and Responsibility. The central focus of the Student Development and Services division is the personalization of the University experience, with concern for individual intellectual, personal, social, leadership and physical development. The division is committed to recognizing and assisting in the full realization of student potential. This includes supporting the University's Bill of Rights and Responsibilities, incorporating continuous improvement into all programs and activities, promoting community service and diversity, and instilling the culture of philanthropy throughout the student body.

In order to foster this holistic development of students, the division designed and implemented student learning outcomes. The object of Student Development and Services is to enable students to achieve the seven learning domains listed below through a variety of programs and services:

- Values, Morals and Ethics;
- Self-Awareness/Intrapersonal Development;
- Interpersonal/Social Development;
- Leadership and Citizenship;
- Preparation for Lifelong Learning;
- Purpose/Vocational Competence; and
- Physical Development.

For additional information and regulations governing student life and conduct besides those presented here, students should refer to the current edition of The Student Handbook.

Opportunities for work-study jobs, graduate assistantships, internships and volunteer work assignments are available for qualified students. Check with the various offices or departments to inquire about openings.

Registration at the University assumes the student's acceptance of responsibility for compliance with all regulations published in this catalog, as well as rules found in official publications or officially announced to the University community. For additional information and regulations governing student life and conduct, refer to "The Statement of Student Rights and Responsibilities: Student Code of Conduct" in the current edition of The Student Handbook.

Alcohol and Other Drug Awareness Programs

The University Alcohol and Other Drug Awareness and Education Programs are located in Carter Hall. Awareness is provided by the Options program, located in the Wellness Center suite. Education is provided by the CHOICES program, located in Suite G-35.

Options conducts outreach activities intended to make students aware of the risks involved with alcohol and other drug use. The Options program is staffed by University students who are studying in the field of counseling and/or have demonstrated interest in helping people better understand the potential consequences of alcohol and other drug use. In this respect, Options' activities and sponsorship of programming is largely peer driven. Options recognizes that there are periods within students' lives that risks run higher and makes added efforts to target these specific periods with its awareness efforts. For more information, call 724-938-4056.

CHOICES provides assessment and intervention designed to assist those whose behavior may be harmful to themselves and/or others because of alcohol and other drug use. Participation in CHOICES is open to any University student, while those who have been cited by the University Judicial Officer for violations of the Student Code of Conduct involving the use of alcohol and other drugs are required to participate. CHOICES I, the first level of this program, involves participants in two individual sessions and eight hours of education. For more information, call 724-938-5507.

CHOICES II involves participants in more in-depth assessment and intervention efforts aimed at assisting them in making healthy decisions. This second level of the program may include referral to a University counselor and/or an outside counseling agency. For more information, call 724-938-5507.

CalCard – University Identification Card

The CalCard is both a campus identification card and a convenient way to make purchases and use services on campus. The CalCard is available to all California University of Pennsylvania students, faculty, staff and eligible guests. The CalCard comes ready to use and pre-programmed with basic services, and can be enhanced based on users' needs.

CalCard Services

AAA – Part of the basic service of each student CalCard is the AAA Roadside Assistance Program. Under this program, Cal U students can receive two free, limited roadside assistance calls from AAA per academic year. To use this feature, simply call the toll-free number on the back of the CalCard. The AAA Roadside Assistance identification number is the user's University e-mail address. For more information, visit the information desk in the Natali Student Center for an AAA brochure.

Access — Students who reside on campus use their CalCard to access their residence halls. Students residing at Vulcan Village use their CalCard to access the clubhouse.

Banking/Financial Services — On-campus financial services are offered to students, faculty and staff through the Pennsylvania State Employees Credit Union (PSECU) in conjunction with the CalCard. Students can elect to have their CalCard activated for use as an ATM/debit card associated with their account. The PSECU E-Center is located on the lower level of the Natali Student Center. ATMs are located at the Natali Student Center and at the Vulcan Village apartments.

Entertainment — Students who have paid the Student Association fee receive free admission to most entertainment events sponsored by the Student Association Inc.

Fitness Center — Students who have paid the Student Association fee receive unlimited access to the Herron Recreation and Fitness Center. Faculty, staff and alumni who have purchased a membership use their CalCard to gain admission to the fitness center.

Manderino Library — The CalCard is used to check out materials and access the library's PILOT system.

Tickets — Students who have paid the Student Association fee receive free admission to all home, regular-season intercollegiate sporting events. Tickets for other events can be purchased at the Information Center using Shop Dollars.

Transit — Present a valid student CalCard to ride any of the Mid Mon Valley Transit Authority bus routes free of charge. Schedules are also available on campus at the Natali Student Center and Public Safety Office or online at: <http://www.mmvta.com>.

CalCard Accounts

CalCard accounts work like a debit account; users deposit funds in advance and their account is debited each time they make a purchase.

Meal — Everyone enrolled in a meal plan will use the CalCard to pay for their meals. When purchasing a meal, just present the CalCard to the cashier. The user's Dine Account will be automatically reduced by one meal. Everyone enrolled in a meal plan will automatically receive a Dine Account.

Dine — Opening a declining-balance Dine Account is as simple as making a deposit at the Bursar's Office. The Dine Account can be used to pay for food at all food service locations.

Shop — The CalCard Shop Account is the master debit account for on-campus use. Just make an initial deposit at the CalCard Office by check or credit card, or by cash at a Value Transfer Station, located in the Natali Student Center or Manderino Library. Shop Dollars can be used to make purchases at all food service locations; Cal U Student Bookstore; vending machines; laundry facilities; Manderino Library for photocopies and overdue book fines; Information Center for tickets, manuals, stamps and CalCards; and Hamer Hall concession stand. Shop Dollars are carried over from semester to semester. Shop Dollars can also be deposited through the web at <http://sai.cup.edu/calcard>.

Lost Cards

Report lost CalCards to the CalCard Office. CalCards can also be suspended via the Web at <http://sai.cup.edu/calcard>. Those who have selected the option to have their CalCard activated as an ATM/debit card also need to contact PSECU if their card is lost or stolen.

Additional Information

For more information, visit the information desk in the Natali Student Center, call the CalCard Office at 724-938-4300 or e-mail to calcard@cup.edu. Be sure to check the CalCard website for information at <http://sai.cup.edu/calcard>.

California Times (California Student Newspaper)

The California Times is the University's student newspaper, owned and operated by the Student Association Inc. The Times supports the educational mission of California University and the Pennsylvania State System of Higher Education by providing students with co-curricular journalism production experience. Students are given leadership responsibilities in virtually all aspects of creating a weekly print and online newspaper publication for the University community. Areas of specialization are available in news writing, reporting, graphic design, photography, advertising and editing. For more information, call 724-938-4321 or e-mail helsel_j@cup.edu.

Cal U Student Bookstore

The Cal U Student Bookstore, located on the first level of the Natali Student Center, offers varied services to all students, faculty and staff, including a textbook reservation service that allows students to order books before the first week of class with its online service at <http://www.calupa.bkstr.com>. Payments accepted are Visa, MasterCard, Discover, American Express, cash and checks. If you would like to charge against excess financial aid during the first week of class (spring and fall semesters), you can file the authorization form found at <http://sai.cup.edu/book/> with the bookstore prior to beginning of the semester. The Cal U Student Bookstore offers a variety of other items, including Cal U clothing and giftware, magazines, study guides, greeting cards and computer software.

Campus Ministry

Spiritual development is an integral part of the process of education and human growth. A campus ministry, staffed by professional campus ministers, fosters the development of spiritual and religious student life. The campus ministry of California University of Pennsylvania, 724-938-4573, is located in the Natali Student Center, Room 143. Office hours are 10 a.m. to 4 p.m. on weekdays while the University is in session.

Clubs and Organizations

A large array of active clubs and student organizations are offered through academic departments and the Student Association Inc. These groups provide social, educational, community service and leadership opportunities for students. A complete list of SAI-funded organizations, their current advisers and phone numbers may be found in The Student Handbook or at: <http://sai.cup.edu/sai/clubs>.

Commuter Center/Commuting and Nontraditional Student Services

Commuting students, including nontraditional students, comprise approximately two-thirds of the total student population. The Commuter Center, located on the first level of the Natali Student Center, offers a host of services, such as share-a-ride, computer access and opportunities for involvement, to commuter and nontraditional students. In addition to providing a comfortable place away from classes, the center is also a place for commuting students to involve themselves in University life by socializing with their peers, taking advantage of activities provided for students and their families, and becoming involved in student leadership as members of the Commuter Council. For more information, call 724-938-4553.

Commuters and guests of the University who wish to avoid parking on the lower campus are urged to use the Park and Ride lot across the street from Vulcan Village. Regular shuttle service is available to the lower campus through the Mid Mon Valley Transit Authority. The shuttle service is free of charge for California University of Pennsylvania students with a valid CalCard. There is a nominal fee for nonstudents to ride the shuttle. For more information, call 724-489-0880.

The Office of Student Development and Services and the Student Association Inc. jointly support commuting students at Cal U. For more information, visit the Commuter Center and the Commuter Center Web page at:
<http://sai.cup.edu/commuter/>.

Counseling and Psychological Services

Counseling Center faculty members provide short-term psychological services to University students with problems that interfere with their adjustment to campus life, personal development or effective educational performance. The center provides the following psychological services to University students: evaluation, consultation and emergency intervention. Students requiring intensive or specialized care will be referred to community mental health providers. Services are confidential in accordance with federal confidentiality rules and state law. To make an appointment, call 724-938-4056, 8 a.m. to 4 p.m., Monday through Friday, while school is in session. Evening sessions may be available by special appointment. After-hours and weekend crisis intervention is facilitated through the Public Safety department at 724-938-4299.

Activities Transcript

The activities transcript is an official record of the extracurricular activities, accomplishments and learning experiences of students attending Cal U. Official copies of the activities transcript may be used to complement a student's resume and academic transcript when applying to professional and graduate schools or prospective employers. The activities transcript is the map for navigating through a student's California University experience. By reviewing the transcript each semester or academic year, students will begin to identify strengths as well as identify areas they might improve. This information can guide a student's choice of activities in the following semester. Students can register and manage their transcripts online at <http://sai.cup.edu/activitiestranscript>.

California University Television (CUTV)

California University Television (CUTV) is the University's cable television station, which is owned and operated by the Student Association Inc. CUTV is seen in nearly 100,000 homes, 24 hours a day, on the Atlantic Broadband and

Armstrong systems, and on the Video on Demand menu in the Comcast cable system.

The mission of CUTV is to produce and provide programming of regional community interest while providing valuable hands-on educational experience for interested students. This applied learning supports the mission and goals of California University as well as the priorities and imperatives of the State System of Higher Education. Students can develop skills in television technology through experience in a variety of technical areas, including camera work, editing, direction and other production roles, as well as on-air talent positions.

California University Television produces a variety of informational, educational and entertainment programs. Examples include "CUTV Newscenter," a live news show; a variety of local government meetings; a local talk show called "Valley Views;" and many more. CUTV is heavily involved with University and area high school sports coverage. Over the past several years, CUTV has produced all of California University's football and basketball contests as well as various volleyball, soccer, baseball and softball events. CUTV also produces a weekly coach's show for the sport in season. CUTV also produces "High School Football Game of the Week," with several of these contests carried live to a statewide audience via the Pennsylvania Cable Network (PCN).

CUTV has been recognized by many national organizations. The National Association of Collegiate Broadcasters (NACB) awarded CUTV Best in the Nation and Station of the Year honors for its news and sports. The station has also received more than 25 Telly awards for its sports, news and documentary coverage. In addition, CUTV has received awards from the Society of Professional Journalists, Communicator, Videography and Axiem organizations.

Offices and studios are located in the Natali Student Center. CUTV also maintains a fully loaded production truck, capable of producing multi-camera field events. The program employs a staff of three professionals and enjoys a student membership of more than 40. For more information, contact J.R. Wheeler, Assistant Dean of Student Services/Media, Natali Student Center, 724-938-5823, or wheeler@cup.edu

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. A detailed dining service brochure may be obtained at the information desk in the Natali Student Center.

Housing: Living@Cal U

Living@Cal U offers a variety of options for students, all designed to fit a variety of lifestyles from the first year of college through graduate school. University housing was designed with significant input from students, resulting in facilities and services tailored to students' changing needs. Suite-style residence halls on the lower campus house students who are primarily freshmen, but also include a mix of upper-class students to promote community development and sharing of campus traditions. Since the first year of college typically involves numerous

academic, personal and social transitions, the staff's emphasis is on support and building community so students feel connected to Cal U, adjust to their new home and succeed academically. As students mature and want to branch out on their own to more independent living, the garden-style apartment complex, Vulcan Village, is available. Fully equipped apartments that house students just one mile from the lower campus give students the increased freedom and independence they're ready for.

Students must purchase a food service plan if they live in the suite-style halls on the lower campus. Vulcan Village apartments have fully equipped kitchens, so a meal plan is optional.

Lower-Campus Housing: The Suite Life

Housing on the lower campus is not guaranteed for everyone. A majority of lower-campus spaces are reserved for incoming first-year students, who are assigned on a first-come, first-served basis, so it helps to apply as early as possible. Each year, a percentage of the spaces available is set aside for upperclassmen, and a lottery is held to determine who can contract for lower-campus housing.

Students not selected in the lottery must fulfill the remainder of their four-semester residency requirement at Vulcan Village, as University policy states that all first-time freshmen who continue enrollment are required by the University to reside in University housing (either lower-campus halls or upper-campus housing (Vulcan Village), for the first four semesters of their college career, with the following exceptions:

- Students commuting from the residence of their parents or legal guardians;
- Married students; and
- Students who are 21 years of age or older by the date of registration.

The housing contract is binding and includes both the fall and spring semesters of an academic year.

The University retains the right to assign all students to particular residence halls, floors and roommates in the best interests of the University. You may request a room or roommate(s), and we will attempt to honor the request, but will not be obligated to do so. The University will not guarantee any student a given room, roommate or residence hall based on class rank, previous occupancy or any other criteria. The assigned space remains the property of the University and regulations apply for its use. Failure to abide by set regulations may result in disciplinary action. If your behavior indicates that you are not suitable for the residence hall environment, the University has the authority to take possession of a given room at any time without refunding fees. Contracting for housing on the lower campus in any academic year does not obligate the University to offer housing in the same location in future semesters. For more information, contact the Housing and Residence Life Office at 724-938-4444.

The University has coed residence halls, all of which are completely smoke-free and consist of suites in various configurations. All suites are single-gender. Fully air-conditioned and carpeted, the suites provide the most popular amenities students requested during construction planning. Each residence hall has a computer lab, community room, TV area with large screen TV, a kitchen and vending area, recycling area, full CalCard use, and digital video cameras. Each

floor also has a lounge, study and laundry rooms, while each suite provides free local telephone service, TV cable and high-speed Internet connection.

The lower-campus residence life program at California University serves the needs of residential students and is designed to create a stable living and learning environment based on the University's core values of Integrity, Civility and Responsibility. Here, the halls are more than a place to sleep; they are a learning experience. For many of you, coming to college is your first opportunity to be away from parents, siblings and lifelong friends. Residential living encourages you to develop a sense of independence and to build new relationships with a variety of people, often resulting in long-lasting friendships.

Each semester, the staff works with students to plan activities and programs that promote learning outside the classroom and help create a sense of community within the halls. In addition, hall living can also be a cultural learning experience because you will be living and interacting closely with a variety of students. This interaction helps to dispel myths and stereotypes about people and their backgrounds. There are many opportunities for student governance, including hall council, inter-residence hall council and inter-residence hall judicial board.

Students who take advantage of the full experience offered by residence hall living will learn about themselves as they gain hands-on experience in applying what they learn in class, develop communication and leadership skills, and create lifelong friendships.

A detailed description of the residence life program, facilities and residence hall rules and regulations is included in The Student Handbook.

Specialty Housing

Residence life offers students the opportunity to live in a community consisting of students who share interests or concerns for similar issues. Current special interest housing, offered when there is sufficient demand, includes wellness, quiet, limited visitation, single gender and the University Honors Program.

Residence Life Staff

Each residence hall is supervised by a professional residence hall director, who assures that students' experience with the "suite life" is comfortable, safe and contributes to their personal development and academic success. This director is supported by community assistants, undergraduate or graduate student leaders who live on each floor of the halls.

Safety and Security

While safety requires the cooperation of all members of the residence hall community, the University uses several strategies to promote a secure living environment. In addition to the live-in staff that is available through a 24-hour on-call schedule, residence hall desks are staffed or monitored 24 hours a day. Hall access is controlled through main doors near the desk, with other doors alarmed for emergency use only. The residence halls are locked at all times. Only residents using their CalCards have unrestricted access. Guests must call from the entrance and be signed in and escorted at all times. A state-of-the-art sprinkler, fire and smoke detection system ensures prompt response to fire emergencies. Digital video cameras are positioned at all entrances and exits, as well as inside the halls on each wing door. All halls have emergency phones outside the entrances.

Inter-Residence Hall Council

This body represents the interests of students who live in the residence halls on the lower campus. The council provides a forum for residence life issues and sponsors various activities.

Tech Support

California University provides a computer lab with a printer in each residence hall for residence hall student use. The labs are fully integrated into the University's network. You have access to any of the network services on campus, including Manderino Library, other State Systems libraries, students' e-mail and web space, the Internet, and other services. All labs are available 24 hours a day, seven days a week, during the school term and are accessed by using your room key. The residence hall labs are for residents and their guests with a valid ID (residents have priority). Rules posted by staff must be followed. Each lab has a laser printer, but you must supply your own paper. If you bring your own computer, all residence hall rooms have Cat-6 connections for hookup to the network. This service is provided at no additional cost. There is no need to use a modem or have a contract with an outside Internet provider. You need an Ethernet cable and 10BaseT Ethernet card installed and working. The University does not provide or install the Ethernet card or cable. All students living in the residence halls must have their computer scanned for the proper antivirus software for service and review the acceptable use policies. For more information, visit: <http://sai.cup.edu/calhousing>, or call residence life tech support at 724-938-1575.

Upper-Campus Housing: Vulcan Village

Vulcan Village is located one mile from the lower campus next to the University's sports complex. The property has 10 three-story buildings that primarily house 768 upper-class students in 199 separate apartment units. Vulcan Village offers a variety of apartment configurations to meet students' needs, including four-bedroom apartments with a private bath for each resident (4x4), four private bedrooms and two shared baths (4x2), and two private bedrooms with private baths (2x2). Residents are responsible for their own individual lease. Vulcan Village is staffed by five full-time office staffers, including a live-in professional, 10 student community assistants, three full-time maintenance staffers and a part-time groundskeeper. The staff attends to the needs of the residents, which include responding to maintenance requests and developing social and educational opportunities for residents to attend.

Each apartment has a full-size stove, microwave, refrigerator, dishwasher, garbage disposal, and washer and dryer. High-speed wireless Internet (as well as hard-wired Ethernet), local telephone service and cable television service are all included in the rent and available in each bedroom and the common area/living room. All other utilities, such as water, sewage, electric and garbage, are included with the rent as well. Each unit is equipped with interconnected smoke detectors and a sprinkler system. There is a fully equipped fitness center on the property along with two computer labs. Additionally, the clubhouse includes a recreation room with a large screen TV, digital cable and two videogame systems. Other amenities include outdoor volleyball and basketball courts as well as an outdoor swimming pool. There is also a convenience store, The Mighty Bite, located in the clubhouse. Parking is available at each building and regular bus service is provided to the lower campus by the Mid Mon Valley Transit Authority. The bus service is available at no charge with a valid CalCard. For more information

about Vulcan Village, call 724-938-8990 or visit website at <http://www.myownapartment.com/vulcanvillage>.

Off-Campus Housing

The Office of Off-Campus Housing works with students, landlords and borough officials to educate and promote the safety and welfare of all students residing in off-campus facilities. The office also assists students in their search for off-campus housing by providing an off-campus housing list and various resource and educational materials, such as the Student Educational Guidebook for Off-Campus Living. For more information, call 724-938-4444 or visit <http://sai.cup.edu/housing/och>.

Disclaimer: The information contained in the off-campus list is provided as a service to students. The data collected or transcribed may at times be inaccurate. The University, its employees or students are not responsible for any claims or damages that may be incurred. The Office of Off-Campus Housing makes no warranty on the conditions, terms, prices or other information contained therein. This information is to be used as a guide to help students locate off-campus housing and is not to be taken as approved or sanctioned off-campus housing. This does not create an enforceable obligation to any party from California University of Pennsylvania, the Pennsylvania State System of Higher Education or the students of California University.

Intercollegiate Athletics

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

Eighteen varsity sports are available to students who desire to participate in intercollegiate athletics and who meet the academic standards of the University, the PSAC and the NCAA. For men, California offers baseball, basketball, cross country, football, golf, soccer, and indoor and outdoor track and field; for women California offers basketball, cross country, golf, softball, soccer, tennis, indoor and outdoor track and field, swimming, and volleyball. Freshman students must apply to the NCAA Clearinghouse to be eligible to compete in intercollegiate athletics during their freshman year. Specific requirements may be obtained from the high school counselor, the University athletic director or the Admissions Office.

Academic progress for athletes is monitored, and a professional staff of athletic trainers is always available. All student athletes are encouraged to participate in the athletic CHAMPS leadership development program at some time during their athletic careers. The program combines student athletes from all sports to discuss values, communication, career services, resume writing, manners, etiquette and diversity.

International Student Services Office

California University currently welcomes international students representing 19 countries. International students provide cultural diversity and furnish the institution and the surrounding community with an expanded and enlightened perspective. The mission of the International Student Services Office is to meet the unique needs of the international students enrolled at California University

and to provide each one with a sense of belonging. In addition, the International Student Services Office strives to provide opportunities for the international student to experience not only American culture, but other representative cultures as well. One such opportunity, open to the entire University community, is membership in the International Club. The International Club sponsors several activities, including the annual International Dinner each spring semester. The International Student Services Office and the All Nations Room, home of the International Club, are located in Carter Hall, Room G-35. For more information, call 724-938-5506.

Student Exchange Programs

California University is affiliated with both the National Student Exchange (NSE) and Cultural Experiences Abroad (CEA) organizations. NSE (<http://www.NSE.org>) enables students to exchange domestically to their choice from nearly 200 schools throughout the United States. CEA (<http://www.GoWithCEA.com>) offers exchange to multiple locations throughout 15 countries worldwide.

The Student Exchange Program office provides guidance to students on how to participate, determine available funding and obtain full-time credit while on exchange. A successful candidate for exchange has a willingness to undertake exposure to unfamiliar environments and is able to demonstrate academic integrity.

National Student Exchange (NSE)

Students can exchange to other NSE member campuses located throughout the United States and its territories without having to pay the high cost for out-of-state tuition. Since its establishment in 1968, NSE has grown to nearly 200 member campuses. A student may study at the NSE member institution of their choice for up to a full academic year, undertaking courses approved for application to their degree program at California University through approval of their academic adviser. Students have the choice to pay either California University tuition/fees or in-state tuition/fees at the institution to which they exchange. For further information, contact the Student Exchange Program director at 724-938-5505 and visit the NSE website at <http://www.nse.org>.

Cultural Experiences Abroad (CEA)

CEA provides students the opportunity to experience international education and cultural exchange through offerings at institutions located in 27 cities in Argentina, Australia, China, Costa Rica, Czech Republic, England, France, Germany, Ireland, Italy, Mexico, Poland, Russia, South Africa and Spain. CEA has been chosen to collaborate with California University in large part due to their practices of special attention to students in customer service, cultural immersion, academic services and the well-being of participants. Students undertake courses approved for application to their degree program at California University through approval of their academic adviser. CEA offers partial student scholarships to qualified students. For more information, contact the coordinator at 724-938-5505 and visit the CEA website at: <http://www.GoWithCEA.com>.

Intramurals

The intramural program is designed to provide students with a flexible yet structured environment in which to participate in sports. Activities are administered in league format with various divisions serving men's, women's

and open coed recreational teams. Teams and individuals must formally register for activities. The program is open to all current students, faculty and staff. For more information, contact Recreational Services at 724-938-5907.

Judicial Affairs

The Office of Student Development and Services is responsible for administering the conduct system and developing behavioral standards. The Office of Student Conduct performs pre-hearing interviews with students charged with a violation of the conduct regulations, which may take place on or off campus; takes administrative disciplinary action in certain cases; administers student/faculty conduct board hearings; maintains all University disciplinary records; and serves as a resource to faculty, staff and students for behavioral problems.

The Statement of Student Rights and Responsibilities: Student Code of Conduct outlines the behavioral standards students are expected to abide by in order to create a positive community. The Office of Student Conduct and designated hearing officers are responsible for resolving any alleged violations of these behavioral standards through the process described in the statement, which is available in the Student Planner and on the University's website. These behavioral expectations are based on the University's Rights and Responsibilities. The University reserves the right to impose sanctions, such as declining readmission and removal from University housing and/or the University, following appropriate University conduct procedures. Immediate actions may be taken on an interim basis for actions deemed to create a danger to the University community.

Multicultural Student Programs

The Office of Multicultural Student Programs provides programs and activities that support the ideals of a culturally diverse learning community. It serves as an advocate for students from diverse backgrounds and offers consultation to other members of the University community when planning programs and events. For more information, contact LaMont Coleman at 724-938-5697 or coleman_lm@cup.edu.

Website Development

The Student Association Inc. Student Web Development team, located in the Multimedia Access Center, consists of student employees and volunteers who develop and maintain all the websites of Student Life. They are available to help clubs and organizations, auxiliary services, student activities, and all areas of Student Development and Services to design and post their sites. Explore the vast offerings for Cal U students, beginning with the Student Life home page located at <http://sai.cup.edu>.

The PEACE Project

The PEACE Project (Prevention, Education, Advocacy for Change and Empowerment) raises awareness and educates the campus and community on sexual assault, stalking and relationship violence. In addition, PEACE offers survivors and their loved ones advocacy and support on their journey to healing. The PEACE Project is located in the Women's Center in Carter Hall, Room G45. For more information, contact 724-938-5707 or e-mail peace@cup.edu or visit http://sai.cup.edu/peace_project/index.jsp.

Recreational Services

The mission of the Department of Recreational Services is to provide recreational facilities, programs and developmental opportunities for the University community. Recreational Services provides exposure to a variety of activities that contribute to individual physical fitness. The department also creates opportunities for cooperative and competitive play in game form. Seven service areas fall within the department: extramurals, fitness, informal recreation, instructional programs, intramural sports, sports clubs and wellness.

Social Fraternities and Sororities

A sorority or a fraternity is an organization whose members have chosen to establish a close affirmation and friendship with each other. Membership helps to provide leadership opportunities and career preparation. Every chapter encourages and expects above average scholarship and participation in various activities that offer valuable experience. Community service is also encouraged. For more information, see The Student Handbook or contact the Fraternity and Sorority Life office at 724-938-4303.

Student Activities Board (SAB)

Many diverse forms of cultural and contemporary entertainment are offered to students primarily through the Student Activities Board (SAB). This organization is composed entirely of full-time undergraduate and graduate students who meet weekly to view and discuss the possibilities of hosting different entertainment and cultural programs for the entire University community. The types of programs that SAB sponsors include weekly movies shown in the Vulcan Theater; spoken word and singer/songwriter performances; novelty events, such as laser tag and off-campus trips to Pittsburgh sporting events; performances at the Pittsburgh Public Theater; and opportunities to see national and local recording artists in concert venues in the Pittsburgh area. The organization comprises seven committees, including concerts, lectures, weekend programming, special events, cultural and fine arts, recreation and film.

For more information about SAB, the types of entertainment and programs it provides, and how to become a member, call 724-938-4303 or visit the office, located on the third level of the Natali Student Center near the SAI business office.

Student Association Inc.

The Student Association Inc. (SAI) is a nonprofit corporation financed in part by Student Association fees. The executive director serves as the liaison between SAI and the University. Programs provided by the Student Association Inc. are determined by Student Congress and by the Student Association Inc. board of directors.

SAI coordinates the co-curricular activities provided by the University, including Homecoming, concerts, plays, musical productions, movies, outdoor recreation, intramural sports, dances, picnics, California University Television (CUTV), WCAL Radio, The California Times (the student newspaper), Monocal (the yearbook) and special events, and oversees Roadman Park and the Herron Recreation and Fitness Center. Intercollegiate athletics are partially funded by SAI. In addition, SAI coordinates the activities of student clubs and organizations. The Student Handbook provides a complete listing of active student clubs and organizations.

George H. Roadman Park, a 98-acre area located one mile from campus on Route 88 South, is owned by SAI. In January 2009, SAI leased the land to the University for the development and maintenance of the property. Facilities include tennis courts, baseball, football, soccer, softball, rugby, intramural fields and picnic area. For more information, visit the website at <http://sai.cup.edu/SAI>.

Student Congress

Student Congress is the official student governing body. It is composed of the Student Senate (60 senators); Student House of Representatives (representatives from each club); and Student Cabinet. Congress represents and serves the entire student population. It provides for a student forum, establishes channels for the communication of students' concerns to the proper administrative and faculty personnel, implements programs and activities that enrich campus life, and creates opportunities for students to exercise and develop leadership skills.

Students are encouraged to attend a Student Senate meeting, Mondays at 4:15 p.m. in Rooms 206/207 of the Natali Student Center, to find out how they can become active in Student Congress. Students may also call 724-938-4303 or visit the Student Government office on the third floor of the Natali Student Center.

Student Health Services

The Student Health Center is located in the Wellness Center, Carter Hall, ground floor. The goal of the Student Health Services department is to provide high quality health care to our students; to direct students to other health care providers when appropriate; to provide emergency care for all members of the University community; to address the specific health needs of those members of the student population with special problems; and to conceive, develop and implement relevant health education programs for the University community. All students must complete a pre-entrance health form that is kept on file. All medical records are strictly confidential.

The Student Health Center is open 24 hours a day, Monday through Saturday morning. The center opens at 7 a.m. Monday and closes at 7 a.m. Saturday morning while the University is in session. It is closed on weekends. A staff of full-time registered nurses is on duty during operating hours. A qualified physician and certified nurse practitioner are on duty Monday through Friday during specified hours. The RN/Physician/CRNP may refer students to local hospitals in emergencies and for treatment beyond the capabilities of the Student Health Center. The Student Health Center does not assume responsibility for doctor bills, hospital bills or prescription costs accrued by the students for treatment beyond the capabilities of the Student Health Center. The final choice in hospital selection is the student's decision.

Ambulance Service

The Brownsville Ambulance Service Inc. (BASI) provides services to Cal U students without direct charge. Through a contract with SAI, BASI will accept assignment from your health insurance carrier at its reimbursement rate. This service is available to all University students living within the service area, provided they have a valid CalCard.

Medical Absences

Students who are unable to attend classes because of illness should contact their professors, explain their absences, and arrange for completion of any work that may have been missed. Student Health Services will send a written notification to

the professors in the following circumstances (provided the student initiates the request):

- When a student consults a health care professional at Student Health Services and the health care professional determines that the student has or had sufficient medical reason not to attend class.
- When a student has consulted a private physician who has determined that the student has or had sufficient medical reason not to attend class.
- When a student is confined for longer treatment or care at Student Health Services or requires extended recovery with bed rest.
- Upon notification from Student Health Services or any other health care professional, the professor may decide whether to consider the notification as a valid excuse from class or other academic obligations.

Health Education Awareness Resource Team (H.E.A.R.T.)

H.E.A.R.T. is a team of students promoting health and wellness and providing opportunities for the campus community to learn about healthy lifestyles through programs and events, and through information available to students in the Wellness education room, located in Carter Hall (G-82). H.E.A.R.T. students can provide information on many different subjects, including but not limited to nutrition, weight management, physical fitness, sexually transmitted diseases, stress management and the hazards of tobacco products. The H.E.A.R.T. peer educator group invites Cal U students interested in providing wellness information to their peers to join the team.

Student Leadership Development

The Student Leadership Development department fosters ethical leadership development and encourages involvement in leadership opportunities to enhance a student's capacities for dealing effectively with complex problems, real-life leadership situations and cross-cultural issues. Programs are designed to promote an understanding of leadership theory and research, skills and competencies that support leadership effectiveness, a more fully developed code of personal ethics, and an enhanced sense of lifelong commitment to social responsibility and citizenship. The Emerging Leaders Program equips potential student leaders with skills, including public speaking, team building, goal setting and event planning. This program primarily focuses on first-year students and is offered during the fall and spring semesters. Workshops are offered throughout the semester and focus on a particular area of leadership development. For more information, contact Nancy Skobel at 724-938-5857.

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).

Students with disabilities follow the same admission procedures and standards as required by California University of Pennsylvania's Admissions offices for all students. Questions regarding admission procedures and/or acceptance status should be directed to the Undergraduate Admissions office at 724-938-4404 or to the School of Graduate Studies and Research at 724-938-4187.

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 instances where class/program requirements simulate responsibilities of in-service personnel, students must meet the essential functions of the job.

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 permit displayed. Persons who wish to request a temporary disabled parking permit (six weeks or less) must apply through and submit documentation to the Office of Public Safety at 724-938-4299. Parking permits for persons with disabilities beyond those of a temporary status require application to the Pennsylvania Department of Transportation; the applications are available at the Office of Public Safety.

Inquiries regarding disability access for students should be directed to the Office for Students with Disabilities, Azorsky Hall, Room 105, or by phone at 724-938-5781 or website at <http://sai.cup.edu/osd>.

University Conference Services

California University is dedicated to providing superior customer service and excellence in conference and meeting planning. Faculty or staff members who need assistance planning a camp or conference, or students seeking a summer job opportunity, should contact the University Conference Services Office. For more information, contact University Conference Services at 724-938-1573 or visit the website at <http://www.caluconferences.com> and take the virtual tour of available facilities.

Veterans Affairs

The Office of Veteran Affairs, located in Carter Hall, is open from 8 a.m. to 4 p.m. Monday through Friday. Evening hours may be arranged by appointment. The phone number is 724-938-4076. All matters pertaining to veterans and those entitled to veterans' benefits are handled in this office. The staff processes all VA forms and enrollment certifications for eligible students. All veterans, reservists, National Guard personnel and eligible dependents applying for entrance to the University should contact the Office of Veterans Affairs at an early date so that necessary VA paperwork can be processed to assure timely payments of educational benefits. Undergraduate veterans are also advised to take advantage of the University's program to award college credits for military service schools.

Reservists or members of the National Guard must contact the Office of Veterans Affairs in the event of activation. The OVA director is the University's designated point of contact to coordinate withdrawal due to military activation.

The on-campus Veterans Club sponsors the Colonel Arthur L. Bakewell Veterans' Scholarship. Two \$1,000 scholarships are currently awarded to eligible undergraduate veterans.

WCAL (California Radio Station)

Owned and operated by the Student Association Inc. (SAI), WCAL is a 24-hour-a-day, 3300-watt FM station with a coverage radius of 40 miles. WCAL's typical audience member is in the 15-45 age bracket, residing in the five-county region (Washington, Fayette, Greene, Westmoreland and Allegheny), with secondary

listeners in parts of Maryland and West Virginia. WCAL has a mission of providing students with hands-on radio experience, while broadcasting to a regional audience news, sports, public service information and the best in popular musical entertainment from a variety of genres. Students who successfully complete a training program are able to become on-air DJs. For more information, contact J.R. Wheeler at 724-938-5823 or wheeler@cup.edu.

Multimedia Access Center

Located on the first level of the Natali Student Center, the Multimedia Access Center houses an Apple computer lab with the latest multimedia software applications, a scanner, digital cameras, podcast/vidcast equipment and color printers. The computer lab is available for student use during normal business hours and makes some of its equipment available for borrowing to students with a valid CalCard. The lab's office hours are 8:30 a.m. to 4:30 p.m. Monday through Friday. The Student Association Inc. supports and maintains the computer lab.

Women's Center

The Women's Center seeks to provide a central focus for meeting the needs of women and students. It has five primary objectives: advocacy, empowerment, educational programming, collaboration with existing groups and leadership. The Women's Center is a service provided primarily for female students of the University, but all students are welcome to participate. The center, open Monday through Friday, 8 a.m. to 4 p.m., serves as a gathering place, resource center and meeting space for independent campus organizations. The center is located in Carter Hall, Room G45. For more information, call 724-938-5857 or visit <http://sai.cup.edu/womenscenter>.

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 diversity and pluralism. The Office of Social Equity reaffirms the University's commitment to equity 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 and affirmative action.

Services

The Office of Social Equity helps students resolve concerns and complaints regarding harassment, discrimination and disability. As ombudsperson, the director serves as an advocate for students from diverse backgrounds, offering consultation and support in equity and diversity issues. The Social Equity office strives to help individuals explore their attitudes and behavior regarding equity issues and is available to any student who needs information, assistance or has a concern about justice, fairness and equal opportunity. Support services are provided in the following areas:

Equal Opportunity, Diversity, Compliance and Equity

This area offers access to a resource library consisting of videos, books, pamphlets and other information related to equity and diversity issues. In addition, the special assistant strives to enhance diversity in the University community through work with the Women's Consortium, President's

Commission the Status of Women, Frederick Douglass Institute, PEACE Project, SAFE Zone, and the following standing committees of the California University Forum: Safety and Social Equity Committee and Core Values Committee.

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. Complete information regarding policies, procedures, and the informal and formal complaint processes can be found in the policy statement and compliance procedures on equal employment opportunity and social equity available from this office.

Ombudsperson

As ombudsperson, the director offers consultation, assistance and support in equity and diversity issues. All members of the University community have the right to seek help and information from the special assistant to the President, who will maintain such consultation in confidence to the greatest extent possible.

Sexual Harassment Education Sessions

As part of new student orientation, the Office of Social Equity provides an education session on sexual harassment awareness. The required student success session is designed to review the California University policy on sexual harassment, discuss issues regarding sexual harassment, notify students whom to contact if they should experience sexual harassment, and inform students that they can seek help and advice without fear of reprisal. In addition to the personal small group training format, the Office of Social Equity offers online training in sexual harassment awareness. All members of the University community have 24-hour access to the program at the following web address:
<http://www.newmedialearning.com/psh/cup/index.htm>

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, and evenings and weekends by appointment. For services or information stop at the office or call 724-938-4014. The web address is <http://www.cup.edu/president/equity>.

Policies

I. Equal Opportunity

See our statement 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. 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. A complete copy of the complaint procedure is available from this office and on the website.

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 the Office for Students with Disabilities 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 office is located in Azorsky Hall, Room 105. The website is <http://sai.cup.edu/osd> 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 Rehabilitation Act of 1973 and the Americans with Disabilities Act 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. 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 justice, fairness and equal opportunity for all. In compliance with federal and state laws, the University is committed to providing equal educational and employment opportunities for all persons without regard to race, color, sex, religion, national origin, age, disability, ancestry, sexual orientation or status as a disabled or Vietnam-era veteran. The University will not tolerate racial, ethnic or sexual discrimination. Sexual harassment is considered by law to be a form of sexual discrimination and is, therefore, unacceptable. Direct equal opportunity and affirmative action inquiries or complaints to the Special Assistant to the President for EEO/University Ombudsperson, Office of Social Equity, South Hall 112, 724-938-4014. Direct inquiries regarding services or facilities accessibility to the ADA/504 Compliance Officer, Office of Student Development and Services, Azorsky Hall 105, 724-938-5781. Direct Title IX inquiries to the Senior Women's Administrator/Title IX Coordinator, Department of Athletics, Hamer Hall 248, 724-938-4351.

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The business address for the Council of Trustees is:

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California University Council of Trustees
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Harrisburg, PA 17110

California University of Pennsylvania Office of the President

Angelo Armenti, Jr., president
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Dee Stalvey, executive associate to the president

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Ron Paul, executive director of the Character Education Institute
Kathy Gavazzi, director of Summer College
Daphne Livingstone, executive staff assistant

Academic Affairs

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Bruce D. Barnhart, interim associate provost and vice president for academic affairs
Don Lawson, director of honors program
Leonard Colelli, dean, Eberly College of Science and Technology
William Edmonds, dean of admissions
Rhonda Gifford, director of career services
Belinda Smith, director of articulation and transfer evaluation
Douglas Hoover, dean of library services
Kevin Koury, acting dean, College of Education and Human Services
John Cencich, interim dean, School of Graduate Studies and Research
Harry M. Langley, associate provost for student retention
Marta McClintock-Comeaux, director of women's studies
Karen Posa, director of University-wide mentoring
Suzanne Powers, director of graduate recruitment and admissions
Karen Primm, director of internship center
Jodie Rooney, academic events coordinator/Act 48/Governor's Institute coordinator
Vacant, associate provost and University registrar
Jennifer Sigado, director of welcome center, student orientation programs and University ambassadors
Emily M. Sweitzer, special assistant to the provost/vice president of academic affairs
Charles E. Talbert, associate director of academic records
Michael Hummel, dean, College of Liberal Arts
Mary Kay Dayner, executive staff assistant to the provost
Ellen Nesser, executive director of the Southpointe center
Daniel Engstrom, interim director of student teaching
Heidi Williams, applications developer

Administration and Finance

Allan Golden, vice president for administration and finance
James Ahearn, director of payroll

Cinthia Arcuri, director of personnel
Diane Biddle, executive staff assistant to the vice president for administration and finance
Sharon Elkettani, director of environmental health and safety
James Hansen, interim director of public safety
Betty Kroniser, bursar
Eric Larmi, comptroller
Judith Laughlin, director of purchasing
Rosanne Pandrok, director of budget
Thomas Taylor, director of inventory and risk insurance management
Robert Thorn, director of financial aid
Michael Peplinski, director of physical plant

Development and Alumni Relations

John Fislser, associate vice president of development and campaigns
Howard Goldstein, associate vice president for development
Mitch Kozikowski, associate vice president for development
Lynn Baron, director of donor relations, stewardship and special events
Sharon Navoney, senior director of major gifts and planned giving
Gordon Core, director of planned giving
Lindsey Bennett, major gifts officer
Tony Mauro, major gifts officer
Jessica Urbanik, major gifts officer
Christian Caldwell, manager of advancement services
Peter Glasser, manager of research and prospect management
Amy Lombard, director of alumni relations and annual giving
Leslie Fleenor, assistant director of alumni relations and annual giving
Cathy Connelly, manager of the Annual Fund
Barb McMillen, coordinator, gift and pledge processing
Linda Volek, secretary
Marie Spak, secretary
Rebecca Stoka, secretary

Information Technology Services

Chuck Mance, vice president for information technology services
Becky Nichols, director of applications and academic support
Vacant, director of information technology operations
Vacant, director of security, quality and compliance

Student Development and Services

Lenora Angelone, vice president for student development and services
Nancy Pinardi, associate vice president for student development and services/
executive director, S.A.I.
Timothy Susick, associate vice president for student development and services
Lawrence Sebek, dean for student services
Barry Niccolai, dean for residence and off-campus student life
Brenda DePaoli, executive staff assistant, student development and services
Debra Anderson, nurse supervisor
Terri Anderson, nurse
Nicole Arthur, administrative assistant, S.A.I.
Cheryl Bilitski, director, office of students with disabilities (OSD)/assistant professor
Charles Bohn, director of recreational services, S.A.I.
Megan Burd, resident services manager, Vulcan Village

Betsy Clark, residence hall director
 LaMont Coleman, associate dean for student services/multicultural affairs
 Beth Ann Conway, assistant sports information director
 Mark Cook, athletic equipment manager
 Andrew Diamond, grounds technician, Vulcan Village
 Christa Grillo, nurse
 Kimberly Cupplo, senior traditional accountant, S.A.I.
 Cheryl Danko, coordinator, PEACE Project/advocate
 Pam DelVerne, director of new media services/activities transcript coordinator,
 S.A.I.
 Melissa DiPiazza, secretary, football office
 Richard Dulaney, director, University conference services
 Travis Eisentrout, athletic business manager
 Frances Fayish, nurse practitioner/director, wellness education
 Paul Fazio, associate dean for student services/commuter services
 Brenda Fetsko, director of Healthy Habits wellness program
 Jennifer Gehron, traditional accountant, S.A.I.
 Patricia Godla, secretary, office for students with disabilities
 Cheryl Golembiewski, student center coordinator, S.A.I.
 Lisa Hartley, accounts payable/payroll supervisor, S.A.I.
 Scott Helfrich, community manager, Vulcan Village
 Jeff Helsel, director of news/video development and publications, S.A.I.
 Joy Helsel, director, fraternity and sorority life/special publications, S.A.I.
 Karen Hjerpe, associate athletic director/senior women's administrator
 Donna Hoak, secretary, women's center/PEACE Project
 Jeremy Hodge, maintenance technician, Vulcan Village
 Laura Jeannerette, assistant director, office of students with disabilities (OSD)
 Matt Kifer, sports information director
 Tonya Kirkland, accounts receivable/office supervisor, S.A.I.
 Gene Knight, ID card system technician, S.A.I.
 Leigh Ann Lincoln, chief financial officer, S.A.I.
 Leslie Loase, associate dean for residence education/learning initiatives/
 coordinator of assessment
 James Matta, counselor
 Christine Matty, nurse
 Walter Matuszak, technology support specialist, S.A.I.
 Charlene McVay, management technician
 Dawn Moeller, clinical psychologist
 James Pflugh, assistant dean for student conduct
 Robert Prah, director, veterans affairs
 Tom Pucci, athletic director
 Doug Robinson, maintenance technician
 Jamison Roth, director of sport clubs
 Mary Ann Salotti, clinical psychologist
 Ron Sealy, athletic practice fields foreman, S.A.I.
 Autumn Seybert, residence hall director
 Jared Shiner, leasing and marketing manager, Vulcan Village
 Keith Skirpan, senior housing accountant, S.A.I.
 Nancy Skobel, associate dean, director, women's center/PEACE project director
 Doug Smith, assistant director of activities/evening and weekend programming
 Gary Smith, director CUTV operations, S.A.I.
 Doris Sutch, nurse

Carolyn Tardd, administrative assistant, athletics
Diane Tomi, secretary, housing and residence life
Earl Tucker, conference coordinator, S.A.I.
Shawn Urbine, associate dean for residential facilities/conferences
John G. Watkins, assistant dean for student development/international students/
NSE/CHOICES
Sheleta Webb, residence hall director/coordinator University safe zone
Steve Weiss, residence life coordinator, Vulcan Village
J. R. Wheeler, assistant dean for student services/media
Edward Whited, director athletic facilities/recreation services
Terry Wigle, associate dean for student services/CalCard systems/auxiliary
services
Janet Woods, secretary, recreational services, S.A.I.
Thomas Zemany, maintenance manager, Vulcan Village
Launa Zucconi, leasing profession, Vulcan Village

University Relations

Angela Burrows, vice president for University relations
Denise King, executive assistant to the vice president
Craig Butzine, director of marketing
Greg Sofranko, director of creative services
Christine Hudson, assistant director of marketing
Justin Harbaugh, graphic artist
Christine Kindl, director of communications and public relations
Wendy Mackall, assistant director of communications and public relations
Bruce Wald, information writer
Christine Russell, director of web services
John Moore, assistant webmaster
Steve Zidek, assistant webmaster
Greg Buretz, social media coordinator
Doris Wadsworth, secretary

Faculty

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

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

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

Connie Armitage. (2005) Assistant Professor, Elementary and Early Childhood Education. B.S., M.Ed., California University of Pennsylvania; Ed.D., University of Pittsburgh

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

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

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