



California University of Pennsylvania
Graduate Catalog
2013–2014

August 2013

*The online version of the catalog supersedes the printed version.
Please visit <http://www.calu.edu> for the most current version of the catalog.*

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

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

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

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, affirmative action or Title IX inquiries or complaints to the Special Assistant to the President for EEO/University Ombudsperson/Title IX Coordinator, 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 Affairs, Carter Hall G-52 724-938-4056.

Academic Policies

Please visit <http://www.calu.edu/academics/academic-affairs/academic-policies> to view the most current academic policies.

Disclaimer

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



California University of Pennsylvania

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.msche.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 Commission on Accreditation of
Athletic Training Education
2201 Double Creek Drive
Suite 5006
Round Rock, TX 78664
512-733-9701
<http://www.caate.net>

ACCREDITED in Communication Disorders by the American Speech-Language-
Hearing Association
2200 Research Blvd.
Rockville, MD 20850-3289
800-498-2071 Fax 301-296-8580
<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 Fax 301-657-0275
<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
1001 N. Fairfax St., Suite 510
Alexandria, VA 22314
703-535-5990 Fax 703-739-6209
<http://www.cacrep.org>

ACCREDITED in Early Childhood Education by the National Association for the Education of Young Children
1313 L St. NW, Suite 500
Washington, DC 20005
202-232-8777 Fax 202-328-1846
<http://www.naeyc.org>

Administrative Program for Principals and Superintendent Letter of Eligibility comply with the standards of the Educational Leadership Constituent Council
1615 Duke St.
Alexandria, VA 22314-3483
703-518-6256 Fax 703-549-5568
<http://naesp.org>

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From the Interim President

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

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

Cal U faculty members are experts in their fields, and more than 80 percent have doctorates or other advanced degrees.

Although many professors are involved in research or other scholarly pursuits, their top priority is teaching. Working side by side with a team of student support professionals, our faculty members are committed to helping every student achieve academic success.

Teaching and learning occurs on our state-of-the-art campus, which is equipped for the digital age. Every Cal U general classroom is a “smart classroom,” with Internet access and high-tech audiovisual capabilities. Wi-Fi is available campus-wide. A Teaching and Learning Center assists faculty members in utilizing this technology efficiently and effectively, so they can prepare our students to thrive in the technological environment of the 21st century.

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

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

More than 100 student clubs and organizations offer leadership opportunities and a broad range of activities. The newly expanded Herron Recreation and Fitness Center is open daily for individual workouts, group fitness classes and intramural sports. On the upper campus, Roadman Park and the Student Association’s farm host athletic contests and outdoor recreation, as well as academic projects and fieldwork. Renowned speakers, performers and entertainers visit our campus regularly, creating an atmosphere rich in culture and creativity.



*California University of Pennsylvania
Interim President Geraldine M. Jones*

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

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

Sincerely,

Geraldine M. Jones

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, a community of approximately 6,800 residents located on the banks of the Monongahela River, less than an hour's drive south of Pittsburgh. It is accessible via Interstate 70 Exits 15 (PA 43), 16 (Speers) or 17 (PA 88, Charleroi) or via U.S. 40 (PA 43 or 88). The Mon Valley Fayette Expressway (PA 43) links California to the federal Interstate Highway System. The University is approximately 30 minutes from Exit 8 (New Stanton) of the Pennsylvania Turnpike, and an hour from Pittsburgh International Airport.

The main campus consists of 98 acres, including the Phillipsburg annex. The 98-acre recreation complex, George H. Roadman University Park, is located one mile from campus. This complex includes a football stadium, an all-weather track, tennis courts, a baseball diamond, a softball diamond, soccer and rugby fields, a cross country course, areas for intramural sports, and picnic facilities.

Adjoining Roadman Park is the 98-acre SAI Farm, purchased in 2010. The parcel includes a cross country course, recreation space, and a farmhouse that has been renovated for student meetings. Together, Roadman Park and the SAI Farm comprise the University's upper campus.

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

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

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

History

The institution that is now California University of Pennsylvania began as an academy in 1852. It has evolved over the years into a multipurpose university, one of the 14 state-owned institutions that comprise 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. He served until 2012.

1996: The College of Science and Technology was renamed the 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.

2004-2007: The University responded to the needs of today's students and completely redesigned the concept of residence life. Six suite-style residence halls were constructed on the main campus, and an apartment complex now known as Vulcan Village was constructed on the upper campus.

2012: Geraldine M. Jones was named acting President of the University. In 2013 she became the interim President.

2013: The former Residence Hall A was renamed the G. Ralph Smith II Honors Hall in recognition of a former English professor whose bequest to the University is the largest in its modern history.

(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.)

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, affirmative action and Title IX.

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 or 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 Cal U Men United, Cal U Women United, The President's Commission for the Status of Women, Lambda Bridges, 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 both the policy statements and compliance procedures on equal education and employment opportunity and social equity and the Gender-Based/Sexual Misconduct (Title IX) policies 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 advice 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

The Pennsylvania State System of Higher Education has mandated that all universities conduct sexual harassment awareness training with new students. The Office of Social Equity at California University of Pennsylvania provides online training in sexual harassment awareness, and all new students are required to complete the online training.

Please click onto the following website address <http://training.newmedialearning.com/psh/cup/> in order to begin the online training.

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, visit the office or call 724-938-4014.

The web address is <http://www.calu.edu/faculty-staff/administration/social-equity/>

Policies

I. Equal Opportunity

Our statement is on page ii of the catalog. A copy of the policy is available from the Office of Social Equity and is also available on the website above.

II. Sexual Harassment

Sexual harassment is reprehensible conduct that will not be tolerated at California University. 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 Disabilities (OSD). Students must request accommodations through the OSD and should make the request for accommodations as soon as possible. The decision regarding appropriateness of the requested accommodations rests with the service provider office and must be supported by the student's documentation on file with OSD. The office is located in Azorsky Hall, Room 105. The website is <http://www.calu.edu/current-students/student-services/disability> and the phone number is 724-938-5781.

ADA/504 Appeal Process

If a student considers that a requested accommodation has not been granted or is inappropriate, he or she should immediately discuss the matter with the OSD director, 724-938-5781. If the student is not satisfied with the result of this conference, he or she should contact the ADA Compliance Office, 724-938-4056. This office helps to ensure compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 and provides an avenue of resolution for student problems/concerns regarding accommodations. If the student does not reach accord at this level, he or she may appeal to the Office of Social Equity. 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, Carter Hall G-52, 724-938-4056. Direct Title IX inquires to the Office of Social Equity, South Hall 112, 724-938-4014.

Admissions

Application Process

Individuals may apply online at <http://www.calu.edu> and pay the application fee following the guidelines listed.

Complete the application and pay the application fee following the guidelines.

Submit official sealed transcripts of all undergraduate and graduate work to the School of Graduate Studies and Research, California University of Pennsylvania, 250 University Ave., California, PA 15419. The bachelor's degree must have been awarded from a regionally accredited college or university. It is not necessary to send a transcript of work completed at California University.

Admission Decisions

Generally, the minimum requirement for admission to the School of Graduate Studies and Research is a 3.00 undergraduate GPA. Some programs have other GPA requirements. Applicants who have less than a 3.00 undergraduate GPA may be able to seek conditional admission based on established criteria. Review program requirements in this catalog.

In addition to GPA, some programs require additional documentation such as letters of recommendation, references, specified entrance exams (Praxis/PAPA, GRE, MAT), and/or other supporting material. See program requirements in this catalog.

When the Graduate School has received all of the required application materials, the materials are reviewed. The School of Graduate Studies and Research is notified of the recommendation and processes the admission decision. The applicant is informed of the decision via e-mail.

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

The \$25 application fee may be paid by credit card when the online application is submitted.

Application Deadlines

Application deadlines vary by program, and students are advised to apply for admission to the School of Graduate Studies and Research as early as possible. Most programs have rolling deadlines, and applications may be submitted at any time. However, the programs listed below have strict application deadlines that must be met in order to be considered for admission:

Athletic Training – April 1

Clinical Mental Health Counseling – Nov. 1 for spring admission, May 1 for summer admission, July 1 for fall admission

Communication Disorders – Feb. 15

Counselor Education – Nov. 1 for spring admission, May 1 for summer admission, July 1 for fall admission

School Counseling – Nov. 1 for spring admission, May 1 for summer admission, July 1 for fall admission

School Psychology – Feb. 15

Social Work – June 14

Sports Counseling – First Friday in May

Admission for Other Programs

In addition to degree programs, the University offers certification programs, certificates, letters of completion, and options for non-degree and visiting students.

Certification Programs

Certification programs prepare individuals to apply for a certification or licensure from a third party, which normally imposes experiences and requirements beyond university credits. These additional program requirements develop appropriate competencies in specific areas of specialization.

Certificates

A certificate is not a certification but rather a formal, credit-based credential that indicates completion of a program of study that does not culminate in a degree or qualify the individual for certification.

Letter of Completion

A letter of completion is a statement of recognition designated on the academic record to indicate completion of an organized set of courses or short program of study, not culminating in a degree, certificate or certification.

Non-Degree

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

Admitted non-degree students may take only a limited number of credits. Completion of these courses does not automatically lead to admission to a degree or certification program. Applicants interested in further exploration must reapply (fee waived).

Visiting Students

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

International Students

International Applicants

California University welcomes applications from students from countries other than the United States. All international applicants must follow the procedures

and guidelines, which are available at <http://www.calu.edu/prospective/graduate/how-to-apply/international-applicants/>.

Canadian Applicants

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

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

International students who are interested may contact the School of Graduate Studies and Research regarding graduate assistantships and the Financial Aid Office regarding other financial options.

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

Tuition and Fees

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

Payment of Tuition and Fees for Semester Registration

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

Payment Information

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

Payment Plans

Payment plans are available each fall and spring semester. Payment plans enable students to pay their costs on a monthly basis. Enrollment for the payment plan can be completed online. Detailed information is also available on the Bursar's Office website at <http://www.calu.edu/bursar>.

Third Party Billing

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

corporate tuition reimbursement policies or when the payment amount is based on grades and received after the term has ended.

Refund Policy

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

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

Housing Application Service Fee

An application fee of \$225 is required in order to reserve a room for the following academic year. First-year students will receive a housing contract with their admissions packet. The contract and card must be signed and returned to the Bursar's Office with a \$225 payment. This fee is nonrefundable and is not deducted from room charges.

Late Registration Fee

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

Late Payment Fee

A late payment fee of \$25 per month will be assessed when a student fails to pay the required fees by the due date or when a student fails to pay according to an approved payment plan. (The structure of fees is subject to change without prior notice and such changes shall take precedence over existing charges set forth in this catalog.)

Return Check Charge

A \$25 fee will be charged for any check (paper or ACH) that is made payable to California University of Pennsylvania and returned by the bank because funds are unavailable. (The structure of fees is subject to change without prior notice and such changes shall take precedence over existing charges set forth in this catalog.)

Pennsylvania Teaching Certification

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

Instructional I Certification

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

Act 48 Continuing Education

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

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

Financial Aid

Mission Statement

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

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

- Eligibility requirements
- Financial aid application process, including FAFSA
- Cost of attendance
- Loan options, including Grad Plus loans exclusively for graduate students
- Disbursement of financial aid
- Financial aid warning, financial aid suspension, financial aid probation

Location and Office Hours

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

Students can contact the Financial Aid Office by phone at 724-938-4415 or by fax at 724-938-4551. In addition, general financial aid information may be obtained at www.calu.edu/financial-aid. Specific financial aid and student account information is available 24 hours a day through the Vulcan Information Portal (VIP).

Academic Programs

Administrative Program For Principals

Master of Education in School Administration Administrative Principal
Credits: 30 (Program Code: 0971)

Administrative Principal K-12 Certification
Credits: 24 (Program Code: 0977)

Program Description

Cal U's administrative program for principals (ADP) is the ideal program for working professionals who want to make a difference in education. This part-time, online program is a practice-centered, performance-based program that is designed to provide a personalized approach in meeting the needs of all students, whether they are seeking a principal's certificate or a master's degree in education or simply wish to continue to enhance their teaching and leadership skills. California University of Pennsylvania offers one program with two tracks: K-12 principal certification only (24 credits) and the Master of Education with K-12 principal certification (30 credits). At Cal U, K-12 principal certification can be pursued as an integrated part of the master's degree or as a separate certification-only track for people who have previously obtained a master's degree. The K-12 principal certification and master's degree require the same core courses, but an additional two prescribed courses (6 credits) are required of those candidates pursuing the master's degree.

Program Objectives

- Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.
- Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.
- Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations and resources in a way that promotes a safe, efficient and effective learning environment.
- Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.
- Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly and in an ethical manner.
- Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to and influencing the larger political, social,

economic, legal and cultural context. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in the objectives through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

Delivery Mode

Global Online (100 percent online delivery)

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

Accreditation

Approved by the Pennsylvania Department of Education, this online program meets state educational requirements for certification as a principal. The program complies with Interstate School Leaders Licensure Consortium (ISLLC) and Educational Leadership Constituent Council (ELCC) standards, and may be used to meet certification and professional development requirements in other states.

Admissions Criteria

- 3.00 GPA in a baccalaureate degree verified with official transcripts from all institutions attended
- A completed Applicant Data Sheet
- A copy of all current professional certificates held
- A letter of endorsement from applicant’s principal or immediate supervisor
- A current resume or curriculum vitae
- A statement of career goals and degree objectives
- Completed Graduate Application for Admission plus \$25 nonrefundable application fee

Additional program requirements:

- The program is open to students with a bachelor’s, master’s or doctorate degree. Previous teaching experience is not required, but professional certified experience is a must.
- Students with less than a 2.99 GPA may also be considered for conditional admission.

Curriculum

Course requirements for all students

Course Name	Credits
ADP 641 School Community Relations Seminar	3
ADP 647 Orientation and Assessment (first course)	3
ADP 621 Curriculum Leadership Using a Standards-Aligned System	3
ADP 661 Educational Leadership	3

Course Name	Credits
ADP 631 School Law and Ethics	3
ADP 626 Instructional Leadership and Strategies for Inclusive Classrooms	3
ADP 670 Internship: Part 1	3
ADP 670 Internship: Part 2 (final course)	3

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

Course Name	Credits
ADP 664 Field Project/Leadership	3
ADP 673 Field Project/Research and Evaluation	3

Advisement

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

Department Website

<http://www.calu.edu/academics/online-programs/principals-program-certificate/curriculum/index.htm>

Application Questions

School of Graduate Studies and Research
 California University of Pennsylvania
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gradschool@calu.edu

Program Coordinator

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

Web Page: <http://www.calu.edu/academics/faculty/silvia-braidic.aspx>

E-mail: braidic@calu.edu

Phone: 724-938-1589

Graduate Faculty

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

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

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

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

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

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

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

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

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

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

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

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

Applied Criminology

Master of Arts: Social Science – Applied Criminology

Credits: 36 (Program Code: 0946)

Program Description

The applied criminology program is on the forefront of understanding crime and applying this knowledge to create policies and practices to create positive social change. In the program, students begin by building a strong foundation of theoretical and research knowledge and skills. Thus equipped, students examine ethical and legal aspects of criminology, criminal investigative analysis and geographical crime analysis. We combine our expertise in multidisciplinary and interdisciplinary approaches to the subject matter from sociological, criminological, psychological, justice studies and legal perspectives.

Program Objectives

- Create a strong foundation of theoretical knowledge and research skills.
- Evaluate ethical and legal aspects of criminology, criminal investigative analysis and geographical crime analysis.
- Analyze crime and apply this knowledge to form policies and practices that create positive social change.

Delivery Mode

Global Online (100 percent online)

Admissions Criteria

- 3.00 GPA in a baccalaureate degree* verified with official transcripts from all institutions attended
- Completed Graduate Application for Admission plus \$25 nonrefundable application fee

*Applicants with a GPA of 2.50 - 2.99 may request conditional acceptance.

Curriculum

Semester 1 – Fall

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

Semester 2 – Spring

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

Semester 3 – Summer

Course Name	Credits
CRM 710 Advanced Behavioral Crime Analysis Theory	3
RES 810 Qualitative Research Methods in Social Science	3

Semester 4 – Fall

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

Semester 5 – Spring

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

Semester 6 – Summer

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

Advisement

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

Department Website

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

Application Questions

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Program Coordinator

Elizabeth Larsen, Ph.D. (University of Pittsburgh), M.A. (George Mason University), B.A. (University of Virginia), Associate Professor

Web Page: <http://www.calu.edu/academics/faculty/Elizabeth-Larsen.aspx>

E-mail: larsen@calu.edu

Phone: 724-938-44149

Graduate Faculty

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

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

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

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

Emily M. Sweitzer, Ed.D. (West Virginia University), M.S., B.A. (California University of Pennsylvania), Certified Forensic Science and Law (Duquesne University), Nationally Certified School Psychologist, Certified K-12 Administrator, West Virginia, Associate Professor

Athletic Training

Master of Science

Credits: 34-35 (Program Code: 0330)

Program Description

The post-professional graduate athletic training education program has been preparing students for careers in athletic training for more than 20 years and is accredited by the Commission on Accreditation of Athletic Training Education (CAATE) as an advanced degree (post-certification) program in athletic training. Students entering this program will be pursuing a Master of Science 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 Performance Enhancement Specialist through the National Academy of Sports Medicine (NASM). Students will learn how to use the same Optimum Performance Training model used by the NASM for training Olympic and professional athletes.

In addition, students perform original research through the creation of a thesis, complete a cadaver anatomy course and take courses that enhance leadership skills.

This program is a post-professional graduate athletic training education program and the student must have passed the Board of Certification (BOC) examination or have completed the requirements to take the certification examination. The graduate athletic training student can expect to complete the academic coursework in one calendar year, which starts in June of each year and ends in the following May.

Graduate students have an opportunity to apply for a graduate assistantship, which will defray the cost of tuition and provide a stipend. This clinical experience is not required to enroll in the program. Graduate assistantships occur from mid-August to approximately the end of May the following year. Clinical experiences take place at area high schools, local colleges and California University of Pennsylvania.

Program Objectives

It is the mission of the graduate athletic training education program to build the characters and careers of entry-level athletic trainers. To realize this mission, the program's goals and objectives are to educate entry-level athletic trainers to:

- Advance their understanding of the anatomical structure of the human body
- Become consumers and producers of research
- Utilize the National Academy of Sports Medicine's Optimum Performance model in their daily practice
- Conduct themselves in a professional manner
- Appreciate the need for continued professional development and a lifetime of learning
- Apply technology effectively in their professional practice

Delivery Mode

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

Accreditation

The Athletic Training program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE) as an advanced degree (post-certification) in athletic training.

Admissions Criteria

- Minimum overall undergraduate 3.00 GPA
- Solid background in athletic training
- Official transcripts/baccalaureate degree from an accredited institution
- Program application and essay
- Resume or curriculum vitae
- Two letters of recommendation
- BOC certified or have completed exam requirements (students must sit for the exam as many times as possible before August camps)
- Completed Graduate Application for Admission plus \$25 nonrefundable application fee

Special Program Requirements

Prior to start of graduate assistantship, students must possess:

- Athletic Training License from Pennsylvania State Board of Medicine
- Emergency cardiac care certification
- Liability insurance
- Appropriate clearances

Curriculum

Summer 1 – 10 Weeks

Course Name	Credits
ATE 800 Methods of Research in the Allied Health Professions	3
EDP 600 Statistical Methods	3

Summer 2 – Second Five Weeks

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

Fall Semester

Course Name	Credits
ATE 701 Technology in Athletic Training	3
ATE 770 Athletic Training Practicum	3
ATE 780 Research Applications in Athletic Training	3
PRF 710 Performance Enhancement in Physical Activity	3

Spring Semester

Course Name	Credits
ATE 745 Contemporary Issues in Athletic Training	3
PRF 750 Performance Enhancement Program Design	3
PRF 760 Leadership and Professional Development	3
ATE 820 Athletic Training Research Project OR	3
RES 849 Master's Thesis	4

Assistantships

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

Advisement

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

Department Website

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

Application Questions

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California University of Pennsylvania

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Web Site: <http://www.calu.edu/prospective/graduate/contact-graduate-admissions/index.htm>

E-mail: gradschool@calu.edu

Program Coordinator

Shelly Fetchen DiCesaro, PhD, LAT, ATC

Ph.D., University of Pittsburgh, Health and Physical Activity-Exercise Physiology

MS, The George Washington University, Clinical Exercise Physiology

BS, California University of Pennsylvania, Athletic Training Education

Email: dicesaro@calu.edu

Phone 724-938-5831

Graduate Faculty

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

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

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

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

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

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

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

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

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

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

Business Administration

Master of Science Business Administration

Credits: 36 (Program Code: 0325)

Program Description

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

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

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

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

Program Objectives

- Students will be able to apply the tools of accounting, economics, finance, human resource management, international business, marketing, and strategic management to solve business problems.
- Students will have quantitative skills appropriate for the current and future business environment.
- Students will possess the communication, interpersonal and team skills needed for success in the business world.
- Students will demonstrate an appreciation for and sensitivity to diversity in the business environment.
- Students will be aware of the ethical, legal and political environments within which business firms operate.

Delivery Mode

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

Admissions Criteria

- 3.00 GPA in baccalaureate degree* verified with official transcripts from all institutions attended
- Completed Graduate Application for Admission plus \$25 nonrefundable application fee

*For applicants with an undergraduate GPA of less than 3.0, conditional acceptance may be possible.

Curriculum

Foundation Courses* (15 credits)

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

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

Algebra (MAT 181) is a pre-requisite for taking Business Statistics/Statistics.

Master's Degree Curriculum (36 credits)

Core Curriculum

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

Advisement

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

Department Website

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

Application Questions

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Program Coordinator

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

E-mail: Chawdhry@calu.edu

Phone: 724-938-5990

Graduate Faculty

Burrell A. Brown, J.D., M.B.A. (University of Pittsburgh), B.A. (California
University of Pennsylvania), B.S. (Carnegie Mellon University), Professor

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

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

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

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

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

Edward Mendola, C.P.A., M.S. (Robert Morris College), M.S. (Waynesburg
College), Associate Professor

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

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

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

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

Communication Disorders

Master of Science

Credits: 59 (Program Code: 0303)

Program Description

The Master of Science degree provides specialized training in all areas of communication disorders. Graduates are qualified to provide clinical services to individuals of all ages in a variety of settings, including public and private schools, hospitals, rehabilitation centers, government agencies, private practice, etc. The University has excellent facilities, including a large clinic and a Language and Learning Center located within the department, along with a technologically advanced Communication Science Laboratory. Applicants without a degree in communication disorders will need to complete 36 credits of undergraduate prerequisite coursework prior to applying for admission to our graduate program. This academic program can be completed in five consecutive terms.

Program Objectives

- To recruit and retain a talented, diverse and highly motivated student and faculty base.
- To offer high-quality graduate academic instruction in the specialized area of communication disorders.
- To provide clinical field practice opportunities through contractual agreement with many, diverse regional facilities in which high-quality speech-language diagnostic and therapeutic services are provided, including hospitals, clinics, home-care agencies, long-term care facilities, schools and physical rehabilitation.
- To help meet the academic, clinical, consultative and employment needs of the region through faculty and successful graduates.

Delivery Mode

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

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., Rockville, Md. 20850-3289, Phone: 800-498-2071, Fax: 301-296-8580; <http://www.asha.org>

Admissions Criteria

- 3.00 GPA in baccalaureate degree verified with official transcripts from all institutions attended
- Three letters of recommendation
- GRE scores
- Three- to five-page personal essay
- Documented proof of 25 hours of observation in this profession (not necessary at time of application; can be completed at a later date)
- Completed Graduate Application for Admission plus \$25 nonrefundable application fee

Criteria for Continuing in the Program

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

Curriculum

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, OR	1-3
*CMD 712 Clinical Practicum in University Clinic	1-3

Second Term: Spring

Course Name	Credits
CMD 705 Voice Disorders	3
CMD 707 Phonology and Articulation	3
CMD 765 Dysphagia	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 in Speech Pathology	3
*CMD 711, CMD 713 or CMD 714 Clinical Practicum in Various Settings	1-3
*CMD 712 Clinical Practicum in University Clinic	1-3
CMD 715/716 Clinical Practicum at Externship Site (716 available to advanced students only)	1-2

Fourth Term: Fall

Course Name	Credits
CMD 600 Research and Professional Practice in SLP	3
CMD 718 Advanced Audiology for the SLP	3
CMD 715/716 Clinical Externship (Available to all students in good standing)	3

Fifth Term: Spring

Course Name	Credits
CMD 766 Traumatic Brain Injury	3
CMD 772 Augmentative and Alternative Communication	3
CMD 715/716 Clinical Externship (Available to all students in good standing)	3
RES 829 Research Project	2

*A student is required to take a total of 3 credits of clinical practicum each term

In terms 1, 2 and 3, students participate in extensive "hands-on" clinical experiences in the on-campus clinic and in the Language and Learning Center. In terms 4 and 5, students intern in two of 90 off-campus sites with which the department has contractual relationships. These sites include hospitals, long-term care facilities, outpatient clinics, rehabilitation clinics, and public and private schools.

Advisement

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

Department Website

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

Application Questions

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Program Coordinator

Ralph Belsterling, AuD (University of Florida), M.S. (Clarion University), M.S., M.Ed., B.S. (California University of Pennsylvania), Associate Professor

Web Page: <http://www.calu.edu/academics/faculty/ralph-belsterling.aspx>

E-mail: belsterling@calu.edu

Phone: 724-938-4175

Graduate Faculty

Barbara Bonfanti, Ph.D. (University of Pittsburgh), M.Ed. (California University of Pennsylvania), M.S. (St. Francis College of Illinois), B.S. (Indiana University of Pennsylvania), Professor, specializes in adult and child neurogenic communication disorders, fluency, dysphagia and research

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

Nancy Heard Hepting, Ph.D. (University of Pittsburgh), M.S. (California University of Pennsylvania), B.S. (Clarion University of Pennsylvania), Associate Professor, 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), M.S. (Syracuse University), B.S.Ed. (Duquesne University), Assistant Professor, specializes in pediatric language disorders, pediatric feeding and swallowing disorders, and communication disorders in special populations

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

Counselor Education – Clinical Mental Health Counseling

Master of Science

Credits: 60 (Program Code: 0720)

Post-Master's Preparation for Licensure Application

Credits: Variable (Program Code: 0701)

Program Description

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

The program fulfills the degree requirements necessary to become a National Certified Counselor (NCC) and a Licensed Professional Counselor (LPC), as well as being able to take the National Counselor Examination (NCE). Students completing the 60-credit master's degree program will meet the educational requirements required to become Licensed Professional Counselors in Pennsylvania (Pennsylvania Licensure Act 136 of 1998). Students will need two or more additional years of supervised work experience after graduation to complete the requirements for LPC. Prospective students are advised to read the Counselor Education Student Handbook, which describes the philosophy, admissions and departmental procedures in detail. The handbook may be downloaded from the counselor education web page: <http://www.calu.edu/academics/colleges/education/counselor-education>.

Program Objectives

Students who are preparing to work as clinical mental health counselors will demonstrate the professional knowledge, skills, and practices necessary to address a wide variety of circumstances within the clinical mental health counseling context.

Delivery Mode

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

Accreditation

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

This program fulfills the master's degree requirements for:

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

Admissions Criteria

- 3.00 in baccalaureate degree* verified with official transcripts from all institutions attended
- Three professional letters of recommendation (see handbook)
- One-page resume of work and education
- Psychobiography

- An admissions interview may be required
- Completed Graduate Application for Admission plus \$25 nonrefundable application fee

*Applications may be considered with an undergraduate GPA of at least 2.6, a score of 403+ on the Miller Analogies Test (MAT) and an admissions interview.

Transition to Clinical Mental Health Counseling

Important Information to Consider

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

Clinical Mental Health Counseling: In order to better serve our students, our department is preparing to transition from community counseling to the new CACREP designation for counselors working in community settings, clinical mental health counseling (CMHC).

The CMHC program is currently accredited by CACREP as a community counseling program through March 2014. The CED department intends to seek full CACREP accreditation for this program as a clinical mental health counseling program when it comes up for reaccreditation per CACREP guidelines.

Summary

Students who graduate in either the community and agency or the CMHC program prior to our obtaining CACREP reaccreditation in 2014 will be considered to have graduated from our CACREP-accredited community counseling program. See your adviser for more information.

Curriculum

Area I: Core Courses Required For Candidacy

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

Area II: Advanced Counseling Core

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

Area III: Field Education

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

Area IV:

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

Area V: Research

Course Name	Credits
CED 785 Research Methods in Counseling	3

Area VI: Clinical Core

Course Name	Credits
CED 708 Substance Abuse and Addiction	3
CED 735 Introduction to Family Therapy	3
CED 791 Crisis Counseling and Disaster Preparedness	3
Elective	3
Elective	3

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

Post-Master's Preparation for Licensure Application

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

Advisement

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

Department Website

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

Application Questions

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Program Coordinator

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Graduate Faculty

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

Department Chair

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Counselor Education – School Counseling

Master of Education

Credits: 48 (Program Code: 0151)

Certification Only

Credits: 48 (Program Code: 0157)

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 of Counselor Education have been approved by both the National Board for Certified Counselors and by the Pennsylvania Department of Education for certification and continuing education credits (Act 48). The department is authorized by the Commonwealth of Pennsylvania Department of Education to offer certification programs in elementary and secondary school guidance.

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

Program Objectives

Students who are preparing to work as school counselors will demonstrate the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all K-12 students.

Delivery Mode

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

Accreditation

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

Admissions Criteria

- 3.00 GPA in baccalaureate degree* verified with official transcripts from all institutions attended
- Three professional letters of recommendation (see handbook)

- One-page resume of work and education
- Psychobiography
- An admissions interview may be required
- Completed Graduate Application for Admission plus \$25 nonrefundable application fee

*Applications may be considered with an undergraduate GPA of at least 2.6, a score of 403+ on the Miller Analogies Test (MAT) and an admissions interview.

Curriculum

Area I: Core Courses Required for Candidacy

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

Area II: Advanced Counseling Core

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

Area III: Field Education

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

Area IV: Counseling and Education Courses*

Course Name	Credits
ESP 610 Special Education Foundations and Collaboration	3

Area V: Psychological Foundations

Course Name	Credits
CED 721 Diagnosis and Counseling Children and Adolescents	3
PSY 713 Psychology of Growth and Development	6
PSY 721 Advanced Tests and Measurements	3

Area VI: Research

Course Name	Credits
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CED 785 Research Methods in Counseling	3
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Note: If you have not taken the following courses or their equivalent courses as either an undergraduate or graduate, they are now required by the Pennsylvania Department of Education (PDE) and must be taken in order to receive school counseling certification. For this reason, we recommend completing this requirement before graduation:

Course Name	Credits
ESP 611 Assessments and Positive Behavior Supports (if not offered, take ESP 701)	3
ESP 612 or 613 Evidence-based Practices in Inclusion (these will later combine into one class, ESP 619)	3
EDU 650 Supporting English Language Learners	3

Practicum/Field Education

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

Advisement

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

Department Website

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

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Program Coordinator

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Elementary Education

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

Master of Education – Pre-K-Grade 4 with Certification

Credits: 54 (Program Code: 0906)

Master of Education – Pre-K-Grade 4 without Certification

Credits: 45 (Program Code: 0908)

Pre-K-4 Certification Only

Credits: 51 (Program Code: 0912)

Program Description

The elementary education program, accredited by the National Council for Accreditation of Teacher Education, is designed for students who have a baccalaureate degree and are seeking a master's degree or Pennsylvania elementary education (grades Pre-K-4) certification with or without a master's degree. This program is appropriate for students who wish to broaden their knowledge of elementary/early childhood education and teachers certified in other areas, and for those with an undergraduate degree outside of education.

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

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

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

- College-level mathematics (6 credits)
- English composition and English/American literature (3 credits/3 credits)
- Health and wellness (3 credits)
- Citizen: Geography, political or economy (3 credits)
- English language learners (3 credits)
- Instructional technology (3 credits)
- U.S. history (3 credits)
- Physical science (3 credits)
- Environmental/earth science (3 credits)
- Biology (3 credits)

The courses listed above apply only to the Master of Education with certification and certification only programs. Students entering the program without all, or part, of the undergraduate requirements may meet them with additional coursework or by competency tests while they are taking the graduate classes.

Program Objectives

- Knowledge of Subject Matter – The early, middle and special education candidate understands the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
- Knowledge of Human Development and Learning – The early, middle and special education candidate understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
- Adapting Instruction for Individual Needs – The early, middle and special education candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- Multiple Instructional Strategies – The early, middle and special education candidate understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving and performance skills.
- Classroom Motivation and Management Skills – The early, middle and special education candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
- Communication Skills – The early, middle and special education candidate uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.
- Instructional Planning Skills – The early, middle and special education candidate plans instruction based upon knowledge of subject matter, students, the community and curriculum goals.
- Assessment of Student Learning – The early, middle and special education candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
- Professional Commitment and Responsibility – The early, middle and special education candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
- Partnerships – The early, middle and special education candidate fosters relationships with school colleagues, parents and agencies in the larger community to support students' learning and well-being.
- Diversity – The early, middle and special education candidate understands the influence of culture on personal growth and recognizes and respects cultural differences, and believes that all human beings possess capacity for thought, feeling and learning.
- Field Experience – The early, middle and special education candidate understands the importance of completing and documenting early field experience and recognizes the importance of a steady progression from being an "observer" to becoming an "active participant."

Delivery Mode

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

Accreditation

National Council for Accreditation of Teacher Education (NCATE)

Admissions Criteria

- 3.00 GPA, or 3.00 GPA in last 48 credits, in baccalaureate degree verified with official transcripts from all institutions attended
- Current Act 34, 151 and 114 clearances
- Completed Graduate Application for Admission plus \$25 nonrefundable application fee

Clearances

PA Act 24, 34, 114, and 151 clearances are required for course registration but not admission. Up-to-date clearances must be submitted to the office of the Associate Dean of the College of Education and Human Services within six weeks of being admitted.

Curriculum

Course Name	Credits
RES 800 Methods of Research	3
EDE 701 Development and Organization of School Curriculum	3
ESP 610 Special Education: Foundations and Collaboration	3
ESP 612 Evidence-based Practices for Pre-K-8 Inclusion	3
ESP 701 Introduction to Behavior Principles	3
PSY 712 Advanced Psychology of Learning	3
ECE 703 Literacy Development	3
ECE 707 Leadership and Management in Early Childhood	3
ELE 701 Teaching and Assessment in Language Arts	3
ELE 702 Teaching and Assessment in Reading	3
ELE 703 Field Experience	3
ELE 711 Teaching and Assessment in Mathematics	3
ELE 718 Teaching and Assessment in Expressive Arts	3
ELE 721 Teaching and Assessment in Science	3
ELE 731 Teaching and Assessment in Social Studies	3
ELE 795 Student Teaching	9

The Master of Education without certification program requires all courses above excluding ELE 795 student teaching (45 credits). The certification only program requires all courses listed above excluding RES 800 Methods of Research (51 credits). Program requirements may include comprehensive examinations and certification tests.

Advisement

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

Department Website

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

Application Questions

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Program Coordinator

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Phone: 724-938-4018

Graduate Faculty

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

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

Deborah Farrer, Ed.D., M.A. (West Virginia University), B.S. (California University of Pennsylvania), Associate Professor

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

Diane Nettles, Ph.D., M.A., B.A. (University of South Florida), Professor

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

Early Childhood Education

Master of Education: Early Childhood Education

Master of Education – Early Childhood Education with Certification
Credits: 33, minimum (Program Code: 0903)

Master of Education – Early Childhood Education without Certification
Credits: 33, minimum (Program Code: 0913)

Early Childhood Education Certification Only
Credits: 24, minimum (Program Code: 0911)

Program Description

Early childhood education is a completely online 33-credit graduate program for teachers who are certified in elementary, early childhood or special education and are interested in pursuing a Master of Education, with or without certification. A certification only option in early childhood education is also available. 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-K to grade 4 primary programs, preschool programs, Head Start, child care, and parenting and family support programs.

Program Objectives

- Knowledge of Subject Matter – The candidate understands the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
- Knowledge of Human Development and Learning – The candidate understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
- Adapting Instruction for Individual Needs – The candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- Multiple Instructional Strategies – The candidate understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving and performance skills.
- Classroom Motivation and Management Skills – The candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
- Communication Skills – The candidate uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.
- Instructional Planning Skills – The candidate plans instruction based upon knowledge of subject matter, students, the community and curriculum goals.
- Assessment of Student Learning – The candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
- Professional Commitment and Responsibility – The candidate is a reflective practitioner who continually evaluates the effects of his/her choices and

actions on others (students, parents and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

- Partnerships – The candidate fosters relationships with school colleagues, parents and agencies in the larger community to support students’ learning and well-being.
- Diversity – The candidate understands the influence of culture on personal growth and recognizes and respects cultural differences, and believes that all human beings possess capacity for thought, feeling and learning.
- Field Experience – The candidate understands the importance of completing and documenting early field experience and recognizes the importance of a steady progression from an “observer” to becoming an “active participant.”

Delivery Mode

Global Online (100 percent online delivery)

Accreditation

National Council for Accreditation of Teacher Education (NCATE)

National Association for the Education of Young Children (NAEYC)

Approved by the Pennsylvania Department of Education

Admissions Criteria

- 3.00 GPA, or 3.00 GPA in last 48 credits, in baccalaureate degree verified with official transcripts from all institutions attended
- Copies of all professional certificates held (only early, elementary or special education certifications acceptable for the Master of Education with certification program or the certification only programs)
- Resume or curriculum vitae
- Completed Graduate Application for Admission plus \$25 nonrefundable application fee

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.

Clearances

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

Curriculum

Master’s Curriculum (33 credits)

Course Name	Credits
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ECE 700 Early Childhood Curriculum and Assessment	3
ECE 702 Advanced Childhood Development	3
EDE 701 Development and Organization of School Curriculum	3
ESP 610 Special Education Foundations and Collaboration	3
RES 800 Methods of Research	3
ECE 703 Literacy Development	3
PSY 712 Advanced Psychology of Learning	3
ECE 704 Special Topics in Early Childhood Education	3
ECE 705 Science and Math in Early Childhood Education	3
EDE 768 Internship, if needed*	3
ECE 707 Leadership and Management in Early Childhood Settings	3

Electives: 3 credits (one course) required for students who are NOT required to complete an internship (EDE 768). Consult University schedule to determine when these courses are offered.

Course Name	Credits
EDE 704 Introduction to Teaching English as a Second Language	3
EDE 709 Developing Cultural Awareness and Sensitivity	3
ESP 740 Nature/Characteristics: Autism Spectrum Disorders	3
ESP 741 Communication, Behavior and Instruction: Autism Spectrum Disorders	3
ESP 742 Life Transitions and Partnerships: Autism Spectrum Disorders	3
ESP 743 Navigating the Social World: Autism Spectrum Disorders	3

Early Childhood Education – Certification Only

Course Name	Credits
ECE 700 Early Childhood Curriculum and Assessment	3
ECE 702 Advanced Childhood Development	3
ESP 610 Special Education Foundations and Collaboration	3
RES 800 Methods of Research	3
ECE 703 Literacy Development	3
ECE 704 Special Topics in Early Childhood Education	3
ECE 705 Science and Math in Early Childhood Education	3
EDE 768 Internship, if needed*	3
ECE 707 Leadership and Management in Early Childhood Settings	3

*Internship Note: The internship is to be completed during semester 3, 4 or 5 in the cohort cycle. All internships must be pre-approved one semester in advance and all internship students must have appropriate clearances (Act 24, 34, 114 and 151 if Pennsylvania internship). If you are completing an out-of-state internship, clearances necessary for that state also apply. Schools or sites may require additional documentation. Any additional documents/requirements must be met in order for the internship to begin.

Students in the certification-only program who opt not to do the internship are required to take an Education Elective: Either EDE 704 or 709 or one of the Autism classes.

Those seeking Pennsylvania early childhood certification must also complete the following courses in order to meet Pennsylvania Chapter 49 regulations effective for any candidate applying for a Pennsylvania instructional and/or educational specialist certificate on or after 2011: (a) at least 9 credits of special education/ accommodations and adaptations for students with disabilities in an inclusive setting, and (b) at least 3 credits addressing instructional needs of English language learners:

Course Name	Credits
ESP 612 Evidence-based Practices Pre-K-8 Inclusion	3
ESP 701 Introduction to Behavioral Analysis	3
ESP 610 Special Education Foundations and Collaboration (already in core courses above)	3
EDE 704 Introduction to Teaching English as a Second Language	3

If equivalent coursework at the undergraduate level has been completed, the candidate may request a course listed above to be waived. The program coordinator will review transcripts, course syllabi, etc. to determine whether coursework is equivalent. If a course is determined to be equivalent, additional coursework may need to be taken to fulfill the 24 credit certification-only requirements for the program.

Advisement

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

Department Website

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

Application Questions

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Graduate Faculty

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

Science, Technology, Engineering and Math (STEM) Education

Master of Education

Credits: 30 (Program Code: 0905)

Program Description

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

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

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

Program Objectives

- To enhance teaching excellence in the STEM disciplines
- To develop teacher leadership skills useful in transforming curriculum, instruction and assessment

Delivery Mode

Global Online (100 percent online delivery)

Accreditation

National Council for Accreditation of Teacher Education (NCATE)

Approved by the Pennsylvania Department of Education

Admissions Criteria

- 3.00 GPA (or 3.00 GPA in last 48 credits) in baccalaureate degree* verified with official transcripts from all institutions attended
- A copy of all current professional certificates held
- A current resume or curriculum vitae
- A written statement (500 words or less) that describes how you envision this degree will help you better serve your students and your community by striving to be an award-winning teacher leader in the school setting
- A teacher's certificate (or substantial teaching experience in formal or non-formal settings)
- Completed Graduate Application for Admission plus \$25 nonrefundable application fee

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

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

The program is open to students with a bachelor's, master's or doctorate degree.

Clearances

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

Curriculum

Master's Curriculum (30 credits)

Core Course (6 credits)

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

Specialized Courses (18 credits)

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

Cognate Course (3 credits)

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

Capstone Course (3 credits)

Course Name	Credits
EDE 776 Integrative Project in STEM Education	3

Advisement

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

Department Website

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

Application Questions

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

Program Coordinator

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

Web page: <http://www.calu.edu/academics/faculty/J-William-Hug.aspx>

E-mail: hug@calu.edu

Phone: 724-938-4135

Graduate Faculty

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

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

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

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

Master of Education – English as a Second Language Master of Education with Certification

Credits: 33 minimum (Program Code: 0904)

Master of Education – English as a Second Language without Certification

Credits: 33 minimum (Program Code: 0914)

English as a Second Language Certification Only

Credits: 18 minimum (program code: 0924)

Program Description

This online program is for certified teachers interested in gaining a master's degree, with or without certification, in English as a second language (ESL). A certification only option in English as a second language is also available. The curriculum is aligned with the Pennsylvania Department of Education ESL Program Specialist Standards and Teachers of English to Speakers of Other Languages (TESOL) Standards. Graduate students in the English as a second language 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.

Program Objectives

- Knowledge of Subject Matter — The candidate understands the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
- Knowledge of Human Development and Learning — The candidate understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
- Adapting Instruction for Individual Needs — The candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- Multiple Instructional Strategies — The candidate understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving and performance skills.
- Classroom Motivation and Management Skills — The candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
- Communication Skills — The candidate uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.
- Instructional Planning Skills — The candidate plans instruction based upon knowledge of subject matter, students, the community and curriculum goals.

- **Assessment of Student Learning** — The candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
- **Professional Commitment and Responsibility** — The candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
- **Partnerships** — The candidate fosters relationships with school colleagues, parents and agencies in the larger community to support students' learning and well-being.
- **Diversity** — The candidate understands the influence of culture on personal growth and recognizes and respects cultural differences, and believes that all human beings possess capacity for thought, feeling and learning.
- **Field Experience** — The candidate understands the importance of completing and documenting early field experience and recognizes the importance of a steady progression from being an "observer" to becoming an "active participant."

Delivery Mode

Global Online (100 percent online delivery)

Accreditation

National Council for the Accreditation of Teacher Education (NCATE)

National Association for the Education of Young Children (NAEYC)

Approved by the Pennsylvania Department of Education

Admissions Criteria

- 3.00 GPA (or 3.00 GPA in last 48 credits) in baccalaureate degree verified with official transcripts from all institutions attended
- A copy of all current professional certificates held
- A current resume or curriculum vitae
- Completed Graduate Application for Admission plus \$25 nonrefundable application fee

Additional information:

The program is open to students with a bachelor's, master's or doctorate degree and teaching certification.

Previous teaching experience is not required, but teaching certification is required for admission.

Clearances

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

Curriculum

Semester 1

Course Name	Credits
EDE 704 Introduction to Teaching English as a Second Language	3
EDE 701 Development and Organization of School Curriculum	3

Semester 2

Course Name	Credits
EDE 709 Developing Cultural Awareness and Sensitivity	3
RES 800 Methods of Research	3
ESP 610 Special Education Foundations and Collaborations	3

Semester 3

Course Name	Credits
EDE 713 Language Acquisition and Development	3
EDE 714 Language Proficiency Assessment	3
PSY 712 Advanced Psychology of Learning	3

Semester 4

Course Name	Credits
EDE 712 Content Instruction and Assessment K-12	3
*EDE 768 Teacher Education Internship	3

Semester 5

Course Name	Credits
EDE 719 Supporting Second Language Learners, Families and Community	3

*Internships are arranged a semester in advance. Placements are the responsibility of the program coordinator with assistance from the University internship office. The internship experience will be framed in a similar context as student teaching in which the candidate will be required to plan instruction and teach English language learners for the duration of his or her 120-hour internship. All internships must be pre-approved and all internship students must have appropriate clearances (Act 34, 114 and 151 if Pennsylvania internship.) If you are completing an out-of-state internship, clearances necessary for that state also apply. Schools or sites may require additional documentation. Any additional documents/requirements must be met in order for the internship to begin.

Electives (for students not required to complete an internship, select one course, 3 credits)

Course Name	Credits
MSE 750 Online Technologies in Education	3
MSE 775 Teacher Leadership	3
MSE 755 Constructivist Instructional Strategies	3
MSE 760 Reflective Practitioner	3

ESL Program Specialist Certification

Course Name	Credits
EDE 704 Introduction to English as a Second Language	3
EDE 709 Developing Cultural Awareness and Sensitivity	3
EDE 712 Content Instruction and Assessment K-12	3
EDE 713 Language Acquisition and Development	3
EDE 714 Language Proficiency Assessment	3
EDE 719 Supporting Second Language Learners, Families and Communities	3

Note: Those seeking Pennsylvania ESL program specialist certification must also complete the following courses in order to meet Pennsylvania Chapter 49 regulations effective for any candidate applying for a Pennsylvania instructional and/or educational specialist certificate on or after 2011: (a) at least 9 credits of special education/ accommodations and adaptations for students with disabilities in an inclusive setting and (b) at least 3 credits addressing instructional needs of English language learners.

Course Name	Credits
ESP 612 Evidence-based Practices for Pre-K-8 Inclusion (prerequisites: ESP 610 and ESP 701)	3
ESP 701 Introduction to Behavioral Analysis	3
ESP 610 Special Education Foundations and Collaboration (already included in the course sequence listed above)	3
EDE 704 Introduction to Teaching English as a Second Language (already included in the course sequence listed above)	3

The online program coordinator reviews student resumes upon admission to the program to determine which students will need to complete EDE 768 Teacher Education Internship. You are responsible for providing the coordinator with an accurate resume that reflects your teaching experiences. Those who do not have experience teaching English language learners will be required to complete the internship.

Advisement

Students in the English as a second language education program receive academic and professional advisement from the program coordinator and

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

Department Website

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

Application Questions

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gradschool@calu.edu

Program Coordinator

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

Web Page: <http://www.calu.edu/academics/faculty/Clover-Wright.aspx>

E-mail: wright_c@calu.edu

Phone: 724-938-4222

Graduate Faculty

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

Elementary/Special Education

Master of Education – Pre-K-4/Pre-K-8 Special Education (Dual Certification)
Credits: 63 (Program Code: 0148)

Program Description

For program details, see the Special Education section.

Exercise Science and Health Promotion

Master of Science

Credits: 60 (Program Code: 0950)

Letter of Completion-Wellness and Fitness

Credits 12 (Program Code: 0993)

Letter of Completion - Performance Enhancement and Injury Prevention

Credits: 12 (Program Code: 0995)

Letter of Completion - Rehabilitation Sciences

Credits: 12 (Program Code: 0997)

Letter of Completion - Sport Psychology

Credits: 12 (Program Code 0999)

Letter of Completion - Wellness Coaching

Credits: 12 (Program Code 0982)

Program Description

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

Five distinct concentrations are available to those without a master's degree, with each also offered as a letter of completion to those who already have a master's degree. They are:

1. Wellness and fitness (Program code 0952)
2. Performance enhancement and injury prevention (Program code 0954)
3. Rehabilitation science (Program code 0956)
4. Sport psychology (Program code 0958)
5. Wellness coaching (Program code 0959)

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

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

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

Program Objectives

- Our curriculum is oriented toward personal ethics, personal and professional development, leadership, management, and business development, evidence-based practice, applied practice, and an enhanced understanding of the structure and function of the human body.
- Our focus is to prepare our students for exercise science and health promotion in management and leadership positions in sports medicine clinics, fitness and wellness centers, hospitals, health and wellness industries, corporate wellness, professional sports teams, colleges and universities, K-12 academic settings, military, law enforcement, fire service, emergency medical service, and self-owned business and private practice.
- Our program is directed toward practical approaches for meeting the challenges of the dynamic and ever-evolving health, fitness and wellness marketplace.
- Our program is composed of asynchronous graduate courses offered via the Internet that are rigorous and intellectually challenging, yet accommodating to busy lifestyles.
- We recognize, value and embrace the broad diversity that our Global Online classroom facilitates.

Delivery Mode

Online Delivery

Admissions Criteria

- 2.75 GPA in baccalaureate degree* verified with official transcripts from all institutions attended
- 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.
- Applicants may be contacted for a phone or e-mail interview with the program coordinator to determine success in a web-based learning environment.
- Completed Graduate Application for Admission plus \$25 nonrefundable application fee

*Candidates in the 2.50-2.75 range will be considered if they submit two professional letters of recommendation and a resume or curriculum vitae listing three references.

Core Curriculum

Course Name	Credits
PRF 700 Orientation in Exercise Science and Health Promotion	3

PRF 701 Advanced Topics in SAQ and Endurance Training	3
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 concentrations MUST be selected. All concentrations are also available as letters of completion (LOC) for applicants who possess a graduate degree.

Wellness and Fitness Concentration

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 Concentration

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 Concentration

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 Concentration

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

Course Name	Credits
PRF 830 Research in Sport Psychology	3

Wellness Coaching Concentration

Course Name	Credits
PRF 714 Health and Wellness Coaching Competencies	3
PRF 754 Health and Wellness Coaching – Facilitating Change	3
PRF 784 Current Topics in Wellness Coaching	3
PRF 840 Research in Health and Wellness Coaching	3

Advisement

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

Program Contact Information

Wellness and Fitness: fitness@calu.edu

Sport Performance Enhancement: sportperform@calu.edu

Rehabilitation Science: rehabscience@calu.edu

Sport Psychology: sportpsych@calu.edu

Wellness Coaching: welcoach@calu.edu

Or call 1-866-595-6348 or visit www.calu.edu/go

Department Website

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

Application Questions

School of Graduate Studies and Research

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Program Coordinator

Barry E. McGlumphy, Ed.D. (University of Pittsburgh), M.S. (University

of Arizona), B.S. (Lock Haven University), Professor, Full-Time Faculty;

Specializations: online education, sports medicine, athletic training

Web Page: <http://www.calu.edu/academics/faculty/Barry-McGlumphy.aspx>

E-mail: mcglumphy@calu.edu

Phone: 724-938-4356

Graduate Faculty

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

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

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

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

Rebecca A. Hess, Ph.D. (University of Pittsburgh), M.S., B.S (West Virginia University), Professor, adjunct faculty; Specializations: movement science, physiology of exercise, sports nutrition, research; Research Interests: balance and postural/motor control, dance science, injury prevention

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

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

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

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

Christine Romani-Ruby, PT, MPT, ATC, PMA CPT; M.P.T. (Slippery Rock University), B.S. Exercise Science (Indiana University of Pennsylvania), B.S. Natural Science (Indiana University of Pennsylvania), Certificate in Athletic Training (West Chester University), Doctoral Candidate (Indiana University of

Pennsylvania), Associate Professor; Licenses: Athletic Training, Physical Therapy and Direct Access Physical Therapy; Certifications: Certified Pilates Teacher by Pilates Method Alliance Interests: Wellness, Injury Prevention, Posture, Pilates, Body Weight Training, Business

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

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

Legal Studies: Criminal Justice

Master of Science – Legal Studies: Criminal Justice Concentration

Credits: 36-37 (Program Code: 0957)

Program Description

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

Program Objectives

- The graduate will demonstrate the ability to evaluate critical legal and public policy issues
- The graduate will demonstrate the ability to evaluate legal method and reasoning to address complex legal and public policy issues
- The graduate will demonstrate the ability to evaluate the ethical and moral implications of case law and legislative action in the development of public policy
- The graduate will demonstrate the ability to evaluate legal arguments and legal remedies in a particular public policy dilemma
- The graduate will demonstrate the ability to evaluate criminal and civil remedies in relationship to ethical, moral, social, political, and cultural dilemmas relating to the law
- The graduate will demonstrate the ability to research, interpret and evaluate legal materials such as case law and statutory materials
- The graduate will demonstrate the ability to evaluate the influence judicial rulings and legislative actions have on public policy

Delivery Mode

Global Online (100 percent online delivery)

Admissions Criteria

- 3.00 GPA in baccalaureate degree* verified with official transcripts from an accredited college or university
- Completed Graduate Application for Admission plus \$25 nonrefundable application fee

*For applicants with an undergraduate GPA of less than 3.00, conditional acceptance may be possible by submitting two professional letters of recommendation as well as a current resume indicating field experience and a listing of three references. All applicants who do not have a minimum 3.00 undergraduate GPA may be admitted conditionally and will be required to achieve a grade of "B" (3.00) or higher in each of the first two courses taken during the first semester of study.

Curriculum

Core Courses: 12 Semester Hours

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

Criminal Justice Concentration: 12 Semester Hours

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

Criminal Justice Electives: 12-13 Semester Hours

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

Advisement

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

Department Website

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

Application Questions

School of Graduate Studies and Research

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gradschool@calu.edu

Program Coordinator

Jeffrey S. Magers, Ed.D., M.A. (Spalding University), B.S. (Eastern Kentucky University), Associate Professor, Full-Time Faculty; Specializations: various experience in patrol, violent crimes, narcotics and hostage negotiations

Web Page: <http://www.calu.edu/academics/faculty/index.htm>

E-mail: magers@calu.edu

Phone: 724-938-4710 (department)/502-762-4334 (direct)

Graduate Faculty

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

Larry Bassi, M.A. (University of Washington), B.S. (University of Nebraska), Professor, Adjunct Faculty

Brian Kohlhepp, M.A. (California University of Pennsylvania), B.A. (Waynesburg University), Professor, Adjunct Faculty

William F. Morgan Jr. J.D. (Quinnipiac College School of Law), B.S. (University of New Haven), Professor, Adjunct Faculty

Legal Studies: Homeland Security

Master of Science – Legal Studies: Homeland Security Concentration
Credits: 36-37 (Program Code: 0953)

Program Description

The homeland security concentration in legal studies presents a neat and clean program that prepares supervisory personnel to tackle the many challenges inherent in the protection of a nation. It allows justice professionals, health specialists and legal specialists to concentrate on the methodology of security in this narrow context. Aside from the recurring demands of professional justice duty, homeland security delivers another slant and perspective to harried and often over-tasked public servants. The threat of terror and the posture to withstand its onslaught can only be described as a very serious business. Trained, educated and intellectually sophisticated specialists compose the front line of defense in the ongoing resistance to those forces, which undermine the American way of life.

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

Program Objectives

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

Delivery Mode

Global Online (100 percent online delivery)

Admissions Criteria

- 3.00 GPA in baccalaureate degree* verified with official transcripts from an accredited college or university
- Completed Graduate Application for Admission plus \$25 nonrefundable application fee

*For applicants with an undergraduate GPA of less than 3.00, conditional acceptance may be possible by submitting two professional letters of recommendation as well as a current resume indicating field experience and a listing of three references. All applicants who do not have a minimum 3.00 undergraduate GPA may be admitted conditionally and will be required to achieve a grade of "B" (3.00) or higher in each of the first two courses taken during the first semester of study.

Curriculum

Core Curriculum (12 credits)

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

Homeland Security Concentration (12 credits):

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

Homeland Security Electives (12-13 credits):

Course Name	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	3
PCJ 752 Digital Imaging, Forensic Photography and the Law	3
PCJ 755 Polygraph and Lie Detection	3
LAW 605 Law and Police Process	3
LAW 607 Law and Criminal Conduct	3
LAW 700 Law and the International Community	3
LAW 702 Law, Science and Forensic Applications	3
LAW 730 Independent Study in Law and Public Policy	3
RES 849 Thesis	4

Advisement

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

Department Website

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

Application Questions

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Program Coordinator

Jeffrey S. Magers, Ed.D., M.A. (Spalding University), B.S. (Eastern Kentucky University), Associate Professor, Full-Time Faculty; Specializations: various experience in patrol, violent crimes, narcotics and hostage negotiations

Web Page: <http://www.calu.edu/academics/faculty/index.htm>

E-mail: magers@calu.edu

Phone: 724-938-4710 (department)/502-762-4334 (direct)

Graduate Faculty

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

Larry Bassi, M.A. (University of Washington), B.S. (University of Nebraska), Professor, Adjunct Faculty

Brian Kohlhepp, M.A. (California University of Pennsylvania), B.A. (Waynesburg University), Professor, Adjunct Faculty

William F. Morgan Jr. J.D. (Quinnipiac College School of Law), B.S. (University of New Haven), Professor, Adjunct Faculty

Legal Studies: Law and Public Policy

Master of Science – Legal Studies: Law and Public Policy Concentration
Credits: 36-37 (Program Code: 0955)

Program Description

The online Master of Science in Legal Studies: Law and Public Policy Concentration 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.

Program Objectives

- The graduate will demonstrate the ability to evaluate critical legal and public policy issues
- The graduate will demonstrate the ability to evaluate legal method and reasoning to address complex legal and public policy issues
- The graduate will demonstrate the ability to evaluate the ethical and moral implications of case law and legislative action in the development of public policy
- The graduate will demonstrate the ability to evaluate legal arguments and legal remedies in a particular public policy dilemma
- The graduate will demonstrate the ability to evaluate criminal and civil remedies in relationship to ethical, moral, social, political and cultural dilemmas relating to the law
- The graduate will demonstrate the ability to research, interpret and evaluate legal materials such as case law and statutory materials
- The graduate will demonstrate the ability to evaluate the influence judicial rulings and legislative actions have on public policy
- The graduate will demonstrate the ability to evaluate legal questions and issues in various settings such as corrections, law enforcement, government and administrative agencies, and the business environment

Delivery Mode

Global Online (100 percent online delivery)

Admissions Criteria

- 3.00 GPA in baccalaureate degree* verified with official transcripts from an accredited college or university
- Completed Graduate Application for Admission plus \$25 nonrefundable application fee

*For applicants with an undergraduate GPA of less than 3.00, conditional acceptance may be possible by submitting two professional letters of recommendation as well as a current resume indicating field experience and a listing of three references. All applicants who do not have a minimum 3.00 undergraduate GPA may be admitted conditionally and will be required to achieve a grade of "B" (3.00) or higher in each of the first two courses taken during the first semester of study.

Curriculum

Core Curriculum (12 credits)

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

Law and Public Policy Electives (24-25 credits)

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

Advisement

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

Department Website

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

Application Questions

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

Program Coordinator

Jeffrey S. Magers, Ed.D., M.A. (Spalding University), B.S. (Eastern Kentucky University), Associate Professor, Full-Time Faculty; Specializations: various experience in patrol, violent crimes, narcotics and hostage negotiations

Web page: <http://www.calu.edu/academics/faculty/index.htm>

E-mail: magers@calu.edu

Phone: 724-938-4710 (department) / 502-762-4334 (direct)

Graduate Faculty

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

Christina A. Toras, J.D. (Capital University Law School), M.A. (East Carolina University), B.A. (Youngstown State University), Chair/Professor, Full-Time Faculty; Specializations: legal research and writing, real estate and corporate law, legal system ethics, appellate legal practice and private sector justice

Larry Bassi, M.A. (University of Washington), B.S. (University of Nebraska), Professor, Adjunct Faculty

Robert Diotalevi, L.L.M. (Washington Institute for Graduate Studies), J.D. (New England Law), B.A. (Curry College), Professor, Adjunct Faculty

Kevin Govern, L.L.M. (University of Notre Dame Law School), L.L.M. (Judge Advocate Generals' Corps, U.S. Army), J.D. (Marquette Law School), B.A. (Marquette University), Professor, Adjunct Faculty

David C. Smith, J.D. (The Dickinson School of Law of the Pennsylvania State University), M.S. (California University of Pennsylvania), B.S. (York College of Pennsylvania), Professor, Adjunct Faculty

Lisa Uva, J.D. (Duquesne University), M.A. (East Carolina University), B.A. (University of Pittsburgh), Professor, Adjunct Faculty

Special Education – Mentally/Physically Handicapped

Master of Education (M.Ed)

Special Education: Credits: 33-63

M.Ed. with K-8 Certification (currently certified in Elementary Education)

Credits: 33 (Program Code: 0146)

M.Ed. with 7-12 Certification (currently certified in Secondary Content Area)

Credits: 33 (Program Code: 0147)

M.Ed. with Autism Spectrum Disorder (currently certified in Special Education)

Credits: 33 (Program Code: 0149)

M.Ed. with Dual Pre-K-4/K-8 Certification (no current teaching certification)

Credits: 63 (Program Code: 0148)

Certification Only in Pre-K-8 Special Education (currently certified in Elementary Education)

Credits: 27 (Program Code: 0446)

Certification Only Grade 7-12 Special Education (currently certified in Secondary Content Area)

Credits: 27 (Program Code: 0447)

Letter of Completion Autism Spectrum Disorders

Credits: 12 (Program Code: 0449)

Program Description

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

- **M.Ed. with K-8 Certification (currently certified in elementary education):** This program is intended for applicants who already hold Pennsylvania teaching certification in elementary education, Pre-K to grade 4 or grade 4-8. Upon completion, the student will hold a master's degree in special education and will be eligible to add Pre-K to grade 8 special education endorsement to his/her current teaching certificate.
- **M.Ed. with Grade 7-12 Certification (currently certified in secondary content area):** This program is intended for applicants who already hold Pennsylvania teaching certification in a secondary education content area. Upon completion, the student will hold a master's degree in special education and will be eligible to add grade 7-12 special education endorsement to his/her current teaching certificate.
- **M.Ed. with Autism Spectrum Disorders (currently certified in special education):** This program is intended for applicants who already hold Pennsylvania teaching certification in special education. Upon completion, the student will hold a master's degree in special education and will be eligible to add autism spectrum disorders (ASD) endorsement to his/her current teaching certificate.

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

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

- College-level mathematics (6 credits)
- English composition and English/American literature (3 credits/3 credits)
- Health and wellness(3 credits)
- Citizen: Geography, political or economy (3 credits)
- English language learners (3 credits)
- Instructional technology (3 credits)
- U.S. history (3 credits)
- Physical science (3 credits)
- Environmental/earth science (3 credits)

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

Certification and Letter of Completion:

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

- Certification only in Pre-K-8 special education (currently certified in elementary education): This program is intended for applicants who already hold Pennsylvania teaching certification in elementary education, Pre-K-4 or grade 4-8. Upon completion, the student will be eligible to add Pre-K to Grade 8 special education endorsement to his/her current teaching certificate.
- Certification only in grade 7-12 special education (currently certified in secondary content area): This program is intended for applicants who already hold Pennsylvania teaching certification in a secondary education content area. Upon completion, the student will be eligible to add grade 7-12 special education endorsement to his/her current teaching certificate.
- Autism spectrum disorders letter of completion (not certified in special education): Students who do not currently hold special education certification, including educators with certification in any area, other education professionals, family members of individuals with ASD, and others, can complete the four-course, 12-credit online program for professional development, but will not be able to apply for ASD certification.

Program Objectives

The following goals form the basis for measuring the achievement of early, middle and special education candidates as they develop into beginning Pre-K-grade 8 early and middle school teachers, and Pre-K-grade 12 special education teachers.

- **Knowledge of Subject Matter** – The early, middle and special education candidate understands the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
- **Knowledge of Human Development and Learning** – The early, middle and special education candidate understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
- **Adapting Instruction for Individual Needs** – The early, middle and special education candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- **Multiple Instructional Strategies** – The early, middle and special education candidate understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving and performance skills.
- **Classroom Motivation and Management Skills** – The early, middle and special education candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
- **Communication Skills** – The early, middle and special education candidate uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.
- **Instructional Planning Skills** – The early, middle and special education candidate plans instruction based upon knowledge of subject matter, students, the community and curriculum goals.
- **Assessment of Student Learning** – The early, middle and special education candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
- **Professional Commitment and Responsibility** – The early, middle and special education candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
- **Partnerships** – The early, middle and special education candidate fosters relationships with school colleagues, parents and agencies in the larger community to support students' learning and well-being.
- **Diversity** – The early, middle and special education candidate understands the influence of culture on personal growth and recognizes and respects cultural differences, and believes that all human beings possess capacity for thought, feeling and learning.

- Field Experience – The early, middle and special education candidate understands the importance of completing and documenting early field experience and recognizes the importance of a steady progression from being an “observer” to becoming an “active participant.”

Delivery Mode

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

Accreditation

National Council for Accreditation of Teacher Education (NCATE)

Approved by the Pennsylvania Department of Education

Admissions Criteria

- 2.80 GPA or 3.00 GPA in the last 48 college credits taken verified with official transcripts from all institutions attended
- Current Act 34, 151 and 114 (fingerprint) clearances or proof of submission
- Passing scores on PAPA (Pre-services Academic Performance Assessment) by the end of first semester (6-12 credits) for candidacy
 - Students who have already passed the Praxis I tests (reading, writing and math) prior to April 2, 2012 do not need to take the new PECT and PAPA tests.
 - Students who have taken the Praxis I tests prior to April 2, 2012 and have not passed any of them, have an opportunity to repeat those Praxis I tests they failed.
- Completed Graduate Application for Admission plus \$25 nonrefundable application fee

Curriculum

M.Ed. with K-8 Certification (currently certified in Elementary Education):

I. Core Courses

Course Name	Credits
ESP 610 Special Education Foundations and Collaboration	3
ESP 701 Introduction to Behavior Analysis	3
ESP 620 Special Education History, Theory and Exceptionality	3
ESP 739 Field Experience in Special Education	3

II. Specialized Courses

Course Name	Credits
ESP 502 Life Skills Planning and Instruction	3
ESP 503 Assessment and Prescriptive Teaching	3
ESP 607 Early Intervention: Special Education	3
ESP 612 Evidence-based Practices for Pre-K-8 Inclusion	3
ESP 622 Advanced Evidence-based Practices for Pre-K-8 Inclusion	3

Elective

ESP 740, 741, 742 or 743 Autism Spectrum Disorders Course or Approved Elective	3
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III. Capstone Courses

Course Name	Credits
ESP 800 Seminar in Advanced Behavior Analysis and Research Design	3
Comprehensive Examination	
Total Credits	33

M.Ed. with 7-12 Certification (currently certified in Secondary Content Area):

I. Core Courses

Course Name	Credits
ESP 610 Special Education Foundations and Collaboration	3
ESP 701 Introduction to Behavior Analysis	3
ESP 620 Special Education History, Theory and Exceptionality	3
ESP 739 Field Experience in Special Education	3

II. Specialized Courses

Course Name	Credits
ESP 502 Life Skills Planning and Instruction	3
ESP 503 Assessment and Prescriptive Teaching	3
ESP 506 Transition Planning and Instruction	3
ESP 613 Evidence-based Practices for Secondary Inclusion	3
ESP 623 Advanced Evidence-based Practices for Secondary Inclusion	3

Elective

ESP 740, 741, 742 or 743 Autism Spectrum Disorders Course or Approved Elective	3
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III. Capstone Courses

Course Name	Credits
ESP 800 Seminar in Advanced Behavior Analysis and Research Design	3
Comprehensive Examination	
Total Credits	33

M.Ed with Autism Spectrum Disorders (currently certified in Special Education):

I. Core Courses

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

Specialized Courses

Must have at least 18 hours of electives from the following list:

Course Name	Credits
ESP 502 Life Skills Planning and Instruction	3
ESP 503 Assessment and Prescriptive Teaching	3
ESP 506 Transition Planning and Instruction	3
ESP 607 Early Intervention: Special Education	3
ESP 612 Evidence-based Practices for Pre-K-8 Inclusion	3
ESP 613 Evidence-based Practices for Secondary Inclusion	3
ESP 622 Advanced Evidence-based Practices for Pre-K-8 Inclusion	3
ESP 623 Advanced Evidence-based Practices for Secondary Inclusion	3
ESP 620 Special Education: History, Theory and Exceptionality	3
ESP 701 Introduction to Behavior Analysis	3
ESP 739 Field Experience in Special Education	3

III. Capstone Courses

Course Name	Credits
ESP 800 Seminar in Advanced Behavior Analysis and Research Design	3
Comprehensive Examination	
Total Credits	33

M.Ed. with Pre-K-4/K-8 Dual Certification (no current teaching certificate):***I. Core Courses***

Course Name	Credits
ESP 610 Special Education Foundations and Collaboration	3
ESP 701 Introduction to Behavior Principles	3
ESP 620 Special Education History, Theory, and Exceptionality	3
ESP 739 Field Experience in Special Education	3

II. Specialized Courses

Course Name	Credits
ESP 502 Life Skills Planning and Instruction	3
ESP 503 Assessment and Prescriptive Teaching	3
ESP 607 Early Intervention: Special Education	3
ECE 703 Literacy Development	3
ESP 612 Evidence-based Practices for Pre-K-8 Inclusion	3
ESP 622 Advanced Evidence-based Practices for Pre-K-8 Inclusion	3
ELE 702 Teaching and Assessment in Reading	3
ELE 701 Teaching and Assessment in Language Arts	3
ELE 731 Teaching and Assessment in Social Studies	3
ELE 711 Teaching and Assessment in Mathematics	3
ELE 718 Teaching and Assessment in Expressive Arts	3
ELE 721 Teaching and Assessment in Science	3
ECE 707 Leadership and Management in Early Childhood	3

III. Capstone Courses

Course Name	Credits
EDE 795 Student Teaching Internship	9
ESP 800 Seminar in Advanced Behavior Analysis and Research Design	3
Graduate Comprehensive Exam	
Total Credits	63

Certification-only Pre-K to Grade 8 Special Education (currently certified in Elementary Education):***I. Core Courses***

Course Name	Credits
ESP 610 Special Education Foundations and Collaboration	3
ESP 701 Introduction to Behavior Analysis	3
ESP 620 Special Education History, Theory and Exceptionality	3

II. Specialized Courses

Course Name	Credits
ESP 502 Life Skills Planning and Instruction	3
ESP 503 Assessment and Prescriptive Teaching	3
ESP 607 Early Intervention: Special Education	3
ESP 612 Evidence-based Practices for Pre-K-8 Inclusion	3
ESP 622 Advanced Evidence-based Practices for Pre-K-8 Inclusion	3

III. Capstone Course

Course Name	Credits
ESP 739 Field Experience in Special Education	3
Total Credits	27

Certification-only Grade 7-12 Special Education (currently certified in Secondary Content Area):

I. Core Course

Course Name	Credits
ESP 610 Special Education Foundations and Collaboration	3
ESP 701 Introduction to Behavior Analysis	3
ESP 620 Special Education History, Theory and Exceptionality	3

II. Specialized Courses

Course Name	Credits
ESP 502 Life Skills Planning and Instruction	3
ESP 503 Assessment and Prescriptive Teaching	3
ESP 506 Transition Planning and Instruction	3
ESP 613 Evidence-based Practices for Secondary Inclusion	3
ESP 623 Advanced Evidence-based Practices for Secondary Inclusion	3

III. Capstone Course

Course Name	Credits
ESP 739 Field Experience in Special Education	3
Total Credits	27

Autism Spectrum Disorders (currently certified in Special Education) and Autism Spectrum Disorders Letter of Completion (not certified in Special Education):

I. Core Courses

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

Advisement

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

Department Website

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

Application Questions

School of Graduate Studies and Research
California University of Pennsylvania
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250 University Ave.
California, PA 15419
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gradschool@calu.edu

Program Coordinator

Kalie R. Kossar, Ed.D. (West Virginia University), M.Ed. (California University of Pennsylvania), B.S. (University of Pittsburgh), Associate Professor;
Specializations: Collaboration, Assessment, Inclusion, Applied Behavior Analysis
Research Interests: Teacher Preparation, Evidence-based Practices, Applied Behavior Analysis

Web Page: <http://www.calu.edu/academics/faculty/kalie-kossar.aspx>

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Phone: 724-938-4982

Graduate Faculty

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

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

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

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

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

Sherrill Szalajda, M.Ed. (University of Pittsburgh), B.S. (Grove City College), Assistant Professor; Specializations: Special Education Pedagogy and Trends

Autism Spectrum Disorders

Autism Spectrum Disorders Certification (Currently Certified in Special Education)

Credits: 12 (Program Code: 0149)

Letter of Completion – Autism Spectrum Disorders

Credits: 12 (Program Code: 0449)

Program Description

The autism spectrum disorders program directly addresses the needs of today's educators and professionals who are working with individuals with autism spectrum disorders throughout the lifespan. This program will prepare candidates to add ASD certification to certified special education teachers or a certificate of advanced studies for students with the desire to obtain knowledge in autism awareness, as well as, personal and professional development. This program provides specialized preparation in ASD through an innovative 12 credit-hour graduate program endorsement in ASD that has the provision of socialization opportunities for individuals with ASD and educational outreach materials and resources for parents and community members at its core.

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

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

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

Program Objectives

- Knowledge of Subject Matter – The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
- Knowledge of Human Development and Learning – The candidate understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
- Adapting Instruction for Individual Needs – The candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- Multiple Instructional Strategies – The candidate understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving and performance skills.

- Classroom Motivation and Management Skills – The candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
- Communication Skills – The candidate uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.
- Instructional Planning Skills – The candidate plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- Assessment of Student Learning – The candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
- Professional Commitment and Responsibility – The candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
- Partnerships – The candidate fosters relationships with school colleagues, parents and agencies in the larger community to support students’ learning and well-being.
- Diversity – The candidate understands the influence of culture on personal growth and recognizes and respects cultural differences, and believes that all human beings possess capacity for thought, feeling, and learning.
- Field Experience – The candidate understands the importance of completing and documenting early field experience and recognizes the importance of a steady progression from being an “observer” to becoming an “active participant.”

Delivery Mode

Global Online (100 percent online delivery)

Accreditation

National Council for Accreditation of Teacher Education (NCATE)

Approved by the Pennsylvania Department of Education

Admissions Criteria

Pennsylvania – ASD Endorsement

- Minimum overall undergraduate 2.80 GPA or 3.00 GPA in the last 48 credits earned verified with official transcripts from all institutions attended
- Copies of certifications– must be currently certified in elementary or secondary education
- Current Act 34, 151 and 114 clearances
- Completed Graduate Application for Admission plus \$25 nonrefundable application fee

Note: 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.

ASD – Letter of Completion

- Minimum overall undergraduate 2.8 GPA or 3.00 GPA in the last 48 credits earned verified with official transcripts from all institutions attended
- Current Act 34, 151 and 114 clearances
- Completed Graduate Application for Admission plus \$25 nonrefundable application fee

Curriculum

Required Courses

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

Advisement

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

Department Website

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

Application Questions

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Program Coordinator

Kalie R. Kossar, Ed.D. (West Virginia University), M.Ed. (California University of Pennsylvania), B.S. (University of Pittsburgh), Associate Professor;
Specializations: Collaboration, Assessment, Inclusion, Applied Behavior Analysis; Research Interests: Teacher Preparation, Evidence-based Practices, Applied Behavior Analysis

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Graduate Faculty

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

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

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

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

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

Sherrill Szalajda, M.Ed. (University of Pittsburgh), B.S. (Grove City College), Assistant Professor; Specializations: Special Education Pedagogy and Trends

Nursing Administration and Leadership

Master of Science in Nursing – Nursing Administration and Leadership
Credits: 30 (Program Code: 0930)

Program Description

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

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

The graduate program builds upon coursework taken in an undergraduate Bachelor of Science in Nursing (BSN) program. Upon completion of the MSN in Nursing Administration and Leadership program, graduates will be eligible academically to take the national certification exam for nurse administration offered by the American Nurses Credentialing Center (ANCC).

Program Objectives

- To integrate competencies associated with critical thinking, communication, leadership and management, and nursing research to develop and facilitate systems for the provision of culturally competent and safe patient care.
- To design, implement, analyze and evaluate complex interprofessional, multicultural health care delivery systems.
- To apply and integrate specialized knowledge related to organization and management theory, economics, human resources, professional standards, ethical guidelines, and legal and regulatory aspects in the management and leadership role within interprofessional, multicultural health care delivery systems.
- To develop, implement and evaluate effective communication systems and processes in interprofessional, multicultural health care delivery systems.
- To manage the delivery of health care through collaboration with nurses, other health professionals and consumers of health care.
- To create strategies that promote the well-being of individuals, families, culturally diverse groups, vulnerable populations and communities.

Delivery Mode

Global Online (100 percent online delivery)

Students take two 3-credit courses consecutively each term and the first summer session. During the second summer session, students take the 6-credit practicum capstone course

Accreditation

The Master of Science in Nursing Administration and Leadership program underwent an initial accreditation visit in March 2013 by the Commission on Collegiate Nursing Education (CCNE), an autonomous arm of the American Association of Colleges of Nursing devoted exclusively to the accreditation of baccalaureate and graduate degree nursing education programs. California University of Pennsylvania's RN-BSN program has been fully accredited by the CCNE for many years and also had a positive reaccreditation visit by CCNE in March 2013.

Admissions Criteria

- 3.00 GPA in baccalaureate degree (or last 60 credits completed)* verified with official transcripts from all institutions attended
- BSN from National League for Nursing Accrediting Commission (NLNAC) or CCNE accredited program
- Current license as a registered nurse in the state in which the applicant is employed in nursing
- Completed Graduate Application for Admission plus \$25 nonrefundable application fee

Prerequisite courses required for admission:

- Undergraduate course in nursing leadership (3 credits)
- Undergraduate course in nursing research (3 credits)
- Undergraduate course in statistics (3 credits) (Note: If statistics is still needed for admission, MAT 205 Statistics for Health and Social Sciences, offered online through Cal U is recommended, or any basic statistics course.)

*For applicants with undergraduate GPA of less than 3.0, conditional acceptance may be possible.

International applicants, in addition to the above requirements:

- For programs attended outside of the United States, with the exception of Canada, applicants must submit a credential evaluation from the Commission on Graduates of Foreign Nursing Schools (CGFNS) for nursing course work and World Education Services (WES) for non-nursing course work.
- For international students, completion of a nursing bachelor's degree, if available, in the country of origin.
- International students need to be licensed in the country in which they are employed in nursing.

Note: Prospective international master's students staying in their countries of origin and taking an online program should also review International Applicants information for admission consideration in the Graduate Catalog.

Note: This program is not intended for persons seeking graduate education for career opportunities related to nurse educator or advanced practice positions (e.g., nurse practitioner, etc.). Coursework and practicum experiences in this program provide academic development for administrative and leadership roles such as charge nurse, nurse manager, nurse executive, clinical project leader and numerous other health care administration and leadership roles.

Curriculum

Required Courses

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

Advisement

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

Department Website

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

Program Coordinator

Cheryl Hettman, Ph.D. (University of Pittsburgh), M.S.N. (West Virginia University), B.S.N. (West Liberty State College), Associate Professor

Web Page: <http://www.calu.edu/academics/faculty/Cheryl-Hettman.aspx>

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Graduate Faculty

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

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

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

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

Debra Shelapinsky, M.S.N, CRNP (University of Pittsburgh), B.S.N. (University of Akron), Associate Professor

Reading Specialist

Master of Education

Credits: 36 (Program Code: 0150)

Certification Preparation

Credits: 27-33 (Program Code: 0910)

Program Description

Reading specialist candidates will learn and apply theory and research in literacy development and acquisition in preparation to fulfill the various roles of a reading specialist, which include teacher of struggling readers, mentor and coach to classroom teachers, and literacy leader in the community. The mission of the graduate reading specialist program is to encourage the development of reading specialists who serve schools and communities with integrity, civility and responsibility and who demonstrate superior knowledge and skill identified in the International Reading Association Standards for Reading Specialists.

The reading specialist program offers two options:

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

Program Objectives

Reading specialist candidates will:

- Identify theoretical and evidence-based foundations of reading and writing processes and will apply that theory and research to instructional planning and implementation.
- Design and implement instructional approaches, materials to create an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.
- Use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.
- Create and engage their students in literacy practices that develop awareness, understanding, respect and a valuing of differences in our society.
- Create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

- Pursue ongoing professional learning and leadership opportunities.

Delivery Mode

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

Accreditation

The reading specialist program is accredited by the National Council for Accreditation of Teacher Education (NCATE) and the Pennsylvania Department of Education

Admissions Criteria

- 3.00 GPA in baccalaureate degree
- Copy of teaching certificate before completion of first semester (students who fail to meet this requirement will not be approved for RSP candidacy)
- Current Act 24, 34, 151, and 114 (fingerprint) clearances
- Completed Graduate Application for Admission plus \$25 nonrefundable application fee

Clearances

PA Act 24, 34, 114, and 151 clearances (or appropriate clearances for non-PA residents) may be submitted on admission, but up-to-date clearances must be submitted by the end of the first semester.

Curriculum

Core Reading Courses (21 credits required)

Course Name	Credits
RSP 700 Foundations of Literacy: Theory and Instruction	3
RSP 702 Literacy Assessment and Instruction	3
RSP 703 Action Research I: Assessment	3
RSP 704 Action Research II: Instruction	3
RSP 705 Psychology of Reading	3
RSP 706 Literacy Leadership	3
RSP 734 Content Area Reading	3

English Language Learner Courses (3 credits required if not already completed)

Course Name	Credits
EDU 650 Supporting English Language Learners	3
EDE 704 Introduction to Teaching English as a Second Language	3
EDE 709 Develop Cultural Awareness and Sensitivity	3

Educational Research Courses (3 credits required)

Course Name	Credits
RES 800 Methods of Research	3
ESP 800 Seminar in Advanced Behavior Analysis	3

Related Electives

Course Name	Credits
ECE 703 Literacy Development	3
EDE 701 Development and Organization of Curriculum	3
ELE 701 Teaching and Assessment in Language Arts	3
ELE 702 Teaching and Assessment in Reading	3
EDE 713 Language Acquisition and Development	3
ESP 610 Special Education Foundations and Collaboration	3
ESP 611 Assessment and Positive Behavior Interventions	3
ESP 701 Introduction to Behavior Analysis	3
ESP 612 Evidence-based Practices for Pre-K-8 Inclusion	3
ESP 613 Evidence-based Practices for Secondary Inclusion	3
ESP 619 Evidence-based Practices for K-12 Inclusion	3
PSY 712 Advanced Psychology of Learning	3
PSY 720 Neuropsychology of Learning Disorders	3
RES 829 Research Project	2

Advisement

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

Department Website

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

Application Questions

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Program Coordinator

Catherine Hayden, M.Ed., B.S. (California University of Pennsylvania), Instructor

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Phone: 724-938-5892

Graduate Faculty

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

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

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

Christine Peterson, Ed.D. (West Virginia University); specializes in Instructional Technology and English as a Second Language

School Psychology

Master of Science

Credits: 36 (Program Code: 0310)

Post-Master's Certification

Credits: 33 (Program Code: 0410)

Program Description

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

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

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

Program Objectives

Upon program completion, students will demonstrate competency in the following domains from the National Association of School Psychologists:

- **Domain 1: Data-Based Decision making and Accountability**
School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.
- **Domain 2: Consultation and Collaboration**
School psychologists have knowledge of varied models and strategies of consultation, collaboration and communication applicable to individuals, families, groups and systems and methods to promote effective implementation of services.

- **Domain 3: Interventions and Instructional Support to Develop Academic Skills**
School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.
- **Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills**
School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health.
- **Domain 5: School-Wide Practices to Promote Learning**
School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.
- **Domain 6: Preventive and Responsive Services**
School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.
- **Domain 7: Family-School Collaboration Services**
School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools.
- **Domain 8: Diversity in Development and Learning**
School psychologists have knowledge of individual differences, abilities, disabilities and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.
- **Domain 9: Research and Program Evaluation**
School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.
- **Domain 10: Legal, Ethical and Professional Practice**
School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal and professional standards; and other factors related to professional identity and effective practice as school psychologists.

Delivery Mode

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

Face to face courses are offered exclusively in the evenings

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

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

Accreditation

National Council for Accreditation of Teacher Education (NCATE)

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

Admissions Criteria

- 3.00 GPA in baccalaureate degree verified with official transcripts from all institutions attended
- Two professional letters of recommendation, i.e., from professors or employers (see required form on program web page)
- Autobiographical essay focusing on student's motivation to become a school psychologist
- Miller Analogies Test (MAT) or GRE scores
- Completed Graduate Application for Admission plus \$25 nonrefundable application fee

Note: If the applicant is not a psychology major, a minimum of 15 credits of undergraduate coursework in psychology is required, including a course in statistics. The applicant must have a 3.00 GPA in all psychology courses and have earned a B or better in one statistics course.

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.

Special Program Requirements

Prior to start of program, students must possess Act 34, 114 and 151 clearances to participate in required practicum experiences in public school settings.

Prior to the start of internship, students must possess current Act 34, 114 and 151 clearances and student liability insurance through the National Association of School Psychologists (recommended)

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 Instruction and Intervention	3

Area IV – Research

Course Name	Credits
PSY 761 Statistics and Research Methods in Psychology I: Univariate	3
PSY 762 Statistics and Research Methods in Psychology II: Multivariate	3
PSY 796 Seminar in Analysis of Research in School Psych (non-thesis option) OR	3
PSY 849 Thesis Option (see student manual)	3

Specialist Certification Courses (33 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
EDU 650* Supporting English Language Learners	3

Area V – Professional School Psychology

Course Name	Credits
PSY 773/774 Internship in School Psychology	9
PSY 798 Seminar in Professional School Psychology	3

For the educational specialist certification in school psychology in Pennsylvania, candidates must attain the qualifying scores in these exams:

- PAPA Examination
- Master's Comprehensive Examination

- Praxis II in School Psychology

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

Advisement

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

Department Website

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

Application Questions

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Program Coordinator

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

Web Page: <http://www.calu.edu/academics/faculty/angela-bloomquist.aspx>

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Graduate Faculty

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

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

Kirk R. John, Ed.D., M.Ed. (Indiana University of Pennsylvania), B.A. (California University of Pennsylvania), Professor, Pennsylvania Certified School Psychologist, Pennsylvania Licensed Psychologist

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

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

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

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

Secondary Education — Advanced Studies

Credits: 30 (Program Code: 0972)

Program Description

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

Program Objectives

The advanced studies in secondary education and teacher leadership is based upon the National Board for Professional Teaching Standards 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.

Students in the program will:

- Construct student-centered instructional lessons.
- Create teaching and learning activities with online technologies.
- Design teacher leader projects that may be used in their schools or districts.
- Design research projects that may be used in their schools or districts.
- Summarize the National Board for Professional Teaching Standards and the steps needed to apply for national board teaching certification.

Delivery Mode

Global Online (100 percent online delivery)

Accreditation

National Council for Accreditation of Teacher Education (NCATE)

Approved by the Pennsylvania Department of Education

Admissions Criteria

- 2.80 GPA in baccalaureate degree* verified with official transcripts from all institutions attended
- Copy of valid teaching certificate
- Completed Graduate Application for Admissions plus \$25 nonrefundable application fee

*Applicants with a GPA of less than 2.80 must also:

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

Curriculum: Advanced Studies in Secondary Education and Teacher Leadership

Semester 1 (Fall)

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

Semester 2 (Spring)

Course Name	Credits
ADP 664 Field Project/Leadership	3
MSE 750 Online Technologies in Education	3

Semester 3 (Summer)

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

Semester 4 (Fall)

Course Name	Credits
MSE 771 Strategies for Inclusive Classrooms in 7-12	3
ADP 673 Field Project/Research and Evaluation	3

Semester 5 (Spring)

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

Advisement

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

Department Website

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

Application Questions

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Program Coordinator

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(California University of Pennsylvania)

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Graduate Faculty

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

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

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

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

Secondary Education: Master of Arts Teaching: Initial Teacher Certification

Art K-12 Certification

Credits: 45 (Program Code: 0521)

Biology 7-12 Certification

Credits: 45 (Program Code: 0560)

Chemistry 7-12 Certification

Credits: 45 (Program Code: 0590)

Communications 7-12 Certification

Credits: 45 (Program Code: 0525)

Earth Science 7-12 Certification

Credits: 45 (Program Code: 0563)

English 7-12 Certification

Credits: 45 (Program Code: 0501)

Spanish K-12 Certification

Credits: 45 (Program Code: 0540)

Mathematics 7-12 Certification

Credits: 45 (Program Code: 0548)

Physics 7-12 Certification

Credits: 45 (Program Code: 0530)

Social Studies 7-12 Certification

Credits: 45 (Program Code: 0580)

Program Description

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

Program Objectives

- Students will design teaching lessons using a variety of instructional strategies.
- Students will demonstrate effective teaching pedagogy.
- Students will demonstrate content knowledge in their area of certification.
- Students will be eligible to obtain a Pennsylvania Department of Education teaching certificate.

Delivery Mode

Global Online with three-day on-campus residency component

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

Accreditation

National Council for Accreditation of Teacher Education (NCATE). Approved by the Pennsylvania Department of Education

Admissions Criteria

- 2.80 GPA in baccalaureate degree* (or 3.00 GPA in last 48 college credits taken) verified with official transcripts from all institutions attended
- Completed Graduate Application for Admission plus \$25 nonrefundable application fee

*For applicants with undergraduate GPA of less than 3.00, conditional acceptance may be possible.

The credit requirements for initial teacher certification may vary. For example: Biology certification requires different undergraduate courses than English. Each applicant's academic record will be reviewed to determine what, if any, undergraduate (or graduate) content courses still need to be completed. Most students will need to take one or more undergraduate courses. Applicants will receive evaluations of their transcripts to determine what, if any, content courses still need to be completed. This is done on an individual basis. Each applicant should submit to the program coordinator a complete set of transcripts for a content requirement evaluation. Certification area of interest should be specified.

Curriculum: Initial Teacher Certification Track

Semester 1 (Fall)

Course Name	Credits
MSE 641 Orientation to 7-12 Education	3
MSE 642 Standards-Based Instruction in 7-12 Education	3
ESP 610 Special Education Foundations and Collaboration*	3

Semester 2 (Spring)

Course Name	Credits
MSE 643 Content Area Literacy in 7-12 Education	3
MSE 644 Instructional Strategies in 7-12 Education	3
ESP 701 Introduction to Behavior Analysis*	3

Semester 3 (Summer)

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

Semester 4 (Fall)

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

Semester 5 (Spring) Must earn a recommendation for student teaching

Course Name	Credits
MSE 661 Student Teaching and School Law	9

*Chapter 49 requirements mandated by the Pennsylvania Department of Education. Courses are allowed to be satisfied with previously taken undergraduate courses subject to approval of the program coordinator. In addition to their courses, teacher candidates will need to do in-school field observations and a full semester of student teaching.

Advisement

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

Department Website

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

Application Questions

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Graduate Faculty

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

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

Social Work

Master of Social Work

Credits: 36-60 (Program Code: 0350)

Program Description

The Master of Social Work (MSW) program is committed to developing students' personal and professional growth, appreciating diversity, using an advanced generalist perspective to make a difference in rural environments, and preparing graduates to be highly competent, effective and well regarded social work practitioners. Our MSW program prepares students to respond professionally and creatively to the increasingly complex matrix of rural human needs and strengths in a changing society. It also provides students with a theoretical and professional practice focused curriculum in social work that promotes an understanding and appreciation of cultural diversity and its importance to competent advanced generalist practice. Built on a professional advanced generalist curriculum model, the program prepares students to work in direct and indirect practice and develops their leadership capacities to prevent and meet needs that affect people in southwestern Pennsylvania, including urban environments, and is designed for students with bachelor's degrees in psychology, social sciences, sociology, liberal arts and other disciplines. The 60-credit regular MSW program begins in the fall semester. The full-time regular program requires two years (four semesters). The part-time regular program takes three years; students must register for at least 6 credits each semester, are required to follow the plan for appropriate course sequencing, and must complete degree requirements within six years. The advanced standing program has 36 credits, and is designed for students with bachelor's degrees in social work from Council on Social Work Education accredited programs. It takes three semesters of full-time study (fall, spring, fall). Part-time advanced standing students follow requirements for part-time students and normally finish in two years (four semesters).

Program Objectives

- Prepare ethical, competent, self-regulating MSW graduates with the requisite knowledge, skills and values for advanced generalist practice, with an emphasis on practice in rural and small town environments.
- Develop social workers committed to social and economic justice, the promotion of human rights and universal respect for human diversity.
- Develop leaders in social welfare prepared to create needed and enhance existing services through nonmetropolitan-focused research, consultation, collaborative efforts and continuing education.

Delivery Mode

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

Accreditation

Council on Social Work Education (CSWE)

Admissions Criteria

Regular Program:

- 3.00 GPA in baccalaureate degree* verified with official transcripts from all institutions attended

- MSW application
- Current resume
- Three letters of recommendation
- Personal professional statement (portfolio)
- Completion of 30 credits of upper-level liberal arts work
- Completed Graduate Application for Admission plus \$25 nonrefundable application fee

*For applicants with undergraduate GPA of less than 3.0, conditional acceptance may be possible.

Advanced Standing Program

- 3.00 GPA in baccalaureate degree* verified with official transcripts from all institutions attended
- MSW application
- Current resume
- Three letters of recommendation
- Personal professional statement (portfolio)
- A social work degree from an accredited BSW program within six years of application to the MSW program
- Minimum 3.25 GPA in social work major
- Completed Graduate Application for Admission plus \$25 nonrefundable application fee

Advanced Standing Program – Transfer Credit

A maximum of 12 credits of prior MSW course work and 3 credits of related graduate course work may be submitted for faculty review. Transfer credits must have been completed within six years of entrance into the program, must have a grade of B or better, and must be the equivalent of any courses they replace. No credit is given for life experiences, previous work experiences or non-course credit work.

Curriculum

Full-time Regular Program (60 credits):

Foundation Year, Fall Term

Course Name	Credits
*SWK 701 Generalist Practice I	3
SWK 707 Human Diversity and the Social Environment	3
*SWK 709 Social Welfare Policy, Services and Program Design	3
SWK 729 First Year Field Practicum I	6

Foundation Year, Spring Term

Course Name	Credits
*SWK 702 Generalist Practice II	3
*SWK 705 Human Behavior and the Social Environment	3
*SWK 716 Social Work Research Methodology and Data Analysis	3
SWK 730 First Year Field Practicum II	6

Concentration Year Two, Fall Term

Course Name	Credits
SWK 801 Advanced Generalist Practice	3
SWK 803 Differential Assessment	3
SWK 806 Rural Family and Community Policy	3
SWK 829 Advanced Field Practicum I	6

Concentration Year Two, Spring Term

Course Name	Credits
SWK 808 Advanced Practice Evaluation	3
SWK 812 Practice in Supervision and Administration	3
SWK Advanced Practice/SWK840 Special Topic	3
SWK 830 Advanced Field Practicum II	6

*May be waived through examination

Full-time Advanced Standing Program (36 credits):***Fall Term***

Course Name	Credits
SWK 707 Human Diversity and the Social Environment	3
SWK 715 Research, Policy and Rural Social Work Practice	3
SWK 801 Advanced Generalist Practice	3
SWK 829 Advanced Field Practicum I	6

Spring Term

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

Fall Term

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

Advanced Practice Special Topics

Course Name	Credits
SWK 811 Practice with Aging	3
SWK 813 Practice in Health Care and Health Planning	3
SWK 814 Practice in Mental Health/Mental Retardation	3
SWK 815 Juvenile and Adult Justice System Practice	3
SWK 816 Practice with Children and Youth	3
SWK 821 Social Work with Substance Abuse/Addictions	3
SWK 840 Special Topics (varied)	3

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

Advisement

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

Department Website

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

Application Questions

School of Graduate Studies and Research
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Program Coordinator

Norma Thomas, D.S.W. (University of Pennsylvania), M.S.W. (Temple University), B.S.W. (Pennsylvania State University), Assistant Professor

Web Page: <http://www.calu.edu/academics/faculty/Norma-Thomas.aspx>

E-mail: thomas@calu.edu

Phone: 724-938-1597

Graduate Faculty

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

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

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

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

Sheri Boyle, B.A. (University of California-LosAngeles); M.S.W. (University of Pennsylvania), Assistant Professor, Field Coordinator

Sport Management Studies

Intercollegiate Athletic Association Concentration

Credits: 36 (Program Code: 0962)

Specialist Concentration

Credits: 36 (Program Code: 0963)

Sports Counseling Concentration

Credits: 36 (Program Code: 0964)

Letter of Completion – Intercollegiate Athletic Administration

Credits: 12 (Program Code: 0881)

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 specialist concentration, the intercollegiate athletic administration concentration, or the sports counseling concentration. Program length is approximately 13 consecutive months, with new cohorts beginning in January and July. Cohorts of approximately 35 students each learn and communicate online and regularly function as a group of interactive peers. All students must be enrolled as full-time cohort members. This virtual community creates a lively and dynamic educational experience that enriches the collaborative skills essential for success in the sport industry. A post-baccalaureate/post-master's letter of completion is also available in intercollegiate athletic administration. Students are eligible for a graduate letter of completion upon completion of 12 credits. The intercollegiate athletic administration track has been developed in consultation with the NCAA.

Program Objectives

The primary objective of the Master of Science in Sport Management Studies program is to provide a high-quality sport management educational experience via distance learning methods. To this end, the program is designed to:

- Enhance the professional development, leadership, and management skills and capabilities of the student
- Prepare the student for leadership positions in the public, private nonprofit and commercial sectors of the sport industry
- Facilitate the student's integration of sport management theory into practical approaches for meeting the challenges of the various segments of the sports industry
- Foster the development of proficiencies within the sub-disciplines of socio-cultural aspects of sport, sports public relations, sports marketing, legal aspects of sport, sports finance, sports ethics, and leadership principles and practices in sport
- Maximize the student's ability to efficiently generate and manage organizational resources
- Present course content that has specific, personal applications to each student

Delivery Mode

Global Online (100 percent online delivery)

Admissions Criteria

- 3.00 GPA in baccalaureate degree verified with official transcripts from all institutions attended or 3.00 GPA in last 48 college credits taken*
- Completed application for admission plus \$25 nonrefundable application fee

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

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.

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

Each concentration requires that students complete 36 credits to meet degree requirements. The sport management concentration requires students to complete a 12-credit mentorship, and the intercollegiate athletic administration and sports counseling concentration requires students to complete four courses in addition to the core requirements.

Students must complete ALL core curriculum coursework before being allowed to enroll in mentorship or in sports counseling or intercollegiate athletic administration track courses.

The course sequences for each concentration are listed below.

Curriculum

Core Curriculum

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

Sports Counseling Concentration (12 credits)

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

CED 788 Contemporary Topics in Counselor Education	3
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Specialist Concentration (12 credits)

Course Name	Credits
SPT 799 Sport Mentorship	12

Intercollegiate Athletic Administration Concentration (12 credits)

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

Advisement

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

Department Website

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

Application Questions

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Program Coordinator

Robert G. Taylor, Ph.D. (University of Southern Mississippi), M.Ed. (Frostburg State University), B.S. (San Diego State University), Associate Professor

Web Page: <http://www.calu.edu/academics/faculty/Robert-Taylor.aspx>

E-mail: taylor_rg@calu.edu

Phone: 724-938-4256

Graduate Program Faculty

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

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

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

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

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

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

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

Sports Counseling

Letter of Completion in Sports Counseling

Credits: 12 (Program Code: 0935)

Program Description

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

The sports counseling letter of completion meets the particular interests and needs of a significant subsector of counselors, educators, and other helping professionals who work with the athlete population in a variety of settings, including youth sports programs, interscholastic programs, colleges and universities, community and social agencies, professional sporting agencies, and recreational settings.

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

Program Objectives

This program will provide counselor training competencies in three core areas of study: (1) foundations of sports counseling; (2) contextual dimensions of sports counseling; and (3) knowledge and skills for the practice of sports counseling. Students will be prepared to work with youth, adolescent, young adult or adult athletes across a variety of settings.

Delivery Mode

Global Online (100 percent online delivery)

Admissions Criteria

- 3.00 GPA in baccalaureate or master's degree* verified with official transcripts from all institutions attended
- Completed Graduate Application for Admission plus \$25 nonrefundable application fee

*For applicants with a GPA of less than 3.0, conditional acceptance may be possible.

- A one-page typed resume of employment and education history.
- A 1,000 word typed psychobiography (see program web page for details)
- Three current letters of recommendation on letterhead from professional, academic and/or business sources who can attest to your potential as a helping professional with the athlete population.
- An admissions interview may be required in person or via telephone

Special Program Requirements

Students completing a counseling field experience must provide proof of clearances. Criminal history check and child abuse clearances (appropriate for your state) are required for CED 782. Insurance liability is also required.

Curriculum

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

Advisement

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

Department Website

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

Application Questions

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Program Coordinator

Taunya Tinsley, Ph.D. (Duquesne University), M.A. (University of Iowa), B.A. (Augsburg College); NCC, LPC, Associate Professor

Web Page: <http://www.calu.edu/academics/faculty/Taunya-Tinsley.aspx>

E-mail: tinsley@calu.edu

Phone: 724-938-5698

Graduate Faculty

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

Gloria Cataldo Brusoski, Ph.D. (University of Pittsburgh); M.Ed. (Gannon University); B.A. (Duquesne University); LPC, Professor

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

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

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

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

Superintendent Letter of Eligibility

Superintendent Letter of Eligibility

Credits: 18-27 (Program Code: 0455)

Program Description

The superintendent letter of eligibility (SLE) program provides an opportunity for a graduate student to obtain certification in the Commonwealth of Pennsylvania as a superintendent. Although not required for admission to the program, certification by the state of Pennsylvania requires a minimum of six years of professional certified service in the basic schools, three years of which shall have been in administration or supervision. The three years of administrative or supervision experience must be completed before certification endorsement will be granted by the University. Cal U's professional and knowledgeable faculty is drawn from the ranks of practicing school superintendents that represent the best of school leadership in southwestern Pennsylvania. All faculty members have extensive experience as teachers and administrators in area public schools.

Program Objectives

- Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a district vision of learning supported by the school district community.
- Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning and designing comprehensive professional growth plans for staff.
- Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations and resources in a way that promotes a safe, efficient and effective learning environment.
- Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.
- Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly and in an ethical manner.
- Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to and influencing the larger political, social, economic, legal and cultural context.

The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in the program objectives through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

Delivery Mode

Global Online (100 percent online delivery)

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

Accreditation

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

Admissions Criteria

- 3.00 GPA in a baccalaureate degree verified with official transcripts from all institutions attended
- A completed Applicant Data Sheet
- A copy of all current professional certificates held
- A letter of endorsement from the chief school administrator in the school district of current employment
- A current resume or curriculum vitae
- A statement of career goals and degree objectives
- A completed Graduate Application for Admission plus \$25 nonrefundable application fee

Special Program Requirements

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

Curriculum

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

Sample Course Sequence:

Spring Semester

Course Name	Credits
SLE 701 Administration Theory, Organization and Operation (PIL approved)	3
SLE 708 Internship (PIL approved)	3

Summer Semester

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

Fall Semester

Course Name	Credits
SLE 707 Strategic Planning/Policy Analysis/Board Relations (PIL approved)	3
SLE 708 Internship (PIL approved)	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.

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

Advisement

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

Department Website

<http://www.calu.edu/academics/online-programs/cert-sle/>

Application Questions

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Program Coordinator

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

Web Page: <http://www.calu.edu/academics/faculty/silvia-braidic.aspx>

E-mail: braidic@calu.edu

Phone: 724-938-1589

Graduate Faculty

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

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

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

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

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

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

Technology Education

Master of Education

Credits: 31 (Program Code: 0915)

Accreditation

National Council for Accreditation of Teacher Education (NCATE)

Program Description

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

This degree is not intended for individuals interested in educational or instructional technology.

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

Program Objectives

- 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

Global Online (100 percent online delivery)

Admissions Criteria

- 3.00 GPA in baccalaureate degree* verified with official transcripts from all institutions attended
- Applicant must read, sign and forward the Verification of Understand for the Master of Education in Technology Education document to be eligible for admission. Form can be found at <http://www.calu.edu/academics/online-programs/me-tech-ed/index.htm>.
- Completed Graduate Application for Admission plus \$25 nonrefundable application fee

*For applicants with an undergraduate GPA of less than 3.0, conditional acceptance may be possible.

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	3

Advisement

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

Department Website

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

Application Questions

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Program Coordinator

Glenn Hider, Ed.D. (West Virginia University), M.S. (Eastern Illinois University), A.S., B.S. (State University of New York), Professor. Dr. Hider is a published expert in the areas of curriculum development, teacher in-service and Science, Technology, Engineering and Math (STEM) integration.

Web Page: <http://www.calu.edu/academics/faculty/Glenn-Hider.aspx>

E-mail: hider@calu.edu

Phone: 724-938-4085

Graduate Faculty

Laura Hummell, Ed.D. (East Carolina University), M.S. (Old Dominion University), B.S. (Pennsylvania State University), Assistant Professor

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

Academic Organization

Under the direction of the vice president for academic affairs/provost, three undergraduate colleges and the School of Graduate Studies and Research comprise the academic division of the University. Each college and school is administered by a dean.

The School of Graduate Studies and Research offers more than 60 instructional programs from 16 of the University's academic departments. The School offers master's degrees, certification programs, certificates, and letters of completion in a variety of delivery modes, including face-to-face, on-ground classroom delivery, asynchronous online delivery, and hybrid programs that mix on-ground and online modes.

Each program area is coordinated by a faculty member who is responsible for managing and overseeing the curriculum, academic standards, admissions requirements, candidacy, and graduation requirements. Together, the 27 current program coordinators have more than two centuries worth of experience in teaching, scholarship and service experience at California University of Pennsylvania.

The School of Graduate Studies and Research also manages California University's Global Online program. More than 30 of the School's graduate programs are delivered completely online in an asynchronous mode using learning management system instructional technology.

Course Descriptions

ACC – Accounting

ACC518 – Tax Planning and Concepts

This course deals with the broad recognition of the tax effects of business decisions and a practical approach to tax planning for both individuals and corporations. (3 crs.)

ACC711 – Managerial Accounting

This course focuses on the use of accounting data for corporate financial planning and control. Topics include organization for control, profit planning, budgeting, relevant costing, return on investment and administration of controllership functions in business organizations. (3 crs.)

ADP – Professional Education

ADP621 – Curriculum Leadership Using a Standards-Aligned System

Among the many leadership roles and responsibilities in the principalship, none is more important than educational program development, administration and evaluation. The purpose of this course is to develop the student's understanding of the curriculum development process and the leadership necessary for the process, and the structure needed to provide appropriate professional development. (3 crs.)

ADP626 – Instructional Leadership and Strategies for Inclusive Classrooms

This course is designed to provide principal candidates with a framework for effective, practical use of a variety of instructional strategies. These strategies are used with teachers to improve curriculum and instruction. Through various learning experiences, you will develop your knowledge, skills and professional dispositions that will help you to lead your school. The course is designed to help you develop a foundation for leadership by understanding what differentiated instruction is, why it is appropriate for all learners, and how to serve as an instructional leader in this area. Principal candidates will explore and analyze Standards-Based Instruction, Bloom's Taxonomy of Cognitive Development, Differentiated Instruction for ALL students, Writing Across the Curriculum, Multiple Intelligences, Multiple Measure of Data to inform Decision-Making, and Leadership for Differentiating Schools. (3 crs.)

ADP631 – School Law and Ethics

This course helps students acquire a practical working knowledge of school law. Education operates within a complex legal framework of law. Local school board policy, administrative regulations, state and federal statutes, and the constitution all impact the daily operation of our schools. Hence, every person involved in the educational process should be aware of the laws that govern his or her daily activities in order to be fair, efficient, and effective. Students completing this course should have the knowledge base necessary to make informed decisions and the research skills necessary to find additional information concerning points of law if needed. (3 crs.)

ADP641 – School Community Relations Seminar

This course is for educators who hope to become principals or teachers who wish to assume a greater leadership role in the school where they teach. The purpose of this seminar is twofold: (1) to help school administrators and leaders develop an understanding of the conditions, diversity and changes that affect school-community interaction and its impact on student achievement and, (2) to help administrators and school leaders have an understanding of the strategic planning process, board policy on community relations and research on community partnerships and then apply this information to develop a five-year plan on the importance of school and community partnerships in relation to student achievement. (3 crs.)

ADP647 – Orientation and Assessment

The Orientation and Assessment Seminar is required of all principal candidates at the beginning of their program in order to explain program philosophy and ongoing assessment activities. It provides students with the opportunity to become familiar with the program mission, philosophy, goals and competencies.

"Orientation" indicates an introduction to the parameters and style of the course. "Assessment" indicates the self-assessment that transpires by the very nature of the course activities. By completing the required assignments, students come to understand the specific areas in which they are most familiar as well as those in which they need to place the most individual emphasis.

Through a review of their personal values, dispositions toward leadership and actual leadership skills, as well as their knowledge and understanding of educational leadership, students will develop deeper understandings with which to guide their personal and professional development as school leaders. This process that promotes self-understanding and professional growth, within the context of educational leadership, is a focus of the Orientation and Assessment Seminar. (3 crs.)

ADP661 – Educational Leadership

This course provides an introduction to the theory and practice of educational administration. The course progresses from an overview of leadership and leadership style to a review of the structures and management systems that can make good educational leadership possible and, finally, focuses on leadership skills needed by administrators to be effective leaders in education today. Included are such topics as organizational culture, power in and around schools, and the resolution of conflict, motivation, and ethics and moral leadership. (3 crs.)

ADP664 – Field Project/Leadership

In this course, problem-solving activities and field projects planned cooperatively with University and school district personnel are designed in the area of education leadership or school leadership and special education. This practice-centered approach requires students to apply their knowledge and demonstrate proficiency in those skills that contribute to effective performance as a leader. (3 crs.)

ADP670 – Internship

The internship is a leadership standards-based experience designed to put theory into practice. It is where formal coursework is applied in a field setting. It provides significant opportunities in the workplace to synthesize and apply the knowledge and to practice and develop skills identified in the program competency areas.

An internship with a trained mentor is an important and highly valued part of the program. Each placement will be made in cooperation with the ADP faculty, the participating school district, and the intern.

The internship involves an in-school-year field placement with a carefully chosen and trained principal/mentor (field supervisor) in a K-12 school, who shares the ADP program philosophy that the principal should function as a standards-driven change agent and facilitator of the reform process as well as a strong instructional leader. The intern is both a participant and observer under the direction of the principal who should provide the intern with as many standards-based supervisory and administrative experiences as possible. The intern gains valuable work-related experience and is given the opportunity to learn how academic knowledge and skills can be applied at the worksite with real people, problems and events. (6 crs.)

ADP673 – Supervised Field Project/Research and Evaluation

Problem-solving activities and field experiences planned cooperatively with University and school district personnel are designed in the area of Research and Evaluation. This practice-centered approach requires students to apply their knowledge, and demonstrate proficiency in those skills that contribute to effective performance as an administrator. (3 crs.)

AST – Advanced Security Studies

AST700 – U.S. Homeland Security

The goal of this course is to provide students with a thorough understanding of the strategic, political, legal and organizational challenges associated with the defense of the U.S. homeland, the efforts that are under way to meet these challenges, and possible policy options. The course starts by examining the range of potential threats to the U.S. homeland, focusing on potential terrorist acts. The course then examines strategies and means for addressing these threats, including both military and non-military options. The course goes on to analyze organizational issues and impediments to effective policy coordination. Finally, the course addresses the implications of homeland security challenges and policies for constitutional rights, legal protections, and civil liberties. (3 crs.)

AST740 – 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.)

AST760 – Biological, Chemical, Nuclear and WMD Threats in Homeland Security

This course gives a thorough overview of the different types of biological, chemical, nuclear 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.)

AST780 – Intelligence Practice in Homeland Security

This course examines threats, vulnerabilities, objectives, strategy, instruments of national power, resources and risks associated with ensuring homeland defense. Students will have the opportunity to fully address and create policy, and discuss organizational and substantive issues regarding homeland security intelligence support. An overview of diverse intelligence disciplines and how the intelligence community operates will be discussed. Course emphasis will be on issues affecting policy, oversight and intelligence support to homeland security and national decision-making. (3 crs.)

ATE – Athletic Training

ATE700 – Gross Anatomy of the Extremities with Lab

The study of anatomical structures in the extremities of the human body, coupled with laboratory dissection of human cadavers. (4 crs.)

ATE701 – Technology in Athletic Training

The purpose of this course is to explore how technology can be utilized in the profession of athletic training. Athletic trainers perform in the following five practice domains, Injury/Illness Prevention and Wellness Protection, Clinical Evaluation and Diagnosis, Immediate and Emergency Care, Treatment and Rehabilitation, Organization and Professional Health and Well-being. Technology can be applied in each of these areas to enhance the capabilities of the athletic trainer. This course will focus on hardware and software technologies including the use of mobile devices in the practice of athletic training. (3 crs.)

ATE705 – Evidence-based Practice in Athletic Training

This course provides students with an understanding of evidence-based practice as it relates to the practice of athletic training. Students will examine how practice guidelines are created from systematic reviews of the literature and outcomes studies. The course will also provide students with an appreciation of the importance of evidence-based practice in maximizing quality of patient care, seeking out and obtaining reimbursement, and enhancing clinical competence. (3 crs.)

ATE720 – 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.)

ATE725 – 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.)

ATE745 – 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.)

ATE770 – Athletic Training Practicum

This course provides students with the opportunity to apply entry-level athletic training knowledge and skills to their practice of athletic training. Students will be expected to apply evidence-based techniques to their clinical decision-making and appraise the effectiveness of their treatments and interventions. Professionalism and ethical behavior in the practice of athletic training will also be discussed. (3 crs.)

ATE780 – Research Applications in Athletic Training

This course provides students with an understanding of research and its value in the profession of athletic training. Additionally, this course will provide students with an understanding of evidence-based practice as it relates to the practice of athletic training. Students will examine how practice guidelines are created from systematic reviews of the literature and outcomes studies. The course will also provide students with an appreciation of the importance of evidence-based practice in maximizing quality of patient care, seeking out and obtaining reimbursement, and enhancing clinical competence. Research will also be applied to non-patient care problems and issues facing the athletic training profession. (3 crs.)

ATE800 – 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.)

ATE810 – 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.)

ATE820 – Athletic Training Research Project

Students will produce a major culminating piece of academic work that synthesizes athletic training coursework and research in peer-reviewed literature. This will take the form of a research activity including original research, creation of an educational resource, a novel application of technology, a novel performance enhancement program or other extensive produced work that is approved by the course instructor. (3 crs.)

BUS – Business**BUS741 – 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.)

BUS743 – 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.)

BUS745 – Business Ethics

The graduate course provides a framework to identify, analyze, and understand how business people make ethical decisions and deal with ethical issues. Using a case method approach, students will analyze real life business situations and gain insight into the realities and complexity of making decisions in a business environment. (3 crs.)

BUS771 – Quantitative Methods

Introduces mathematical and statistical techniques that have applications in management. (3 crs.)

BUS795 – Seminar

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

BUS797 – Research Studies in Business

A special tutorial arrangement between a graduate student and a faculty member that permits guided reading and research in management. The graduate student must submit a proposal to the program coordinator containing an outline and a brief discussion of the planned work and the name of the professor under whom the graduate student wishes to work. The proposal must be approved by the program coordinator and the department chair before the graduate student may register for the course. At the end of the term, the supervising professor will submit the graduate student's grade and research paper to the program coordinator. (3 crs.)

BUS799 – 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**CED700 – Foundations of School Counseling**

The role of school counselors is explored in relation to counseling history, philosophy, theory, technology and trends. Counseling within the elementary and secondary school settings, consultation and coordination are core components. Professional development, documentation, and ethical and legal standards are addressed. This course also focuses on the development of instructional programs as part of a comprehensive K-12 school counseling curriculum, including teaching methods, lesson planning and participation in multidisciplinary teams. Computer technology is explored and used as a resource for school counselors. (3 crs.)

CED702 – Counseling Theory

This course reviews theories, objectives, principles and practices of counseling individuals, including children and the family. These theories are applicable in schools and other human service institutions. (3 crs.)

CED703 – Consulting Theory

This course is an advanced-level course and has theoretical and practical components. In the theoretical component, process consultation is highlighted as an applied behavioral science. Emphasis is placed on levels of environmental quality within an organization. Specific human processes of inclusion,

membership, leadership, control, communication and problem-solving are stressed. The practical component deals with initial contact, organizational diagnosis, process intervention, evaluating progress and closure. Prerequisites: CED 700 or CED 789, CED 702, CED 710 and CED 724. (3 crs.)

CED705 – Developmental Group Counseling

This course includes the meaning, function, types and principles of the group approach to counseling; the dynamics of group interaction; leadership; role playing; personal development in groups; and the influence of the group processes on individual development. (3 crs.)

CED708 – Substance Abuse and Addiction

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

CED710 – Counseling Skills and Techniques

Graduate students develop counseling skills by learning and practicing therapeutic techniques that facilitate the counseling process. In a laboratory setting, students practice basic counseling skills such as attending to nonverbal behavior, focusing, reflection of feeling, etc. Students will audiotape and videotape practice sessions. Prerequisites: CED 702 and CED 724 or concurrent. (3 crs.)

CED711 – Practicum in Counselor Education

The student implements effective helping skills and techniques using one or more recognized counseling theories. Students must see individual clients, and group experiences are required. Students spend 150 hours on site under the supervision of an experienced counselor, receive individual and/or triadic supervision from the site supervisor and faculty supervisor, and attend a regularly scheduled group supervision seminar. Students must be able to audiotape or videotape counseling sessions. Prerequisites: CED 700 or CED 789, CED 702, CED 724, CED 710, candidacy and departmental approval. (3 crs.)

CED712 – Clinical Field Experience in Counselor Education

The purpose of this course is threefold: to help students practice the skills they have learned and apply them in a real-world setting; for students to learn to present cases to peers and offer constructive criticism and ideas in a "treatment team" or "case conference" format; and for students to actively participate in the supervision group experience in order to develop as counselors, supervisees and members of a "team" dedicated to their own and their peers' growth as professionals. Prerequisites: CED 700 or CED 789, CED 702, CED 710, CED 724, candidacy, practicum and departmental approval. (3 crs.)

CED713 – Field Experience III

The purpose of this course is threefold: to help students practice the skills they have learned and to 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, supervisees, and members of a "team" dedicated to their own and their peers' growth as professionals. Prerequisites: CED 700 or CED 789, CED 702, CED 710, and CED 724, candidacy, practicum and departmental permission. (3 crs.)

CED717 – Diagnosis and Treatment in Mental Health

Students will learn to make accurate child and adult diagnosis according to the Diagnostic and Statistical Manual of Mental Disorders (DSM IV-TR). Basic psychopathology and treatment strategies will be explored. Limitations inherent in the use of DSM and other diagnostic classifications are discussed. (3 crs.)

CED720 – Cross-Cultural Counseling

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

CED721 – Diagnosis and Counseling Children and Adolescents

This is a master's-level course in the diagnosis and counseling of children and adolescents in the school setting. Students will be able to interpret diagnostic criteria of the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV) specifically related to children and adolescents in the school setting. Treatment and counseling considerations for psychopathologies most likely encountered by school counselors will be introduced in depth and students will be able to apply this knowledge. (3 crs.)

CED724 – Experiential Group Process

This course requires that students participate in a personal growth group with other graduate counseling students. The purpose of the group is to have students develop an increased understanding of their thoughts, feelings and behaviors. The department feels that openness to understanding oneself is very important for counselors. In order to maintain confidentiality, an adjunct faculty member teaches this course. Grading is pass/fail. Prerequisite: Admission to the counselor education program. (3 crs.)

CED730 – 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. Examples of some of the techniques that 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. Prerequisite: CED 710. (3 crs.)

CED735 – Introduction to Family Therapy

This course provides an introduction to family counseling. A systems perspective is emphasized. This course covers the history of the field and provides an introduction to the theories, processes and techniques of family therapy. Professional issues, such as ethical, legal and multicultural issues, will be addressed. (3 crs.)

CED777 – 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.)

CED778 – The College Student and Higher Education Environment

This course examines the characteristics, learning and developmental needs of college students and the impact of the higher education environment on both traditional and nontraditional students. Issues that might affect the development and functioning of college students are explored in depth. (3 crs.)

CED779 – Administration of Student Services in Higher Education

This course is intended to introduce students to the administration of student affairs programs in higher education. This course will focus primarily on the purpose of student affairs, its functions and how they can be effectively managed, coordinated and integrated as part of the broad educational purposes of the institution. It also examines institutional strategies for organizing, staffing and funding student affairs programs and services. (3 crs.)

CED780 – Issues and Techniques in Counseling Athletes

This course examines current counseling strategies used with members of sport teams at the youth, high school, college and professional levels. Participants will explore current research in three main areas: motivation and life skill development, psychosocial development, and career maturity. (3 crs.)

CED781 – Sports Counseling Programming

This course offers students an overview of various life skills, including career development, study skills, goal setting, time management, health and wellness, values clarification, problem-solving, and decision-making, to name a few. Students will develop a teaching philosophy that includes methods for teaching life skills to the athlete population. They will be given opportunities to make presentations on topics of their interest so that they may teach or offer workshops on life skills to the athlete population. (3 crs.)

CED782 – 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 students' choice. (3 crs.)

CED785 – 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.)

CED786 – Career Counseling

This course reviews the theory and process of giving career information and of counseling in school and agency settings. Topics include sources of career information, appraisal, classification of careers, career resources, career and vocational education, systems of career guidance, and theories of career development. (3 crs.)

CED787 – 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. (3 crs.)

CED788 – Special Topics

This is an advanced-level course, the purpose of which is to increase students' understanding of contemporary topics, practices and problems relevant to counselors who work in school and agency settings. Students can expect to be proactive in researching and sharing information, as well as evaluating practices and policies for their efficacy in various settings. They will demonstrate their integration of this new knowledge into their prior learning as it relates to the counseling field through writing, discussion and presentations. (1-3 crs.)

CED789 – Introduction to Clinical Mental Health Counseling

This course is a survey of theoretical and applied information for counselors working in mental health settings. Course content includes an examination of mental health counseling as a helping profession, an overview of the history of mental health counseling, the practice of mental health counseling, and the roles and tasks expected of mental health counselors. Mental health counseling settings, relationships with other human service professionals, and characteristics of individuals and communities are discussed. The topics of policy, consultation, and advocacy, as well as current issues in mental health counseling, are covered. (3 crs.)

CED790 – Counseling Internship

This course provides advanced graduate students in counseling with a supervised, on-the-job experience in an agency or school setting as a counselor trainee. Students will be on the site for a minimum of 300 hours (if registered for 3 credits) or 600 hours (if registered for 6 credits). Students who anticipate obtaining the Licensed Professional Counselor credential from the Commonwealth of Pennsylvania will be required to complete 6 credits of internship in addition to the requirements of practicum (CED 711). Of the 600 hours, a minimum of 240 hours must be direct service work with clients. Students will receive a minimum of one-hour supervision per week by the on-site supervisor. In addition, students will be required to attend a group supervision class once a week where students will present cases. Ethical and legal issues will be discussed, and information shared. Prerequisites: CED 700 or CED 789, CED 702, CED 710, CED 724, candidacy, practicum and department permission. (3 or 6 crs.)

CED791 – Crisis Counseling and Disaster Preparedness

This course is a survey of theoretical and applied information for counselors working in crisis and disaster situations. Course content includes an examination of the dynamics, types, and characteristics of crises and disasters, the reactions and risk factors of those impacted, as well as the nature and types of responses made in crises and disasters. Intervention techniques and strategies normally employed by counselors handling crises and disasters and with specific vulnerable populations will be explored. Multicultural, ethical, legal, moral, and contemporary issues will also be discussed. (3 crs.)

CMD – Communication Disorders

CMD600 – Research and Professional Issues

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.)

CMD701 – 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.)

CMD702 – 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.)

CMD703 – 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.)

CMD705 – Voice Disorders

This course provides comprehensive academic and clinical training in the etiological factors, description and management of voice disorders. (3 crs.)

CMD707 – Articulation and Phonology

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.)

CMD708 – 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.)

CMD711 – Clinical Practicum in Various Settings

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.)

CMD712 – Clinical Practicum in University Clinic

The student participates in hands-on work with clients in the University Speech and Hearing Clinic. Under supervision, the student will provide therapy for one or more clients presenting with one of the following disorders: speech or language, stuttering, voice, delayed development, stroke, or others. (1-3 crs.)

CMD713 – Clinical Practicum in Various Settings

The student participates in hands-on diagnostic (testing) work as a member of the diagnostic team. Under supervision of a state-licensed, ASHA-certified speech-language pathologist, the student administers communication-based tests to clients from the community presenting with one or more of a wide variety of communication deficits. (Variable 1-12 crs.)

CMD714 – Clinical Practicum in Various Settings

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.)

CMD715 – Clinical Practicum at Externship Site

Externship in the field of speech-language pathology. This externship will occur in a public or private educational setting. Prerequisite: The student must be enrolled in Cal U's full-time master's program. (Variable 1-12 crs.)

CMD716 – Clinical Practicum at Externship Site

Externship in the field of speech-language pathology. This externship will occur in a public or private medical setting. Prerequisite: The student must be enrolled in Cal U's full-time master's program. (Variable 1-12 crs.)

CMD718 – Advanced Audiology for the SLP

The student will learn to work effectively with the hearing-impaired and deaf patient. Emphasis in this course will be on the effective use of speech reading ("lip reading"), sign language, hearing aids and other forms of magnification, augmentative and adaptive equipment, and other lifestyle modifications. 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.)

CMD731 – 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.)

CMD732 – 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.)

CMD763 – Communication Problems of Special Groups

The content of this class varies from term to term. In consultation with the students, the professor identifies a special population that is significant for communication impairment. Intensive study of that patient profile occurs. Examples of patient populations that have been addressed in the past are speakers of English from a foreign language, patients with Alzheimer's disease, tracheostomy and ventilation patients, and others. (3 crs.)

CMD764 – Instrumentation in SLP

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.)

CMD765 – 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.)

CMD766 – 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.)

CMD772 – Augmentative 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.)

CMD773 – Communication and Diversity

This course addresses the speech and language difficulties experienced by a diverse population. (3 crs.)

CMD785 – Seminar

The content for this class may vary from term to term. In the true spirit of a "seminar," the professor offers specialized knowledge and expertise in various areas. Examples of course focus in the past have been medical speech pathology, new technology in the field, specialized patient profiles, etc. (3 crs.)

CRM – Criminology

CRM700 – Advanced Criminological Theories

This course will examine the major theories of crime relevant to criminal behavior, crime analysis, research and criminal justice system policies. Original works of selected theories will be introduced and explained with examples of how theory, research and policy are applied to crime-related issues. Theoretical works such as classical, biological, psychological, social, political and feminist criminology will be explored in this course. (3 crs.)

CRM710 – Advanced Behavioral Crime Analysis Theory

This course provides the theoretical foundation for the behavioral analysis of violent crime associated with applied criminology. Specific course content will examine theoretical underpinnings of criminal behavior, rapist typology and victimology. A particular emphasis will be on the psychopathology of crime, violent offenders, paraphilias, pedophiles and crime victims. Accordingly, the course provides students with the behavioral and psychological theories that are needed in the practical courses in applied criminology, such as Criminal Investigative Analysis, Equivocal Death Analysis and Geographical Crime Analysis. (3 crs.)

CRM820 – Ethical and Legal Aspects of Criminology

This course is an in-depth examination of the ethical considerations that confront investigators, forensic scientists, supervisors, and others involved in applied criminology. Both theoretical and applied applications will be presented with emphasis on the practical courses in the applied criminology track in social science. A particular focus will be on ethical issues relating to analysis of various data sets and evidence, preparation of expert reports, discovery and disclosure, exculpatory evidence, and testifying as a lay witness and as an expert witness. Relevant case studies will be reviewed. (3 crs.)

CRM830 – Criminal Investigative Analysis

This course builds upon the theoretical framework provided in Advanced Crime Theory and Analysis; and Advanced Theory of Behavioral Analysis of Violent Crime. It provides the applied components of criminal investigative analysis from operational aspects such as the formation of the investigative team, predicting criminal behavior, locating offenders, and methodically collecting, analyzing and synthesizing relevant evidence. Moreover, the student will learn other practical applications such as interview techniques for suspects, crime victims, and how to minimize occurrences of false confessions. (3 crs.)

CRM840 – Equivocal Death Analysis

This course is designed to provide the theoretical and practical applications in determining whether a death was the result of an accident, suicide, homicide or natural occurrence. The student will be introduced to specific techniques, which are used to disambiguate the manner of death including behavioral and psychological histories of the decedent. Other techniques covered in the course include the analysis of autoerotic fatalities and staged crime scenes. (3 crs.)

CRM850 – Geographical Crime Analysis

This course is designed to provide the student of applied criminology with the basic understanding of the theoretical and practical applications of Geographical Crime Analysis. Topics covered will include target and predator patterns; predicting crime; locating offenders; and investigative strategies for solving crimes. Students will also be introduced to the scientific and technological aspects of this field and will be expected to critically evaluate the various processes and procedures with the view toward continuous improvement in the field. (3 crs.)

CRM860 – Applied Research Methods in Criminology

This course will focus on the application of selected principles of criminological theory and research methods toward understanding and resolving specific problems in the field of applied criminology. It is designed to help students build upon previous courses in crime theories and research methods. Students will be required to develop and complete a research proposal related to a criminological topic of their choice. (3 crs.)

ECE – Early Childhood Education

ECE700 – Early Childhood Curriculum and Assessment

Based on the premise that curriculum, instruction and assessment are inextricably intertwined, this course is designed to help prospective teachers of young children conduct informal and formal assessments and develop an assessment system that draws information from various sources. Teachers will develop knowledge and understand the principles and components of preschool curricula and strategies of learning for preschool children. Curriculum and assessment, content, strategies, and examples appropriate for the development and learning of young children are emphasized. The course communicates the mindset that comprehensive, reliable and valid assessment data pave the way for meaningful, relevant and engaging learning opportunities for children. (3 crs.)

ECE702 – Advanced Childhood Development

This online course provides teachers with the opportunity to review recent research and theory concerning advanced child growth and development. The course examines the nature and process of child development with a focus on infancy and early childhood years. The primary goal of the course is the integration of information generated from empirical research, both classic and current, into explanatory systems (theories) of child development. The emphasis in this course is less on learning the “facts” of child development and more on learning why child development research is conducted (theories), how it is conducted (methodology), what it means for the field (conclusions) and how research is evaluated (critical thinking). (3 crs.)

ECE703 – Literacy Development

This online course provides teachers with the opportunity to review recent research and theory concerning literacy development. The study of different areas of literacy development, specifically oral language, writing and reading, are encompassed in the course. The theory and research is translated into practical strategies, assessment materials and preparation of rich literacy environments. The course provides 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.)

ECE704 – Special Topics in Early Childhood Education

A focused examination of an emerging and dynamic problem or issue in the study and practice of early childhood education. Special subject matter not ordinarily covered in the existing curricula can be presented by faculty. Examples include but are not limited to: design and accreditation of early care settings, adapting instruction for diverse learners, cultural diversity in the early care setting, parent and community involvement, advocacy and ethics, inquiry-based learning, or content specific topics. (3 crs.)

ECE705 – Science and Math in Early Childhood Education

This course provides practicing teachers with the opportunity to attain an advanced conceptual understanding of and skill in using numerous teaching strategies for science and math content. As the result of this course, teachers will be able to increase their understanding of science and math content and select, plan and teach integrated constructivist-based lessons for diverse learners in their early childhood years. (3 crs.)

ECE707 – Leadership and Management in Early Childhood Settings

Early child care settings should provide a supportive and encouraging environment. This course addresses planning for child care and education facilities including staffing, regulations and licensing, organizing space and equipment, nutrition and health policies, and parent and community relations. Teachers will examine the importance and application of developmentally appropriate practices and programs that are nationally recognized. Careful attention will be given to standards, ethical practices, and advocacy in the development of future leaders of Pre-K programs. (3 crs.)

ECO – Economics

ECO711 – Microeconomic Analysis

Analysis of the theories of consumer behavior, resource allocation, externalities, production and pricing policies of firms. (3 crs.)

ECO712 – Macroeconomic Analysis

An analysis of the determination of national income, employment and price levels, with discussion of consumption, investment, inflation, government fiscal and monetary policies, and international trade, and their relevance to business and industry. (3 crs.)

ECO716 – Applied Economic Analysis

This course 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.)

ECO721 – Managerial Economics

The tools and techniques of economic analysis are used to analyze and solve business and industrial decision-making problems. (3 crs.)

ECO731 – Econometric Methods

An introduction to statistical estimation in mathematically formulated economic relationships, including the discussion of auto correlation, heteroskedasticity, dummy variables, functional forms and distribution lags. Computer use is emphasized. (3 crs.)

EDE – Elementary Education

EDE700 – Foundations and History of American Education

This course is designed to provide a historical review of elementary education from the past to the present day. (3 crs.)

EDE701 – Development and Organization of School Curriculum

This course is designed to provide a complete understanding of the history, organizational patterns and resources available for the development of the school curriculum. Emphasis is on recent developments in curricula for infant/toddler programs, pre-kindergarten, kindergarten and grades 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.)

EDE702 – 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.)

EDE703 – 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.)

EDE704 – Introduction to English as a Second Language (online)

The five domains of teaching English language learners are explored: culture, language, planning instruction, assessment and professionalism. Emphasis is placed on the Teachers of English to Speakers of Other Languages (TESOL) teaching standards and (ESL) K-12 standards. Teachers will examine research-based practices in relation to the five domains and identify their role as an ESL teacher. (3 crs.)

EDE706 – Evaluation and Measurement

Emphasis is placed on practical methods and techniques for planning, construction and use of oral, performance, essay and objective tests with an assumption that evaluation's role in the teaching learning process is both active and fundamental. (3 crs.)

EDE708 – 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. (3 crs.)

EDE709 – Developing Cultural Awareness and Sensitivity

Teachers across the country are finding their classrooms increasingly diverse; therefore, this course will provide an examination of theory, diversity and pedagogy constructs for explicit applications to practice in classrooms with English language learners. A historical exploration of immigration, cultural perspectives and teaching practices that demonstrate and explicate the interconnectedness of culture and cognition are provided. By examining the background of English language learners and their cultures, a framework for creating a culturally responsive classroom environment is developed. (3 crs.)

EDE712 – Content Instruction and Assessment Pre-K-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.)

EDE713 – Language Acquisition and Development

Second language learners of any age undergo certain processes to be able to learn a new language. In this course, candidates will be exposed to these processes. They will learn and conduct research on the structure and nature of language with a view to assisting their students to adjust to the challenges of learning a new language. They will also learn the theories of second language acquisition and styles and strategies in language learning, as well as the socio-cultural and cross-linguistic influences of language learning. (3 crs.)

EDE714 – Language Proficiency Assessment

Assessing English language learners can be a challenge to not only teachers, but also the students themselves. As ESL students in K-12 are taught English, there needs to be proper instruments in place of assessing their progress in language learning. These tools should be appropriate and should take into account the proficiency level of the learner. In this course, student teachers will gain exposure to the tools necessary to be able to assess English language learners appropriately and in a timely way. The course will offer knowledge on benchmarks for different proficiency levels. (3 crs.)

EDE715 – 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.)

EDE716 – 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.)

EDE718 – 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. (3 crs.)

EDE719 – 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 ESL teachers with the necessary tools to give ESL students the support they need while they undergo the challenges of transition. Issues that may arise concerning the support of students in the classroom, school and the community will be addressed. (3 crs.)

EDE731 – 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.)

EDE737 – Literature and Literacy

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.)

EDE740 – 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.)

EDE760 – Introduction to National Board Certification

This course will provide an overview of the national board teacher certification process, the requirements, and research support. "Accomplished Teaching" will be thoroughly investigated in the context of the national board teaching standards. Working in a cooperative online environment, 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.)

EDE761 – Family and Community Relations

This course emphasizes the role of parents and community in the framework of educational planning for young children. The student will demonstrate skill in planning education workshops. Students will use interview and conferencing techniques to learn from parents and community people actively involved in programs for children. National board standards for family and community involvement will be examined and threaded into the teaching units. Students will observe, interview and/or discuss best practices with national board certified teachers. (3 crs.)

EDE762 – Interdisciplinary Inquiry-Based Learning

This course will provide candidates with opportunities to understand how inquiry-based learning helps 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, student-centered learning, and to connect learning to society. (3 crs.)

EDE763 – Constructivism in Practice

This course will define and thoroughly investigate constructivist teaching strategies in connection to the national board teaching standards and portfolio requirements. Topics covered will include "best teaching practices" embedded in the content areas (social studies, science, math and reading), along

with designing a safe, well-managed and dynamic learning environment. Definitions, purposes, essential elements and implementation plans will be thoroughly addressed. Authentic assignments and cooperative online work will provide a venue for students to scaffold their professional work toward "Accomplished Teaching." (3 crs.)

EDE764 – Teacher Reflection

This course will explore the understanding and practice of reflection. Reflective practice, as required by the National Board for Professional Teaching Standards, enables teachers and counselors to identify and understand how they use their knowledge and skills to effectively impact student learning and monitor their professional growth. Through reflection, professionals identify and assess the knowledge and skills embedded in their practice and engage in self-assessment to improve their practice. Students will be exposed to various theories of learning and knowledge generation and engage in exercises in which they reflect on classroom experiences. (3 crs.)

EDE765 – Teachers as Leaders

This course prepares teachers to identify a leadership role in preparation for national board teacher certification. (3 crs.)

EDE766 – Action Research

This course provides experienced teachers with the opportunity to attain a conceptual understanding of action research methods in elementary and early childhood education and the skill to use action research methods to transform classrooms and schools through data-driven decision-making. As the result of this course, students will be able to critically analyze action research projects; design action research projects; collect student, class and school data; interpret the results of student, class and school data analysis; and articulate action research principles as a teacher leader in their teaching contexts. (3 crs.)

EDE767 – Portfolio Development

This course will assist the teacher practitioner in developing a national board professional teacher certification portfolio which will include student work, videotapes and commentary. (3 crs.)

EDE768 – 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.)

EDE770 – Nature of STEM Inquiry Learning in Elementary/Middle Schools

This course explores recent developments in the science of learning with an emphasis on inquiry as practiced by the science, technology, engineering and mathematics (STEM) professions. Candidates will examine the nature of inquiry through historical biography, case studies of exemplary teaching practices, research on how elementary/middle school children learn STEM content and practical experience conducting STEM inquiry projects. (3 crs.)

EDE771 – Teaching Elementary and Middle School Children Earth and Space Science

This course provides experienced teachers with the opportunity to develop skills associated with synthesizing Pennsylvania state earth science standard curricula into age-appropriate lessons and content learning that facilitates students achieving proficiency. Through targeted modules, teacher learners will identify common elementary-level misconceptions regarding earth science topics, research and discuss causes and implications of those misconceptions, and develop standard-specific lessons and content delivery items to address them. As the result of this course, teachers will be able to recognize student learning gaps in the earth sciences, identify age-appropriate content matter and activities, and design and implement learning plans targeting those gaps. (3 crs.)

EDE772 – Teaching Elementary and Middle School Children Life Science

This course develops the candidates' capacity to design and deliver curriculum, instruction and assessment to elementary/middle school children in the life sciences. Rooted in educational standards, assessment anchors and the common explanations children use to understand scientific phenomena, the candidates will engage in advanced studies of exemplary teaching strategies and in-depth exploration of pedagogical content knowledge through engaging activities aligned with the needs of practicing teachers. (3 crs.)

EDE773 – Teaching Elementary and Middle School Children Physical Science

This course develops the candidates' capacity to design and deliver curriculum, instruction and assessment to elementary/middle school children in the physical sciences. Rooted in educational standards, assessment anchors and the common explanations children use to understand scientific phenomena, the candidates will engage in advanced studies of exemplary teaching strategies and

in-depth exploration of pedagogical content knowledge through engaging activities aligned with the needs of practicing teachers. (3 crs.)

EDE774 – Teaching Elementary and Middle School Children Math

This course develops the candidates' capacity to design and deliver curriculum, instruction and assessment to elementary/middle school children in mathematics. Rooted in educational standards, assessment anchors and the common explanations children use to understand math, the candidates will engage in advanced studies of exemplary teaching strategies and pedagogical content knowledge through engaging activities aligned with the needs of practicing teachers. (3 crs.)

EDE776 – Integrative Project in Science, Technology, Engineering and Mathematics Education

This course develops the candidates' capacity to design and deliver curriculum, instruction and assessment to elementary/middle school children in science, technology, engineering and mathematics. Rooted in educational standards, assessment anchors and the common explanations children use to understand scientific phenomena, the candidates will engage in advanced studies of exemplary teaching strategies and in-depth exploration of pedagogical content knowledge through engaging activities aligned with the needs of practicing teachers. (3 crs.)

EDE795 – Student Teaching Internship

The student teaching experience provides the opportunity for the teacher candidate to engage in pedagogy that embraces the constructivist model. During the course of this assignment, students work in two public school classrooms and attend weekly practicum. Discussions focus on current research and best practices, constructivist teaching strategies and techniques, technology in the classroom, and Pennsylvania school laws relevant to the work of the classroom teacher. The teacher candidate will conduct an action research project and share with colleagues during practicum sessions. In addition to these school-based experiences, the teacher candidate is encouraged to engage in a series of community and cultural events with the surrounding school community. (9 crs.)

EDP – Professional Education

EDP600 – Statistical Methods

This course introduces the student to statistical concepts and techniques that are essential for valid and reliable 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/her own research. The SPSS software statistical package is extensively referenced throughout the course. (3 crs.)

EDU – College of Education

EDU501 – Field Experience in an Urban Center

Provides a specialized field experience for students desiring to learn about inner-city schools and urban education. Emphasis includes the learning development of children and adolescents, effective instructional and management strategies, characteristics of community and family involvement, and community volunteer work. Schools selected will be in urban environments. Field assignments will be based on student major and areas of interest. Prerequisite: Minimum GPA 2.5. (3 crs.)

EDU650 – Supporting English Language Learners

The purpose of this course is to help prospective teachers in all initial certification areas develop an understanding of how to modify mainstream course materials and instructional strategies so that English language learning students can engage in course content while simultaneously developing their new language. (3 crs.)

ELE – Pre-K-Grade 4 Elementary Education

ELE701 – Teaching and Assessment in Language Arts

This course examines the development of literacy and assessment practices in Pre-K to grade 4. Candidates are taught how to teach and assess reading, writing, listening, and speaking skills with an emphasis on developmentally appropriate practices particularly in the area of language arts, and through the use of an integrated/balanced approach consistent with the constructivist theory of teaching and learning. Research-based effective practices and theories to literacy instruction and assessment are introduced, analyzed, and evaluated. (3 crs.)

ELE702 – Teaching and Assessment in 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. (3 crs.)

ELE703 – 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.)

ELE711 – Teaching and Assessment in 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. (3 crs.)

ELE718 – Teaching and Assessment in Expressive Arts

This course deals with expressive arts during the early childhood and elementary school years. The course content focuses on developing creativity, the teaching and integration of art, music, movement, and creative dramatics within the curriculum. (3 crs)

ELE721 – Teaching and Assessment in Science

This course provides teacher candidates at the graduate level opportunities to acquire the science education knowledge, skills and dispositions expected of beginning early childhood teachers in self-contained classrooms. The course provides a research-based overview of the nature of science and scientific inquiry and focuses on science process skill teaching strategies. Candidates learn and practice science teaching skills based on science education research such as: creating a classroom environment conducive to scientific inquiry, designing science lesson plans, assessing student attainment of academic standards, and using the local community as a location and topic of classroom science instruction. The course seeks to connect students to the professional community of science education professionals and resources. (3 crs.)

ELE731 – Teaching and Assessment in Social Studies

The foundations of the social studies are critiqued. Instructional strategies, best practices and resources for the constructivist social studies classroom will be researched, discussed and demonstrated. Attention will be given to current trends, use of technology in the curriculum, and the present status of elementary social studies. (3 crs.)

ELE795 – Student Teaching

The student teaching experience provides the opportunity for the teacher candidate to engage in pedagogy which embraces the constructivist model. During the course of this assignment, students work in two public school classrooms and attend weekly practicum. Discussions focus on current research and best practices, constructivist teaching strategies and techniques, technology in the classroom, and Pennsylvania school laws relevant to the work of the classroom teacher. The teacher candidate will conduct an action research project and share with colleagues during practicum sessions. In addition to these school-based experiences, the teacher candidate is encouraged to engage in a series of community and cultural events with the surrounding school community. (9 crs.)

ESP – Special Education**ESP501 – 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. Prerequisite: Undergraduate degree. (3 crs.)

ESP502 – Life Skills Planning 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 activity. Students are required to design and implement an instructional program with a person who needs this type and level of support. (3 crs.)

ESP503 – 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.)

ESP504 – Curriculum and Methods I: Reading and Language Arts

This course is offered to postbaccalaureate 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 pre-service 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.)

ESP505 – Curriculum and Methods II: Mathematics and Other Concentrated 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.)

ESP506 – 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.)

ESP607 – Early Intervention: Special Education

The course is designed to provide future educators with knowledge of history, theories, legislation and litigation associated with early childhood special education. In addition, students will develop learning environments, implement research-based curriculum, conduct developmental assessments and establish educational teams, as well as enhance skills in communicating with team members and facilitate consultation with the targeted population and family members. (Field Experience: 30 hours)

ESP610 – Special Education Foundations and Collaboration

This course is designed to provide information and skills necessary for accommodating exceptional learners in a variety of school arrangements. The primary focus is foundations of special education and collaboration/consultation for the successful inclusion of students with exceptionalities into the inclusionary classroom. (3 crs.)

ESP611 – Assessments and Positive Behavior Supports

This course is required for all education or related services majors and is intended to provide future teachers with the fundamental knowledge, skills, and disposition: how to administer, score, and interpret both norm-referenced and criterion-referenced assessment devices; how to design appropriate learning environments to promote positive learning and reduce interfering behaviors; and how to design and implement schoolwide and classroom positive behavior interventions and supports. (3 crs.)

ESP612 – Evidence-based Practices for Pre-K-8 Inclusion

Evidence-based Practices for Pre-K-8 Inclusion is offered to elementary education majors the semester prior to their student-teaching experience and is a methodology course for pre-service education teachers. The purpose of the course is to prepare elementary pre-service teachers to provide evidence-based language arts and math instruction to students with disabilities in inclusion settings. An emphasis is placed on results of research and proven methods of instruction for teaching beginning reading and math to children with learning difficulties. The course stresses a behavioral approach to teaching, as well as the development and implementation of intervention strategies for various populations of children with exceptionalities in inclusion settings. Additional topics include modifications and adaptations of materials, effective teaching, learning strategies, lesson planning, assessment, and individualized education programs. (3 crs.)

ESP 613 – Evidence-based Practices for Secondary Inclusion

Evidence-based Practices for Secondary Inclusion is offered to special/elementary education (grades 4-8) or secondary majors and is a methodology course for pre-service education teachers. The purpose of the course is to prepare elementary/secondary pre-service teachers to provide evidence-based language arts and math instruction to students with disabilities in inclusion settings (upper grade level). An emphasis is placed on results of research and proven methods of instruction for teaching beginning reading and math to adolescents with learning difficulties. The course stresses a behavioral approach to teaching, as well as the development and implementation of intervention strategies for various populations of adolescents with exceptionalities in inclusion settings. Additional topics include modifications

and adaptations of materials, effective teaching, learning strategies, lesson planning, assessment and individualized education programs. (3 crs.)

ESP 619 – Evidence-based Practices for K-12 Inclusion

Evidence-based Practices for K-12 Inclusion is offered to K-12 majors the semester prior to their student-teaching experience and is a methodology course for pre-service education teachers. The purpose of the course is to prepare pre-service teachers to provide evidence-based language arts and math instruction to students with high and low incidence disabilities in inclusion settings. An emphasis is placed on results of research and proven methods of instruction for teaching reading and math to students with cognitive, physical, social, behavioral and language-based disabilities. The course stresses a behavioral approach to teaching, as well as the development and implementation of intervention strategies for various populations of students with exceptionalities in inclusion settings. Additional topics include modifications and adaptations of materials, effective teaching, learning strategies, lesson planning, assessment, and individualized education programs. Prerequisite: Admission to teacher education. (3 crs.)

ESP620 – Special Education History, Theory and Exceptionality

This course is designed to provide information and skills necessary for individuals interested in the philosophy found within special education identification and practices. The course also serves to provide information regarding the definition, prevalence, etiology, characteristics, and general educational practices as they relate to individuals with exceptionalities. (3 crs.)

ESP622 – Advanced Evidence-based Practices for Pre-K-8 Inclusion

The course is designed to provide future educators with knowledge of research based practices that may be employed in Pre-K-8 in academic and nonacademic educational settings. The course will focus the future educator on techniques that will be beneficial for developing skills in core areas such as mathematics, language arts, science and social studies along with those skills that are necessary for navigating non-instructional periods. Specifically, this course will provide future educators with intensive, Tier 3, evidence-based interventions for students with exceptionalities. This course is a continuation of ESP 612 in that it provides more intensive, individualized teaching methods for those students who do not adequately respond to Tier 1 and 2 interventions. (3 crs.)

ESP623 – Advanced Evidence-based Practices for Secondary Inclusion

This course serves to provide and prepare special education teachers to use research/evidence and strategy-based interventions and plan instruction of adolescents in grades 7-12 who receive special education services at Tier 3, and who may be included in the general education classroom. The course focuses on how to effectively apply the use of evidence-based practices in several curricular areas with an emphasis on the critical areas of English, mathematics, science and social studies. (3 crs.)

ESP701 – Introduction to Behavior Analysis

This course is designed to provide a strong foundation and knowledge of basic principles of learning through the introduction of applied behavior analysis, the science and technology of behavior. The focus is on current practices for group / individual data collection, program selection, and implementation. Basic research design, positive practices, group contingency, and behavior reduction techniques are emphasized. (3 crs.)

ESP712 – Seminar on Contemporary Trends and Issues in the Education of Exceptional Populations

Recent issues concerning exceptional populations. A paper making use of current research is required of every graduate student, who must present it to the class. Sample issues include such matters as normalization, nature and nurture, and educational alternatives. (3 crs.)

ESP719 – 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.)

ESP720 – Student Teaching Internship

The special education teaching practicum/internship is designed to ensure that special education majors are exposed to the full range of children covered under the comprehensive certification, i.e., mentally retarded, emotionally disturbed, learning disabled, brain damaged and physically handicapped. The practicum/internship provides an intensive experience for the student in two special education placements for a period of 16 weeks. 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.)

ESP735 – Seminar in Education of 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.)

ESP737 – Seminar on Legislation/Litigation

Laws and court cases, both federal and local, that have precipitated the initiation of programs for the exceptional child and with parents' efforts to receive legal support for opportunities for their children to receive an appropriate education. (3 crs.)

ESP738 – 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.)

ESP739 – Field Experience 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.)

ESP740 – Nature/Characteristics: Autism Spectrum Disorders

This introductory course provides a foundation in understanding and addressing the unique and complex challenges individuals on the autism spectrum face in their learning, development and social experiences. (3 crs.)

ESP741 – Communication, Behavior and Instruction: Autism Spectrum Disorders

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.)

ESP742 – Life Transitions and Partnerships: Autism Spectrum Disorders

This seminar is designed to offer rigorous exploration and critical analysis of contemporary issues influencing the lifelong learning, development and sociocultural experiences of people on the autism spectrum. The course addresses core professional competencies in autism-related knowledge and practice: (1) transition, vocational and independent living; (2) sexuality; (3) family support and partnerships; (4) school and community partnerships; and (5) professional literacy and leadership. (3 crs.)

ESP743 – Navigating the Social World: Autism Spectrum Disorders

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.)

ESP800 – Seminar in Advanced Behavior Analysis and Research Design

The Seminar in Advanced Behavior Analysis and Research Design was designed for graduate students who have completed ESP 701 Introduction to Behavior Analysis or a similar course and who have a thorough understanding of the principles of behavior and their application within applied educational

settings. The purpose is to serve as a capstone experience in the master's degree in mentally and physically handicapped education. In this course students will integrate professional knowledge and skills gained throughout the program and learn (1) how to design and implement action research; (2) apply and critique behavior analytic techniques in education; and (3) reflect on how best to deliver and evaluate empirically supported interventions for students with or at-risk for special needs. (3 crs.)

FIN – Finance

FIN711 – 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.)

FIN712 – Advanced Corporate Finance

Topics include capital markets, common stock, debt and preferred stock financing, lease financing, warrants and convertibles, reorganization and bankruptcy, and international business finance. (3 crs.)

FIN721 – Investment Management

Evaluation of debt and equity security alternatives for the use of investment funds and the theory and techniques basic to control of investment risks and optimization of investment returns. (3 crs.)

FIN731 – Financial Markets and Institutions

Survey of financial markets and institutions and their relationship to the economic process; financial innovations and current topics in financial markets and institutions. 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.)

FIN751 – 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.)

GRA – Graduate Studies Research

GRA800 – Graduate Internship

Student interns are placed with an organization that most nearly approximates employment goals. The intent of the internship is to provide students with practical work experience in an environment in which they will be addressing real problems requiring real solutions in a relatively short time frame. Adviser and department chair approval is required before course enrollment. (Variable 1-12 crs.)

GRA810 – Special Topics in Graduate Studies

This course provides students the opportunity to explore and research graduate-level topics of interest that are not available as regular course offerings of the University. (Variable 3-12 crs.)

GRA820 – Graduate Studies Abroad

This course is intended to provide students with a number of opportunities to study or work in academic or professional settings abroad. Examples include field-based studies with other students and a supervising professor; studying relevant aspects of the discipline in foreign institutions of higher education; or pursuing an approved cultural and educational program abroad. Accordingly, students will be able to apply their respective discipline-based skills in real-world environments and at the same time broaden their intellectual and personal understandings of cultures operating outside of the United States. (3-12 crs.)

LAW – Law

LAW600 – Law and Public Policy

The cornerstone course of the graduate degree comprises this program of study. Exactly how law plays out in a multitude of settings, from political and legal institutions, to schools and educational entities, to business and free enterprise forms, in social structures and cultural institutions, should be a perpetual concern for the policymaker. How the law impacts individuals also receives some needed attention, and course participants will weigh and gauge the effects of proposed and implemented legislation in a wide array of contexts, including: police and the citizenry, correctional institutions and the incarcerated, government benefit plans and targeted recipients, entitlement programs and the public treasury, tax policy and the incentive-based model, and charitable giving and the law's role in fostering giving, to name a few. Measuring impacts and effects on individuals and institutions stands in the forefront of course delivery. (3 crs.)

LAW601 – Law and Ethics

An inquiry into the interplay of law, morality, ethical reasoning and western legal tradition. The course exposes the tradition and foundations of the American legal system with special emphasis on its jurisprudential foundations. Questions of right, justice, equity, law as moral command and order, natural law reasoning, and the dignity of the human person are central to the instruction. The course delivers a critical look at how our legal and justice institutions have come about and provides a method for dealing with and delving into perennial legal and moral problems that plague cultures. Overview of the major legal theories about the nature of law and its place in the political system. Among the issues considered is the origin of law, its relationship with divine law, obligations of obedience and disobedience, and the relationship between political sovereignty and law. (3 crs.)

LAW602 – 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 purpose of this course. Focus also includes the structure and powers of national government, with special emphasis on the Supreme Court as a policy-making institution. Civil liberties and corresponding constitutional protections will be examined in depth, including a close-up of the Bill of Rights and Civil War Amendments. Issues of jurisdiction, search and seizure, police powers, free speech, privacy and its penumbras, state action, eminent domain, states rights, and other constitutional issues will be fully analyzed. Even more attention will be given to questions involving discrimination, whether based on race, disability or gender. (3 crs.)

LAW603 – Law and Legal Method

A review of the American legal system, including the courts and the legislatures, role and functions of its personnel, form and substance of law from a procedural and substantive perspective, and primary and secondary sources of the law. Students will be exposed to federalism, the function of law making, and dispute resolution in the judicial system. The course also surveys the processes of the judicial, legislative, and executive branches and the role of administrative agencies. Another facet of the course is dedicated to the mastery of legal method and the research tools essential to that success, including: judicial reports, including federal and state court reports and citation forms; case-finding aids, including federal, state and Supreme Court digests and encyclopedias; citators such as Shepard's Citations; digests; annotated law reports; legal periodicals, including periodical indexes and research procedure; the nature, function and characteristics of treatises; research procedures; state and federal administrative law; federal, state and local court rules; miscellaneous research aids; and non-legal research aids. The student will also be exposed to the various types of law, including crimes, civil actions, contract and business actions, as well as other typologies of law. Course participants will have ample opportunity to hone and develop critical legal skills by argument, advocacy, interpretation and preparation of legal documents. (3 crs.)

LAW605 – Law and Police Process

A comprehensive examination of the role of police as gatekeepers in the justice system, with particular attention given to their role, function and responsibilities inside the legal system, commences the course analysis. How police and law enforcement carry out their duties in a free society will be the subject of debate and advocacy, as will the perennial issues surrounding police behavior – police misconduct, police abuse of discretion and police alienation from communities. An equally important aspect of the course will relate to the legal issues that surround police practice on a day-to-day basis. Police search and seizure, confessions and witness cooperation, identification and investigative field practices, and the law of arrest and detention will be assessed from a professional, statutory and constitutional perspective. Attention will be given to the efficacy of judicially ordered remedies in the conduct of police and whether other methods of intervention may generate better results. A comprehensive view of litigation tactics and strategies in police misconduct cases from initial investigation to appeals receives significant coverage. (3 crs.)

LAW606 – Law, Punishment and Corrections

Concepts related to correctional law and its applications are the central theme of the course. Aside from the usual review of correctional law issues, relating to prison modalities and regimen, discipline and due process, constitutional protections during incarceration, with special analysis of 8th and 14th Amendment claims, the course expends considerable time on the role of function of institutional processes and operations in the correctional sphere – allowing an even-handed discussion of the rights and responsibilities of both the correctional officers and supervisory personnel and the inmates within their custody. Further treatment includes emerging questions in the prison environment, including aids in the facility, free expression and political speech, the right to vote, family and conjugal visitation, and matters involving parole and furlough, as well the theory of rehabilitation, both medical and mental, in prison operations. Lastly, the course evaluates the diverse schools of thought in the matter of punishment, including its legitimacy and its condemnation, and addresses the more controversial questions in prison practice and therapeutic activity as punishment. (3 crs.)

LAW607 – Law and Criminal Conduct

A comprehensive analysis of the law of crimes from a historical, philosophical, moral and statutory perspective is the chief end of the course. Topics include criminal responsibility, criminal liability, and criminal defenses. Students will be adept at understanding the roots of criminal conduct and just as

capable in the analysis of criminal legislation. Aside from dissecting the fundamental elements of each crime, the participant will become learned in more than simple definition and delineation of crimes, but able to pose and advocate defense tactic as well. How constitutional and social issues interplay with criminal proscription will be central to course delivery. The course will include a study of criminal litigation process and procedure with a particular emphasis on appeal strategy. (3 crs.)

LAW608 – Law and Civil Litigation

A comprehensive review of civil action and remedies that are part and parcel of the American legal system is the central focus of this course. Civil actions, in the law of torts and contracts, and in the arena of administrative process, impact the justice system in varied ways. From litigation to court docketing, to enforcement and fines, as well as other legal responses, civil litigation consumes the resources of the justice model. In the law of torts and damages, the civil system provides intentional causes of action, from assault to defamation, from invasion of privacy to false imprisonment, to injured parties. Negligence delivers remedies to those injured by a lack of due caution and expected behavior from the reasonable person. Covered, too, will be the principles of strict, product and vicarious liability in particular relationships such as employer/employee, parent/child or product manufacturer/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.)

LAW609 – 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, as well as 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 legal and the individual as to matters of inequality, race, class, and gender. Issues relating to art, free expression, religion and its practice, media, censorships, concepts of pornography and obscenity, sexual activity, association, and political action will also be analyzed. (3 crs.)

LAW610 – 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 the 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.)

LAW700 – Law and the International Community

The 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.)

LAW701 – Law and Administrative Agencies

The course exposes participants to administrative law theory and the practical aspects of administrative law practice, both within and outside the administrative agency. Coverage equips the student with the necessary skills to understand, apply and research relevant statutory and regulatory provisions at the federal and state levels; to read, interpret and draft proposed rules and regulations; and to 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.)

LAW702 – Law, Science and Forensic Applications

An interdisciplinary course covering law, criminal justice and technology in the evidentiary arena. Coverage in the course provides a broad-based assessment of expert witnesses, microanalysis, pathological evidence, admissibility and investigatory practice, ballistics, fingerprints, VASCAR/radar,

and photographic techniques. Contrasted with criminalistics, subject matter of this course is primarily evidentiary. More particularly, 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.)

LAW703 – Law and the Environment

Surveys the major federal statutes and regulatory schemes relating to environmental quality and analyzes and compares the contrasting approaches to regulation that have been used in judicial settings. Focuses on the interaction of law and policy and considers the role of Congress, the regulatory agencies, and the courts in defining and implementing environmental mandates. Focused attention is given to air quality and its regulation, water and pollutants, the control and dissemination of toxic substances, management of hazardous materials, and the debate around the government's role as protector of the environment. (3 crs.)

LAW704 – Law, Business and the Workplace

Course content includes the various business entities and the steps necessary for creation and operation, from initial and amended articles of incorporation, state filing requirements, stock certificates and securities, stock ledgers and books, resolutions, dividends and stock splits, 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 well as emerging workplace questions involving maternity and family leave, wages and compensation, COBRA, free expression and religious rights, and novel forms of disability claims. (3 crs.)

LAW730 – Independent Study in Law and Public Policy

An independent opportunity for mature and scholarly graduate students to build on and further develop research, writing and analytical thinking skills by authoring a serious work of scholarship. Student is required to use advanced research and writing skills in the resolution of a current substantive or procedural legal problem. Student works directly under the guidance of a graduate faculty member and prepares, executes and submits for departmental review, the proposed course of study. (3 crs.)

MGT – Management

MGT712 – 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.)

MGT721 – 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.)

MGT731 – 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.)

MGT742 – 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.)

MGT751 – 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

MKT501 – International Marketing Management

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. Prerequisite: MKT 300. (3 crs.)

MKT711 – Marketing Management

Description and analysis of the nature, strategies and techniques in marketing management. (3 crs.)

MKT721 – Research Methods in Marketing

Examines the process of acquiring, classifying and interpreting primary and secondary marketing data required for intelligent marketing decisions. (3 crs.)

MKT731 – Marketing for Nonprofit Organizations

A marketing course designed for MBA students that differentiates between for-profit and not-for-profit organizations, investigates the competitive environment facing non-profits (e.g., hospitals, churches, charities, colleges and performing arts groups), and applies research techniques and marketing/management tools (product, policy, distribution and delivery systems, monetary pricing, and communication strategies) to the non-business entity. (3 crs.)

MKT751 – Advertising Management

A detailed analysis of the components of the advertising mix, reviewing the components in order to determine selection techniques for appropriate media vehicles for various business advertising demands. The graduate student will analyze and develop a media presentation as a member of an advertising team; it will be presented at the end of the term. This process includes basic research, campaign development and media selection. (3 crs.)

MSE – Master of Arts Teaching**MSE641 – Orientation to 7-12 Education**

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 pedagogy in general. (3 crs.)

MSE642 – Standards-Based Instruction in 7-12 Education

The Pennsylvania Standards Aligned System (SAS) is a collaborative product of research and good practice that identifies six distinct elements which, if utilized together, will provide schools and districts a common framework for continuous school and district enhancement and improvement. There are many intangible components; however, research supports the notion that great schools and school systems tend to have six common elements that ensure student achievement: Clear Standards, Fair Assessments, Curriculum Framework, Instruction, Materials and Resources, and Interventions. (3 crs.)

MSE643 – Content Area Literacy in 7-12 Education

The purpose of this course is to help prospective teachers of the secondary education academic subject areas develop an understanding and appreciation of the necessary reading skills needed by their students. Methods of establishing awareness of general reading needs as well as the special skills unique to their subject area will be stressed. Prerequisites: MSE 641 and MSE 642. (3 crs.)

MSE644 – Instructional Strategies in 7-12 Education

This course is for prospective teachers designed to begin their professional development. Different instructional activities will allow the student to become proficient in the theories of modern secondary education instructional development, basic history and philosophy of secondary education, and of pedagogy in general. Students will participate in observation at selected field sites, grades 7-12. Students will begin development of their professional portfolio. Prerequisites: MSE 641 and MSE 642. (3 crs.)

MSE645 – Technology in 7-12 Education

The purpose of this course is to help teacher candidates learn how to effectively analyze, select, and integrate current educational technologies into the design, implementation and assessment of learning experiences to engage a diverse student population. Prerequisite: MSE 644. (3 crs.)

MSE646 – Assessments and Interventions 7-12

Part of this course is designed to provide insight into the design, implementation, and analysis of assessment instruments used in 7-12 education. The second part of this course is to allow the secondary education candidate to become aware of, and to gain experience in, the contemporary interventions that teachers use to prevent, minimize or eliminate negative behaviors in the classroom. Prerequisite: MSE 644. (3 crs.)

MSE647 – Classroom Management in 7-12 Education

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. Prerequisite: SEC 710. (3 crs.)

MSE651 – Methods of English

This course is designed to provide insight into the teaching of general English, writing, literature, public speaking, communication, media and theater in grades 7-12. Students become aware of and use the resources and methods of instruction for teaching English at the secondary level. Open to secondary English education majors only. Prerequisite: MSE 644. (3 crs.)

MSE652 – Methods of Mathematics

This course is designed to provide insight into the teaching of general mathematics, algebra, geometry, probability, and statistics in grades 7-12. Students become aware of and use the resources and methods of instruction for teaching mathematics at the secondary level. Open to secondary mathematics education majors only. Prerequisite: MSE 644. (3 crs.)

MSE653 – Methods of Science

This course is designed to provide insight into the teaching of biology, chemistry, earth and space science, and physics in grades 7-12. Students become aware of and use the resources and methods of instruction for teaching science at the secondary level. Open to secondary biology, chemistry, earth and space science, and physics education majors only. Prerequisite: MSE 644. (3 crs.)

MSE654 – Methods of Social Studies

This course is designed to provide insight into the teaching of general social studies, history, political science, geography, economics, anthropology, psychology and world cultures in grades 7-12. Students become aware of and use the resources and methods of instruction for teaching social studies at the secondary level. Prerequisite: MSE 644. (3 crs.)

MSE655 – Methods of Art

This course is designed to provide insight into the teaching of general art, art history, ceramics, crafts, drawing, painting, and printmaking in grades 7-12. Students become aware of and use the resources and methods of instruction for teaching art at the secondary level. Open to secondary art education majors only. Prerequisite: MSE 644. (3 crs.)

MSE656 – Methods of Foreign Language

This course is designed to provide insight into the teaching of foreign language in grades 7-12. Students become aware of and use the resources and methods of instruction for teaching languages and cultures at the secondary level. Open to secondary foreign language majors only. Prerequisite: MSE 644. (3 crs.)

MSE660 – Professional Practices in Secondary Education

The development and refinement of contemporary pedagogical skills constitute the primary learning purpose for student teachers. Specific teacher-learning skills that are developed are lesson planning, delivery methods, organizational procedures, class control, and educational measurement and evaluation. An integral component of the student teaching experience is a bi-weekly class. The class serves as a means of coordinating activities and exchanging ideas and experiences of the student teachers. (3 crs.)

MSE720 – Advanced Standards-Aligned Instruction 7-12

This course focuses on planning instructional units and lessons that are aligned with state standards. Using the Standards Aligned System (SAS), teachers will develop a thorough understanding of curriculum planning and the importance of diagnostic and formative assessment. All aspects of the SAS – Clear Standards, Fair Assessments, Curriculum Framework, Instruction, Materials and Resources, and Interventions – will be utilized to provide a common framework for the design of instruction and assessment. Cohort Sequence. (3 crs.)

MSE725 – 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.)

MSE740 – 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.)

MSE745 – 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.)

MSE750 – 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.)

MSE755 – Constructivist Instructional Strategies

This course emphasizes strategies that engage students in active inquiry, collaboration with peers, and acquiring and using tools of learning in an experiential learning environment. The approach of the course is experiential, inquiry-oriented and reflective. (3 crs.)

MSE760 – 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.)

MSE765 – Curriculum Design

This course in curriculum design provides the learner with the fundamental concepts and skills that will help teachers develop a thorough understanding of curriculum development. This course is designed for teachers to help bridge theory and practice in curriculum development. The focus will be on presenting the concepts and skills of curriculum development and showing how to apply them to actual curriculum planning. (3 crs.)

MSE766 – Instructional Design and Assessment

This course in instructional design and assessment 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 instructional development. The focus will be to present the concepts and skills of curriculum development and assessment and show how to apply them to actual curriculum planning. Prerequisite: MSE 740 and MSE 745. (3 crs.)

MSE770 – 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.)

MSE771 – Strategies for Inclusive Classrooms in 7-12

This course focuses on instructional strategies for the inclusive classroom. Teachers will develop a thorough understanding of differentiation and instructional techniques used to maximize learning for all students. It will address research-proven strategies to help special learners and to manage the inclusive classroom. Teachers will use assessment to identify students' needs, plan differentiated instruction, and assess student achievement. (3 crs.)

MSE775 – 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.)

MSE780 – 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.)

MSE790 – Thesis in Secondary Education

The thesis will usually be empirical in nature and involve the manipulation of independent variables, use of statistical methods or experimental design. The Publication Manual of the American Psychological Association will be required for this thesis. The thesis requires at least three members. Prerequisite: MSE 725. (3 crs.)

NUR – Nursing

NUR601 – 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 proposals for individual or group research projects relevant to their areas 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 crs.)

NUR602 – 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 crs.)

NUR603 – 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 crs.)

NUR604 – Population Health Promotion and 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 crs.)

NUR711 – Nursing Organization and Leadership Theory

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 crs.)

NUR712 – 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 learning 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 crs.)

NUR714 – 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 crs.)

NUR715 – Financial Management in Nonprofit 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 crs.)

NUR813 – Nursing Administration Role Practicum

This course provides students with the opportunity to synthesize and apply their understanding of nursing administration and leadership within and across complex integrated organizational and institutional boundaries. In this culminating experience, students plan, execute, and evaluate nursing practice within the context of the practice setting(s) or among a specific population of interest within the organization or in communities. Within the practice situation, students enact leadership roles to expand, enhance, and optimize positive outcomes. The 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, NUR 604, NUR 711, NUR 712, NUR 714 and NUR 715; graduate status. (6 crs.)

PCJ – Professional Studies in Criminal Justice

PCJ747 – 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.)

PCJ748 – 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.)

PCJ749 – 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.)

PCJ750 – 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.)

PCJ751 – Executive Protection

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.)

PCJ752 – 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.)

PCJ755 – 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.)

PRF – Performance Enhancement Injury Prevention

PRF700 – Orientation to Exercise Science and Health Promotion

This course is designed to provide an overview of online learning and the graduate program in exercise science and health promotion. Discussion will include various exercise science and health promotion models. The course will also introduce the student to various types and styles of learning via online education, and will orient the student to features used in online courses. (3 crs.)

PRF701 – Advanced Topics in SAQ and Endurance Training

This course will provide students with advanced knowledge regarding the topics of speed, agility, quickness (SAQ) and endurance training. Students will be prepared for the Speed and Explosion Specialist Certification offered by the National Association of Speed and Explosion (NASE). Advanced topics of training will be explored, including body mechanics, sports training protocols and program design. Detailed sport performance training programs, focused on SAQ and endurance, will be covered. (3 crs.)

PRF705 – 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.)

PRF710 – 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.)

PRF711 – 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.)

PRF712 – Corrective Exercise in Rehabilitation

This course will introduce the student to corrective exercise theory based on the pathokinesiological model. The student will be introduced to a systematic evaluation approach based on the pathokinesiological model. The pathokinesiological model will examine human movement systems in regard to key regions of the human body. These regions will be recognized as potential sites for integrated corrective exercise programs. (3 crs.)

PRF713 – 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.)

PRF714 – Health and Wellness Coaching Competencies

Students will learn to help health and wellness coaching clients develop the mindsets needed to navigate the difficult path of changing lifestyles for good. Students will utilize evidence-based coaching competencies, grounded in the science of positive psychology, to help people make lasting improvements to their health and well-being. (3 crs.)

PRF715 – Business and Entrepreneurship in the Fitness Industry

This course offers a comprehensive discussion of the practical aspects of starting and running a business in performance enhancement and fitness. The course focuses on launching new ventures, as well as business and management practices for individuals who are already in business but want to learn how to improve their operations. Specific topics include management theory, financial management, personnel management, record keeping, risk management and technology issues. (3 crs.)

PRF720 – 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.)

PRF750 – 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.)

PRF751 – 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.)

PRF752 – Corrective Exercise Program Design

This course will introduce corrective exercise strategies based on loss of function. The student will receive detailed insight into the design of corrective exercise programs. The systematic approach of an integrated corrective exercise design uniquely blends the variables of available flexibility, isolated and integrated corrective strengthening, and corrective exercise design to provide the student with the necessary foundation in designing and developing safe corrective exercise programs. (3 crs.)

PRF753 – Psychological Aspects of Sport Injury and Rehabilitation

This course is designed to introduce students to various topics related to the psychological aspects of sport injury. The course focuses on the onset (precursors), experience and treatment of athletic injuries from a biopsychosocial perspective. Course material is based on empirical data and psychophysiology foundation and the role of psychological factors and psychological interventions, which influence rehabilitation and recovery. (3 crs.)

PRF754 – Health and Wellness Coaching: Facilitating Change

Expanding on the concepts from PRF 714 Health and Wellness Coaching Competencies, students will identify the health and wellness coaching practices that influence long-lasting behavior change. Combine the tools and processes necessary to prepare to become a Certified Health and Wellness Coach and make an impact on the toughest challenges of our times: the epidemics of obesity, sedentary lifestyles, stress, depression, poor nutrition, and ever-rising health care costs. (3 crs.)

PRF760 – 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.)

PRF765 – Nutrition for Peak Performance

An in-depth examination of contemporary issues such as performance enhancement dietary supplements, dietary lipids and heart disease, dietary fiber and health, and influence of lifestyle factors on nutrition. Controversies in nutrition, ergogenic aids 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.)

PRF770 – Exercise Physiology: Assessment and Exercise Prescription

This course offers a comprehensive discussion of the knowledge, skills and abilities needed for American College of Sports Medicine certifications and current clinical practices in sports medicine. Emphasis will be placed on the value and application of exercise testing and prescription in persons with and without chronic disease. Special topics to be addressed include exercise prescription in children, the elderly, pulmonary patients, cardiac patients and pregnant women. (3 crs.)

PRF780 – Current Topics in Performance Enhancement

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.)

PRF781 – 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.)

PRF782 – Current Topics in Rehabilitation

The purpose of this course is to increase student understanding of various rehabilitation issues facing America and the world today. This course focuses students toward the ever-changing contemporary issues that impact direct and indirect client care. (3 crs.)

PRF783 – Psychological Perspectives in Sport Performance Enhancement and Intervention

This course is designed to introduce students to various performance enhancement techniques commonly used in sports. Examples of such techniques will be presented. 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.)

PRF784 – Current Topics in Health and Wellness Coaching

The purpose of this course is to increase student understanding of various fitness and wellness issues facing America and the world today. This course introduces students to the field of health and wellness coaching as a discipline and profession with a specific focus on contemporary topics facing all fitness and wellness professionals. (3 crs.)

PRF800 – 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.)

PRF810 – 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.)

PRF820 – 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.)

PRF830 – Research in Sport Psychology

This course is designed to provide the student with knowledge of research in the sport psychology arena. Students will be introduced to psychometric properties of research and interpretation of results published, enabling them to critically analyze published material specific to the area of sport psychology. (3 crs.)

PRF840 – Research in Health and Wellness Coaching

This wellness coaching course is designed to introduce the student to various research sources, creating skills for investigation of topics of interest in the future. Additionally, discussion of selected wellness coaching research topics will promote critical thinking and enhance skills for critical review of content. (3 crs.)

PSY – Psychology**PSY702 – Psychopathology of Childhood**

Intensive study of the cognitive, emotional and behavioral disorders in children and adolescents. Emphasis is on etiology, early recognition and approaches to treatment or intervention in schools. (3 crs.)

PSY710 – Principles of Instruction and Intervention

This course is designed for non-teaching educational specialists to assist them in gaining a fundamental understanding of the basic principles of instruction, with an emphasis on evidence-based practices in inclusive settings. Specific academic and behavioral strategies will be examined, as they relate to reading development and instruction, curriculum-based assessments, program evaluation, the development of evaluation reports, and the implementation of intervention strategies for various populations of children at risk for or with exceptionalities in inclusive settings. Students will also examine a variety of theoretical frameworks that focus on the specific components of assessment, instruction and consultation in inclusive settings. (3 crs.)

PSY712 – Advanced Psychology of Learning

This course examines the diverse, intricate process of learning. Behavioral and cognitive views of learning are emphasized with special attention given to the educational implications of learning theory. (3 crs.)

PSY713 – Psychology Growth 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.)

PSY720 – 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.)

PSY721 – Tests 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.)

PSY722 – Individual Psychological Evaluation I

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.)

PSY723 – Individual Psychological Evaluation II

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.)

PSY728 – Practicum School Psychoeducational

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.)

PSY734 – Assessment of Personality and Behavior I

An introduction to the assessment of personality and behavior. Experience is given to the student in the administration, scoring and interpretation of the more widely used personality assessment measures. Particular attention is given to assessment techniques used in planning for remediation and treatment. (3 crs.)

PSY741 – Theories of Counseling and Psychotherapy

This course is designed to introduce students to the most common therapeutic approaches in use today (e.g., person-centered, cognitive, behavioral, family systems and reality therapy). 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.)

PSY742 – Techniques of Counseling and Psychotherapy with Practicum

This course is intended to provide both a didactic and an actual experience in counseling. Graduate students familiarize themselves with the phases, procedures and goals of counseling and therapy through assigned readings, audiotapes and group discussion of case presentations. 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.)

PSY752 – Fundamentals of School Psychology

This course is an introduction to the profession of school psychology. Topics examined revolve around the roles and functions of school psychologists. A partial list of the topics examined includes: school systems, the law and school psychology, and professional ethics. Field experiences in educational settings are required for students enrolled in the school psychology program. (3 crs.)

PSY756 – Consultation and Group Processes

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.)

PSY761 – Statistics and Research Methods in Psychology I: Univariate

This course is designed to give students the basic information they need to interpret the univariate research methods and statistics that are used most frequently in psychology. The focus is on acquiring the skills to critically evaluate a research report, analyze and interpret data, and write a research paper. Prerequisite: Successful completion of an undergraduate statistics course. (3 crs.)

PSY762 – Statistics and Research Methods in Psychology II: Multivariate

This course is designed to give students the information they need to interpret the multivariate research methods and statistics that are used most frequently in psychology. The focus is on acquiring the skills to critically evaluate a research report, analyze and interpret data, and to write a research paper. (3 crs.)

PSY766 – 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.)

PSY767 – Research Method 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.)

PSY769 – Independent Study

This course provides students the opportunity to explore and research topics of interest that are not available as regular course offerings of the school psychology program. (Variable crs.)

PSY773 – 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. (Variable 1-16 crs.)

PSY795 – Seminar in Behavior Modification with Practicum

This course provides the student with the knowledge and skills needed to design, implement and evaluate behavioral interventions. Interventions applicable to school settings are emphasized, and students are required to conduct a functional behavior assessment and to develop/implement a behavior intervention plan. Prerequisite: PSY 712. (3 crs.)

PSY796 – Seminar in Analysis of Research in School Psychology

This course consists of an examination of current research in school psychology. Critical study and evaluation of empirical research findings applicable to selected topics from current editions of Best Practices in School Psychology are undertaken. The student develops skills in using current 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.)

PSY798 – Seminar in Professional School Psychology

Concepts fundamental to the practice of school psychology are discussed and evaluated in this course. A range of topics are discussed, including the roles and functions of school psychologists, legal and ethical issues, the organization and operation of school systems, student diversity, and community resources. As this course is taken in conjunction with the Internship in School Psychology, discussions tend to be dynamic and framed within the context of actual experiences encountered by interns. (3 crs.)

PSY849 – Thesis

The student conducts an independent, scientific research study in a classroom or other structured educational setting. The thesis is presented as a written document that conforms to American Psychological Association style. (4 crs.)

RES – Research**RES800 – Methods in Research**

This course explores the design and analysis of experimental and quasi-experimental research. It explores both quantitative and qualitative techniques. In addition to students' being able to design and undertake basic research, an outcome of this course is to develop effective consumers of the research literature. (3 crs.)

RES810 – Qualitative Research in Social Science

This course will introduce participants to the characteristics and various approaches to designing and conducting qualitative research projects within various social science disciplines. Students will gain hands-on experience in various qualitative methods and analysis techniques while carrying out a research project related to their areas of interest. (3 crs.)

RES819 – Research Paper

A written report on a specific topic of investigation, based on knowledge of the subject, acquaintance with the published literature on the subject and accurate presentation of findings. (1 cr.)

RES829 – Research Project

An advanced study or presentation on a topic related to the student's academic discipline. The research project is more in depth than a research paper but less thorough than a master's thesis. Approval of only the graduate student's adviser is needed. The Publication Manual of the American Psychological Association or other generally accepted style for a particular academic discipline will be used. (2 crs.)

RES849 – Master's Thesis

Intensive production of a graduate-level thesis under the supervision of a director and committee and in accordance with departmental and University policy constitutes the Thesis course. Far more substantive than a research paper, the thesis may either be quantitative or qualitative in design, but in any case need address a pertinent issue of originality in the field of law and public policy. Thesis will be authored under standards promulgated by the Modern Language Association (MLA) or under the rules and guidelines published by the Uniform System of Citation of Harvard Law School. Student need to consult with the program director for guidance and instruction on other requirements. Prerequisite: RES 800. (Variable credits.)

RSP – Reading Specialist

RSP700 – Foundations of Literacy: Theory and Instruction

In this course, students will connect foundational knowledge about teaching reading to research-based instruction. The major components of reading development and correlating instructional strategies will be examined. (3 crs.)

RSP702 – Literacy Assessment and Instruction

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.)

RSP703 – Action Research I: Assessment

RSP 703 and RSP 704 are to be taken together. The purpose of RSP 703 is to provide 55 field hours of authentic experience in the role of a reading specialist as a teacher who works with struggling readers. In this course the reading specialist candidate will work with a K-12 student to assess his/her strengths and needs in reading and writing, develop an instructional plan of action to address those needs, and generate a report to parents that informs them of the assessment results and the resulting instructional plan of action. This course will take place at the University, and RSP candidates will work with K-12 students from the surrounding communities and school districts. RSP 703 is the first course in this two-course series. Prerequisites: RSP 700 and RSP 702. (3 crs.)

RSP704 – Action Research II: Instruction

RSP 703 and RSP 704 are to be taken together. The purpose of RSP 704 is to provide 55 field hours of authentic experience in the role of a reading specialist as a teacher who works with struggling readers. In this course, the reading specialist candidate will work with a student to implement the plan of action developed in RSP 703 Action Research I: Assessment. RSP candidates implement the instructional plan of action, provide ongoing progress monitoring to drive ongoing instructional planning, generate a written report to parents/guardians and meet with parents/guardians, to report progress and make further instructional recommendations. This course will take place at the University with K-12 students from the surrounding communities and school districts and will immediately follow RSP 703. Prerequisites: RSP 700, RSP 702 and RSP 703. (3 crs.)

RSP705 – Psychology of Reading

Psychology of Reading explores the psychological, sociological, cultural, and historical foundations underlying the development of literacy proficiency. During this course, participants will reflect on their own understanding of literacy, examine relevant literature, and become critical consumers of research. (3 crs.)

RSP706 – Literacy Leadership

RSP candidates are professionals whose goal is to improve reading achievement in schools and/or districts. Reading specialists serve as a resource in reading and writing for educational support personnel, administrators, teachers, and the community and, provide professional development based on historical and current literature and research. In this course, reading specialist candidates will spend 20 hours in a school district of their choice working collaboratively with other professionals in one school to build and implement reading programs that positively impact student learning. Prerequisites: RSP 700 and RSP 702. (3 crs.)

RSP734 – Content Area Reading

In this course, reading specialist candidates are prepared to teach reading in the content areas to students in grades K-12. Reading theory is applied to elementary, middle and high school across all curriculums.

Essential components of reading in the content areas are emphasized: comprehension, vocabulary, reading/writing connection, study skills, assessment, differentiated and culturally responsive instruction, and integrating technology across the curriculum. (3 crs.)

SEC – Secondary Education

SEC650 – Diversity in the Classroom

This course will explore the many issues confronting public schools. Schools are part of a multicultural society, and this course is designed to develop 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. Prerequisite: SEC 705. (3 crs.)

SEC705 – 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 pedagogy in general. (3 crs.)

SEC710 – 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.)

SEC720 – Classroom Management Strategies

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. Prerequisite: SEC 710. (3 crs.)

SEC740 – 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. Prerequisite: SEC 720. (3 crs.)

SEC750 – Content Area Literacy

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. Prerequisite: SEC 720. (3 crs.)

SEC761 – Student Teaching

This is the final and most extensive clinical experience. Students are assigned to a supervising teacher or teaching team at one of our clinical sites. The students spend full time in 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.)

SEC790 – Thesis in Secondary Education

The thesis will usually be empirical in nature and involve the manipulation of independent variables, use of statistical methods or experimental design. The Publication Manual of the American Psychological Association will be required for this thesis. Prerequisite: MSE 725. (3 crs.)

SLE – Superintendent Letter of Eligibility

SLE701 – Administrative Theory

This course offers the participant opportunities to gain competencies in and an understanding of the application of administrative theory relating to the operations of a school district. Through inquiry into the subject of administrative theory, candidates will gain critical and creative attitudes toward humanistic and scientific principles of public school organization and administration. Along with required course activities, each participant will complete a minimum of 15 hours of field experience assignments involving leadership or organization theory and practice. The field experiences will have utility for the participant's home school district or another school district and will be undertaken and completed in concert with the instructor's expectations. (3 crs.)

SLE702 – Constitutional Law: Legal Issue

American public education operates within a complex framework of law. Federal and state constitutional provisions and statutes, along with administrative regulations and local school board policies, control the daily operation of our schools. It is imperative that all who are employed by school districts, particularly central office administrators, are conversant with this myriad of legal mandates and constraints so that they can operate effectively and efficiently and avoid time-consuming litigation and grievances. The purpose of this course is to familiarize aspiring superintendents with the legal bases for the administration of public schools. It is hoped that by the conclusion of this course, students will possess the knowledge base and research skills necessary to make intelligent and informed educational decisions. In this course, emphasis will be placed on Pennsylvania school law. (3 crs.)

SLE703 – School Finance

This course provides students with the fundamentals of public school finance. It will review issues that confront superintendents and school districts and provide insights into resolving finance problems. Students will read, research, problem solve and explore financial issues. (3 crs.)

SLE704 – Technology and Facilities Development

The course will offer the student an opportunity to view, understand and execute the planning, acquisition and management of technology and school facilities. The course emphasizes the use of technology for effective school management and instruction, promoting an educational environment that encourages change but also focuses on linking technology with students, and effectively analyzing and operating the management of the school organization as it relates to technology and facilities development. Topics such as reform, empowering students with technology, productivity and technology windows of the future and school facilities for the 21st century will be included. Participants will be required to demonstrate competencies regarding an understanding of the superintendent's role in the following areas: planning for immediate and future facilities; efficiently managing technology and facilities; acquiring technology and facilities; and planning for immediate and future technology needs. (3 crs.)

SLE705 – Curriculum and Instruction Leadership Supervision

This course offers the participant the opportunity to gain an understanding of and skills related to the district-level administration of curriculum, instruction, leadership and supervision. The course emphasis is on current practice in the field, state level requirements and national trends that are shifting theory and practice in their regard. (3 crs.)

SLE706 – School Community Public Relations Marketing

The objective of the course is to provide students the opportunity to view school public relations and marketing from the point of view of the school superintendent, through practical, real-life experiences. To become an effective school superintendent or assistant superintendent requires that an administrator be an effective communicator and develop positive community relations. It requires networking, knowledge, the ability to market your "product" and the ability to establish credibility within and outside the school community. One must be able to make decisions, sometimes quickly, and then be accountable for those decisions. This 15-week course will enable students to learn the theory and practical application of school and community relations. (3 crs.)

SLE707 – Strategic Planning/Policy Analysis/Board Relations

This course is designed for aspiring school superintendents. Specifically, the course addresses strategic planning and thinking, policy development and analysis, and the value of the relationship between the superintendent and the school board, specifically the board president. The focus is reality-based and draws from experienced instructors. The goal is to prepare aspiring superintendents for the duties and responsibilities they will encounter in the above-mentioned areas, mindful of the fact that the key role of the school superintendent is to ensure a quality education for all students of the district. (3 crs.)

SLE708 – Internship

The internship is designed to be a theory-into-practice experience where formal coursework is applied in a field setting. It provides significant opportunities in the workplace to synthesize and apply the knowledge and to practice and develop skills identified in the program competency areas. Internships with trained mentors in diverse settings is an important and highly valued part of the program. Each placement will be made in cooperation with the SLE faculty, the participating school district mentor, and the intern. The internship involves field placement with a carefully chosen and trained superintendent/mentor (field supervisor) in a K-12 school district, who shares the SLE program philosophy that the superintendent should function as a change agent and facilitator of the reform process as well as a strong instructional leader. The intern is both a participant and observer under the direction of the superintendent, who should provide the intern with as many supervisory and administrative experiences as possible. The intern gains valuable work-related experience and is given the opportunity to learn how academic knowledge and skills can be applied at the worksite with real people, problems and events. (3 crs.)

SPT – Sport Management

SPT700 – Research Methods in Sport Management

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.)

SPT710 – Sociocultural Aspects of Sports

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.)

SPT720 – Sport Marketing

This course will compare and contrast the field of sport marketing with the practices and applications of mainstream marketing. The course will examine the application of marketing principles within the sport industry. Course emphasis will center on linking the marketing plan to an organization's mission statement and core values. Topics will include SWOT analysis, market segmentation, distribution, packaging, promotion, positioning and pricing. (3 crs.)

SPT730 – Public Relations in Sports

This course explores theories of communications and public relations management necessary for successfully working with internal and external publics of a sport organization. The course will demonstrate how community relations professionals serve their organizations by meeting social needs and connecting with key publics. Topics will include employee relations, community relations, media relations, customer relations and image enhancement. (3 crs.)

SPT740 – Legal Aspects in 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.)

SPT750 – 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.)

SPT760 – Sport Ethics

This course will focus on the ethical issues impacting sport organization policy formation and practice. Students will recognize and identify moral and ethical problems related to sport in its intrinsic and extrinsic dimensions and develop a personal philosophy regarding social responsibility in the sport management setting. Topics include moral and ethical development theories, models of ethical analysis, code of professional ethics, personal and management values, and situational analysis. (3 crs.)

SPT770 – 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.)

SPT790 – Sport Governance

This course is designed to provide students with a knowledge and understanding of the power and politics of sport organizations that govern intercollegiate athletics. Students will learn and analyze how people involved in governance set the tone of an entire organization and how individual sport governance bodies fit into the greater industry. Emphasis will be placed upon the student's development of a working knowledge of what these organizations do and what their true purpose is in the administration of an intercollegiate athletic department. (3 crs.)

SPT791 – Sport Compliance

This course is designed to provide students with a knowledge and understanding of the necessary and mandatory compliance techniques of the major governing bodies of intercollegiate athletics to ensure institutional control. Emphasis will be placed upon an in-depth review and discussion of the various NCAA bylaw manuals, as well as NAIA rules and regulations. (3 crs.)

SPT792 – Legal Aspects of Equity in Intercollegiate Athletics

This course is designed to provide students with an in-depth knowledge and understanding 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.)

SPT793 – Development of Human Resource Strategies in Intercollegiate Athletics

This course is designed to provide students with the latest human resource strategies to successfully address everyday problems that may arise with coaches, staff and personnel of an intercollegiate athletic department. The student will develop a working knowledge of complex organizations and how this may affect the employees that he/she supervises. (3 crs.)

SPT799 – 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. (12 crs.)

SWK – Social Work

SWK701 – Generalist Practice I

Foundation framework for generalist social work practice, including the problem-solving process, social work values/ethics and social work roles as they apply to varying size client systems. Develops specific intervention skills, such as interviewing, assessment, contracting, goal setting and evaluation for diverse client systems with the emphasis on rural and small communities. Prerequisite: Program admission. (3 crs.)

SWK702 – Generalist Practice II

Continues foundation for generalist social work practice and builds on SWK 701, with a focus on the community/rural content of practice. 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.)

SWK705 – 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.)

SWK707 – Human Diversity

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.)

SWK709 – Social Welfare Policy

Examination of the history and value base of the social work profession and U.S. social policy with a framework for policy analysis from the definition of a social problem, through legislative adoption to actual program development. Special emphasis on the impact of these policies, and related services on small towns, rural communities, and diverse populations. Prerequisite: Program admission. (3 crs.)

SWK713 – Social Work Methodology Data Analyses

This course examines: the logic of scientific inquiry; the social work research process with an emphasis on problem conceptualization, measurement options, and research design; the use of descriptive and inferential data analyses; and the development of skills needed for understanding and conducting ethical quantitative and qualitative research related to social work practices and programs serving small towns, rural communities and diverse populations. Prerequisite: Program admission. (3 crs.)

SWK715 – Research Policy and Rural Practice

Use of research designs to inform and evaluate practice and policy in small town and rural contexts. Development of knowledge and skills for understanding and conducting applied research, with emphasis on research related to social work practices and programs serving small towns, rural communities and diverse populations. Prerequisite: Advanced standing. (3 crs.)

SWK716 – Social Welfare Research Method

This course examines: the logic of scientific inquiry; the social work research process with an emphasis on problem conceptualization, measurement options, and research design; the use of descriptive and inferential data analyses; and the development of skills needed for understanding and conducting ethical quantitative and qualitative research related to social work practices and programs serving small towns, rural communities and diverse populations. (3 crs.)

SWK729 – First Year Practicum I

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 placement is 240 for SWK 729. Prerequisite: Program admission. (6 crs.)

SWK730 – First Year Practicum II

MSW-supervised placement in a social agency that provides opportunities for generalist social work practice with individuals, families and groups of all ages from rural and small communities, including advocacy skills to enhance social justice. The minimum hours required in a field agency are 240 for SWK 730, equally a total of 480 hours for SWK 729 and SWK 730 combined. Prerequisites: SWK 701, SWK 705 and SWK 729. (6 crs.)

SWK801 – Advanced Generalist Practice

Builds on the generalist practice skills, knowledge and values taught in Generalist Practice I and II. Integrates the use of advanced individual, family, group and organizational skills within the agency and community settings that serve diverse rural and small town client systems. Addresses practice concerns such as acquiring sanction for work, assessing needed resources, supervision, certification and evaluation of practice. Prerequisites: SWK 702 and SWK 705 or advanced standing. (3 crs.)

SWK803 – 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 SWK 707 or program director approval. (3 crs.)

SWK806 – Rural Family/Community Policy

Explores the design, function and impact of community and family policies. Historical development of specific policies and the effects of policy on rural family and community institutions and organizations. Skills in analyzing and synthesizing policy are applied to rural situations and change strategies. Prerequisites: SWK 705, SWK 709, SWK 710 and SWK 713 or advanced standing. (3 crs.)

SWK808 – Advanced Practice Evaluation

Advanced use of research to evaluate social work practices and programs, particularly those serving small towns, rural communities, and 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.)

SWK811 – 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.)

SWK812 – Practice Supervision Administration

Supervision, management and control in human service organizations. Theoretical and functional models to assist staff to grow and function competently as professionals. Understanding the elements of programming, budgeting, staffing, communications and control within the organization. Identifying formal and informal systems, the impact of human diversity, and how all of this functions in the rural setting. Prerequisite: SWK 701 and SWK 702 or program director approval. (3 crs.)

SWK813 – Practice Health Care and Planning

Examines roles of the medical 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.)

SWK814 – Practice in Mental Health/Mental Retardation

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.)

SWK815 – Juvenile and Adult 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 SWK 702 or program director approval. (3 crs.)

SWK816 – 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, SWK 702 or program director approval. (3 crs.)

SWK821 – Social Work with Substance Abuse/Addiction

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.)

SWK829 – Advanced Practice 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, SWK 729 and SWK 730. (6 crs.)

SWK830 – Advanced Practice 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. (6 crs.)

SWK840 – Special Topics

Study of selected topics of significance or current importance and interest to the social work profession. Prerequisite: Instructor permission. (3 crs.)

TED – Technology Education

TED565 – Special Problems in Technology Education

This course provides the student with opportunities to experience and research various technologies, techniques and teaching methodologies in the discipline areas of technology education. An intense in-depth study will be made in relation to selected topics on an individual basis or as a short-term concentrated study session for a group. (Variable 1-6 crs.)

TED701 – Issues 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.)

TED702 – 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.)

TED703 – 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.)

TED704 – 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.)

TED705 – 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.)

TED715 – Study in Human Creativity

The primary purpose of this course is to formally introduce the student to the study of human creativity as an academic endeavor. It is specifically designed to establish each person's competence as a creative problem-solving facilitator (a teacher, one who is knowledgeable and skilled at applying creative problem-solving methodologies). Individual, managerial and technical types of problem-solving activities will be engaged. Each student will conduct (facilitate) several problem-solving excursions. Each student will study, administer and evaluate several standardized tests that evaluate creative problem-solving skills. Students may evaluate themselves, others or both. This is a learning laboratory, action-oriented course intended to simulate real-world creative problem-solving techniques. (3 crs.)

TED716 – Sustainable Architecture and Systems

This course covers a variety of natural and sustainable construction materials and systems, some revivals of ancient materials and practices, some new and innovative, as the natural building movement gains both momentum and prominence in the construction and architectural arena. Integrated topics such as water conservation systems and energy conservation and alternative generation sources are also included. Two lecture hours and three lab hours per week. (3 crs.)

TED718 – Special Populations in Laboratory-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. This course is part of a global on-line program. (3 crs.)

TED725 – Applied Research Science, Technology, Engineering and Mathematics Education

This course is designed to give teachers an opportunity to study real classroom situations and to design a plan of action to improve those situations. Teachers will learn how to conduct a review of the literature and develop an understanding of various research methodologies, especially as they relate to Science, Technology, Engineering and Mathematics (STEM) education. Reflection and analysis of current trends in the STEM disciplines is a key component of action research. (3 crs.)

TED766 – Special Problems in Technology Education

This course provides the student with the opportunities to experience and research various technology, techniques and teaching methodologies in the discipline areas of technology education. An intense in-depth study will be made in relation to selected topics on an individual basis or as a short-term concentrated study session of a group. (Variable 1-6 crs.)

TED775 – Integrating Technology in Elementary/Middle School STEM Curriculum

This course provides elementary and middle level teachers an in-depth, research-based examination of technological literacy education within STEM disciplines. Candidates examine relevant technology education academic standards and design curriculum, instruction and assessment to enhance student achievement of proficiency in technological literacy. The course focuses on successful instructional strategies for integrating technology education throughout the existing school curriculum and aligning technology activities to help students achieve academic standards. (3 crs.)

TED795 – Technology Education Internship

Student interns are placed in an educational/technical organization, which most nearly approximates employment goals or enrichment. The intent of the internship is to provide students with practical work experience in an environment in which they will be dealing with real problems requiring real solutions in a relatively short time frame. Adviser, department chair and dean approval are required before course enrollment. Prerequisite: Permission of adviser, department chair and dean. (1-6 crs.)

TED807 – Technology Program Development and Improvement

Students will engage in a process to develop or access a district-wide technology standards-based program. They will develop strategies to facilitate and enhance student learning in all areas of their program, including content, curricula, instruction, student assessment, learning environment and professional development. They will examine the current status of a district's program, establish new goals, determine strategies to meet those goals, develop goals to enhance personnel knowledge and skills, and examine strategies to evaluate their success. (3 crs.)

TED850 – Technology Education Major Project

Students will produce a major culminating piece of academic work that synthesizes contents from the technology education master's program. This may take the form of a research activity of various types: a major curriculum development project, other extensive individually produced pieces, or work that is approved by the course instructor. All projects must follow a technological design process. (4 crs.)

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 electronic and print journals, books (including e-books), online research databases, audiovisual materials (videos, DVDs, CDs), and U.S. and Pennsylvania government documents. In addition to our collections, the library provides both individual and collaborative study areas, including private rooms for group use. To help reduce the stress of studying, the library has vending machines with drinks and snacks, a collection of popular DVDs, and a selection of popular novels.

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 41,000 online, full-text periodical titles. We also offer 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.calu.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, it can be daunting to know how to find appropriate information efficiently. Our friendly reference librarians are available – in the library, by telephone, e-mail or chat – 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 research help by scheduling an individual consulting session with a librarian.

Shared Library Resources and Interlibrary Loan

In addition to our own collections, Cal U participates in several resource sharing programs that offer our patrons a wealth of additional resources. The course reserves system allows Cal U professors to make books and other materials available for student use in the library. Students with access to the campus library may use E-Z Borrow to order books for free, fast delivery from a number of university libraries in Pennsylvania, West Virginia and New Jersey. When items are not available using E-Z Borrow, they can usually be ordered through our Interlibrary Loan Office.

University Police

The California University Police Department is a fully recognized law enforcement agency as authorized by 71 P.S. 646, the Administrative Code of 1929 as amended and Title 18 of the Pennsylvania Consolidated Status, (Crime

and Offenses) and 24 P.S. 20-1006-A (14) 20-10A (5) of the State System of Higher Education Act.

The department consists of professionally trained individuals capable of responding to requests for assistance in routine and emergency situations. The department, a diverse group of police officers, communications officers and secretarial staff, provides continuous 24-hour assistance to the University community.

The staff includes a director/chief, three lieutenants, three sergeants, one detective and 12 additional commissioned police officers that have received training at the Pennsylvania State Police Academy. Three communications officers and one administrative assistant contribute to the operation of the department. University Police 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, and the department is equipped with automatic external defibrillators (AEDs)

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, postsecondary institutions, including colleges and universities, must annually make available to all applicants, students and employees information with respect to campus crime statistics and the security policies of the institution.

The information is compiled by California University and made available through the Office of Admissions, Office of Student Affairs, University Police and on the University website.

Student Affairs

Counseling and Psychological Services

Counseling Center faculty members provide an array of short-term counseling and psychological services to University students with problems that interfere with their adjustment to campus life, personal development or effective educational performance. The center provides the following services to students: evaluation, consultation, brief therapy and emergency intervention. Students requiring intensive or specialized care will be referred to community mental health providers. All therapists working in the Counseling Center adhere to federal and state ethical and legal standards and laws concerning confidentiality. Enrolled students can make an appointment by calling 724-938-4056, 8 a.m. to 4 p.m., Monday through Friday, while school is in session. Evening hours may be available by special appointment. After-hours and weekend crisis intervention is facilitated through the Public Safety Department at 724-938-4299.

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 services brochure may be obtained at the Information Desk in the Natali Student Center.

Student Health Services

The Student Health Center is located in the Wellness Center in Carter Hall on the 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, with the exception of limited hours on the weekends, when the University is in session. A staff of registered nurses is on duty during operating hours. A 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.

Office for Students with Disabilities (OSD)

California University of Pennsylvania welcomes otherwise qualified students with disabilities. The University recognizes its responsibility to these students and is committed to providing reasonable accommodations to insure equal access and full participation as guided by Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA/AA).

Students with disabilities follow the same admission procedures and standards as required by California University of Pennsylvania's admissions offices for all students. Questions regarding admission procedures and/or acceptance status should be directed to the Undergraduate Admissions Office 724-938-4404 or to the School of Graduate Studies and Research 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 those 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 state DOT-issued ADA parking credentials displayed. Persons who wish to request a temporary disabled parking permit (six weeks or less) must submit appropriate documentation to the Department of Parking and Transportation, 724-938-4677. Persons with disabilities needing to obtain required DOT-issued credentials can make application to the respective state Department of Transportation in which

the vehicle is licensed. Additional information regarding parking on campus can be found at www.calu.edu/parking.

Inquiries regarding disability access for students should be directed to the Office for Students with Disabilities, Azorsky Hall, Room 105; phone 724-938-5781; e-mail osdmail@calu.edu; OSD website <http://www.calu.edu/current-students/student-services/disability/index.htm>, or use the search word "disability" on the Cal U website, www.calu.edu.

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Tracie Beck, director of Internship Center
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Kathy Gavazzi, executive director of Summer College
Rhonda Gifford, director of career services
Marisa R. Gillis, executive staff assistant to provost
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Douglas Hoover, dean of library services
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Stan Komacek, dean and professor, School of Graduate Studies and Research;
associate provost and vice president for academic affairs
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