2018 SUMMER COLLEGE

SUMMER COURSES TO ADVANCE YOUR EDUCATION AND YOUR CAREER
SUMMER COLLEGE 2018
REGISTRATION BEGINS FEBRUARY 19, 2018

Cal U offers the perfect fit for students looking to gain additional credits.
To make the most of your summer classes, be certain to take the following steps.

SMALL CLASSES
DEDICATED FACULTY
UP-TO-THE-MINUTE TECHNOLOGY
MANY ONLINE COURSES
HOUSING AVAILABLE
EASY TRANSFER OF CREDITS
OVER 100 UNDERGRADUATE COURSES
OVER 100 GRADUATE COURSES

CAL U
REGISTER ONLINE AT CALU.EDU THROUGH THE VIP PORTAL OR
Walk or mail your course registration card to the Office of Academic Records in Dixon Hall, Room 122, beginning February 19, 2018. You also may email your registration from your Cal U email account to summer@calu.edu. Registration will continue until course cancellations are made. See calendar on page 7 for more information. You must be registered and have paid tuition before you can attend class(es).

APPLY FOR FINANCIAL AID
Refer to page 60. For questions regarding financial aid, call 724-938-4415.

PAY YOUR BILL ON TIME
Refer to page 56. For questions regarding your bill, call 724-938-4431.

OBTAIN A CALCARD
The CalCard is your University identification and library access card. CalCards are obtained at the information desk in the Natali Student Center.

This card also allows you access to the fitness center, Vulcan Theatre, and various University activities and services. You may add Shop Dollars to this card for food services and other purchases. For more information, call 724-938-4300.

PARKING ON CAMPUS
Anyone on campus must have a parking permit or use the paid parking garage located behind Manderino Library. For more information regarding parking, please visit calu.edu/parking or call the Department of Parking & Transportation at 724-938-4677.

Summer Registration is now on-line. If you do not have internet access, you may still register in person at the Office of Academic Records. You may also email from your calu email account to summer@calu.edu. For more information, refer to page 64.

Questions? Comments? Don’t guess at the answer. Give our team a call and we will give you the information you need to know. Call 724-938-4407 or email us at summer@calu.edu.

WITHDRAWAL
Withdraw from your class(es) if you decide not to attend California University of PA. Failure to submit written notice of withdrawal will result in a failing grade and a financial liability.

Although you should check with your instructor, academic advisor, or academic department before you withdraw from a course, a discussion with them will not get your course dropped. If you register for class(es) and then decide not to attend California University of Pennsylvania it is your responsibility to initiate the proper paperwork. Do not assume that you will be dropped from the class(es) for nonpayment or because your financial aid was not approved.

Withdrawals are processed based on the date they are received. Please come to the Office of Academic Records, Room 122 in Dixon Hall to complete the appropriate paperwork or you may also email from calu email account to summer@calu.edu. Begin the process as soon as possible, it may save you money (refer to refund policy on page 57). Once 67% of class time has elapsed you may no longer withdraw.
Building Directory

Key to Campus Map

A  Kara Alumni House
B  Eberly Hall and Welcome Center
C  Frich Hall
D  Old Main
E  South Hall
F  Dixon Hall
G  Ascent of Humanity
H  Watkins Hall
I  New Science Hall
J  Vulcan Hall
K  Maintenance Annex C
L  Ceramics Lab
M  The Quad
N  Herron Hall
O  Heating Plant
P  Coover Hall
Q  Noss Hall
R  Pollock Building
S  Helsel Hall
T  Keystone Hall
U  Emeriti Fountain
V  Steele Hall
W  Basketball / Tennis Courts
X  Hamer Hall (Pool & Gymnasium)
Y  Convocation Center
Z  Booker Towers
AA  Duda Hall
BB  Manderino Library
CC  Azorsky Hall
DD  Carter Hall
   - Health & Wellness Center
   - Multicultural Center
EE  Smith Honors Hall
FF  Johnson Hall
GG  Residence Hall B & University Housing Offices
HH  Natali Student Center
II  Residence Hall E
JJ  Guesman Hall
KK  Gallagher Hall
LL  Morgan Hall
MM  Maintenance Annex A
Descriptions for all courses, including special session topics, start on page 32.

Changes to this Summer 2018 catalog may be made on California University of Pennsylvania’s website, calu.edu.
Summer 2018 Academic Calendar

February 19, 2018
Summer College 2018 Registration Begins online through the VIP portal at calu.edu, by mail, email from CALU email account to summer@calu.edu, or in the Office of Academic Records, 122 Dixon Hall.
(Registration procedures are listed on page 64).

May 16 - 18
Special Session Cancellation Decisions

May 21, 2018
Special Session Classes Begin: May 21, 2018 and run at various times throughout May, June, July, and August 10, 2018.
(Undergraduate special session courses start on page 17; Graduate special session courses start on page 28.)

May 28, 2018
Memorial Day – No classes will be held.

May 30 – June 1*
First Five-Week, Ten-Week Cancellation Decisions

June 4, 2018
First Five-Week and Ten-Week Sessions Begin
(Undergraduate first 5-week classes start on page 19; 10-week classes are on page 22; Graduate first 5-week classes are on page 30; 10-week classes are on page 31.)

Grades may be viewed online at calu.edu by following the steps listed below:
- Log in to VIP Portal
- Enter your Cal U Student ID Number and password
- Click the “Academic Info” tab
- Click “Student Grades”

If you have a hold on your account and a current student at Cal U, you can contact the Office of Academic Records at academicrecords@calu.edu or 724-938-4434 to request your grade report. They will mail you a copy only to your CALU email account and if you are a Current Student. Note: your grade report is not an official transcript. An official transcript may be requested for a fee of $3.00 from the Office of Academic Records. If you have a hold, it must be cleared in order to receive a transcript. California University of Pennsylvania (Cal U) or place an order at transcriptsplus.net/order which provides 24-hour hour access to online transcript ordering through a secure website.
A transcript costs $3.00 per copy and Credentials charges a processing fee for each recipient (transcript addressee). Order updates are emailed to you, and you can check your order status and online history. You can order electronic or paper transcripts using a credit card at any time of the day or week. Cal U will process transcript orders from 8 a.m. to 3:30 p.m. Monday through Friday on days the University is open. Order processing times may vary due to the number of orders received daily. Your credit card will be charged at the time of your order. Expedited service can also be ordered for an additional fee. Even if expedited service is ordered, the order will be processed only on days the University is open and between the hours of 8 a.m. and 3:30 p.m. If you have records prior to Fall 2010, there may be a delay in your transcript order as we review your transcript for accuracy.
Requestors are responsible for providing accurate email addresses and confirming that the receiver will accept the electronic transcript as an official document.
Please double-check the intended email address. It is important it has been entered accurately. Transcripts sent to the student will include an “Issued to Student” watermark. A transcript with an Issued to Student watermark may not be considered official. It is the requestor’s responsibility to confirm that the transcript will be accepted as official.
Visit VIP to order a transcript. Login as usual. Click on the Academic Info tab and look for the Credentials Inc. channel.

July 4, 2018
Independence Day – No classes will be held

July 4 - 6*
Second Five-Week Session Cancellation Decisions

July 6, 2018
First Five-Week Session Ends

July 9, 2018
Second Five-Week Session Begins
(Undergraduate second 5-week classes start on page 20; Graduate second 5-week are on page 30.)
Last date to withdrawal from second 5-week class is 4 p.m. on July 31, 2018

August 10, 2018
Ten-Week and Second Five-Week Session Classes End

* Cancellation decisions will be made the week before every session starts. If your class is cancelled you will be contacted by email.

• Last date to withdrawal from 1st five-week class is 4 p.m. on June 26, 2018
• Last date to withdrawal from 10 week class is 4 p.m. on July 19, 2018
Student Services and Activities

**Bookstore**  
Natali Student Center  
Mon. – Fri. 8 a.m. – 4 p.m.  
724-938-4324

**Campus Ministry**  
Natali Student Center, Room 314  
724-938-4573

**Campus Visits/Campus Tours**  
Office of Admissions  
Dixon Hall, Second Floor  
Mon. – Fri. 10 a.m. and 1 p.m.  
724-938-4404, 1-888-412-0479

**Career and Professional Development Center**  
Natali Student Center  
Suite 138  
Room 230  
Mon. – Fri. 8 a.m. – 4 p.m.  
724-938-4413

**Commuter Center and Services**  
Natali Student Center  
Room 123  
Mon. – Thur. 7:30 a.m. – 10 p.m.  
Fri. 7:30 a.m. – 4 p.m.  
724-938-4021

**CUTV (California University Television)**  
Natali Student Center, Media Suite, Room 143  
Pam Delverne  
email: delverne@calu.edu  
724-938-5973  
or  
Gary Smith  
email: smith_gm@calu.edu  
724-938-4330

**Herron Rec and Fitness Center**  
724-938-5907

**Information Desk**  
Lobby of Natali Student Center  
Mon. – Fri. 8 a.m. – 4 p.m.  
724-938-4300

**Library**  
Louis L. Manderino Library  
library.calu.edu  
724-938-4091

**Mathematics Lab**  
Noss 115  
(Hours: When tutor is available)  
Online/Face-to-Face  
724-938-5893

**Office for Students with Disabilities (OSD)**  
Carter Hall G 35  
8 a.m. – 4 p.m.  
Please call for more information  
724-938-4012  
osdmail@calu.edu

**National Student Exchange/Cultural Experiences Abroad**  
John Watkins  
104 Noss Hall  
724-938-1599

**Military & Veterans Affairs**  
Hall E  
Mon. – Fri. 8 a.m. – 4 p.m.  
Evening and weekend hours by appointment  
724-938-4076  
veterans@calu.edu

**Vulcan Theatre**  
First level of Student Center  
724-938-4300

**Women’s Center/End Violence Center**  
Natali Student Center  
Room 117  
Mon. – Fri. 8 a.m. – 4 p.m.  
sai.calu.edu/womenscenter  
724-938-5857

**WCAL (California Radio Station) 91.9 FM**  
Natali Student Center, Media Suite  
Room 143  
Pam Delverne  
email: delverne@calu.edu  
724-938-5973  
or  
Gary Smith  
email: smith_gm@calu.edu  
724-938-4330

**Office of Web Based Programs (Global Online)**  
Third Floor/Eberly Hall  
724-938-5958 or 1-866-595-6348  
calugo@calu.edu

**Internship Center**  
Natali Student Center  
Meaghan Clister, director  
Suite 138  
Mon. – Fri. 8 a.m. – 4 p.m.  
724-938-1578

---

Don’t forget to get your CalCard!

The CalCard Office is located at the Information Desk on the lower level of the Natali Student Center.  
Mon.–Fri., 8 a.m. – 4 p.m.  
Phone: 724-938-4300

Your CalCard can be used for a variety of services:  
- Transit  
- Library  
- Meals  
- Event Admission  
- Fitness Center  
- Entertainment  
- Building Access  
- Shop Dollars  
- Temporary Cards

See website or CalCard brochure for complete details.

Email: calcard@calu.edu  
Website: calu.edu/current-students/student-services/calcard
GET A ROOM

NO MORE THAN 2 PER

BEDROOM + BATHROOM

vulcan village
Our garden-style apartments are just a short distance from campus and offer a number of great amenities from our free shuttle service to campus to an outdoor swimming pool. Plus, you’re guaranteed a private room.

our student housing is best-in-class.
Instead of the same old thing, University Housing offers modern residence halls and apartments that are home to nearly 2,200 students.

residence halls
Cal U’s six residence halls in the heart of campus feature fully furnished units that include all utilities. For your convenience, there are computer labs, study rooms and laundry facilities on every floor.

INCLUDES:
- utilities
- furniture
- live-in staff

calu.edu/housing
Frequently Asked Questions

How do I read a course description? The course listings are arranged to correspond to the information requested on the registration form. Simply follow across the page from left to right and record the data on the registration form.

What does TBA mean? TBA means “to be announced”. For courses with a TBA listing, contact the professor or the department office for further information. Section 001 is on campus, W01 is a web course and G01 is a global online course. GW1 section means both campus students and global online students may register for that course.

How do I cancel my registration? To cancel a course registration you must notify the Office of Academic Records in person or in writing by mail, or email summer@calu.edu from a Cal U email account. The amount of your refund will be determined by the date that the notice is received (see refund information on page 57). Leaving a course, or not attending, without written notification does not constitute an official cancellation/withdrawal and will result in the assignment of an F grade and financial liability for tuition and fees.

How do I drop a class? Students wishing to drop a course may do so online through the VIP portal at calu.edu until the first day class begins. Follow the steps listed below. This process can also be done by completing a schedule adjustment form and returning it to the Office of Academic Records (by mail, by email to summer@calu.edu from a Cal U email account, or in person). You may drop a class online up to the first day of that class without financial or academic penalty. After class starts you must drop the class at the Office of Academic Records. The official drop date, for refund purposes, is determined by the date the schedule adjustment form is received. If you decide you don’t want to remain registered for a class after the first day of that class you must follow the procedure for withdrawing from a course (refer to page 56). There is a financial, and possibly an academic, penalty for withdrawals. The official Drop/Add Period is the first day of each session.

* To drop a course online, visit calu.edu and follow the steps listed below:
  • Login to VIP Portal
  • Enter your Cal U Student ID and your password
  • Click the “Academic Info Tab
  • Choose “Drop/Add Classes”
  • Choose the Summer 2018 term from the drop-down menu
  • Select the drop-down box for the course you would like to drop. Click “submit.”

You cannot drop your entire schedule online. That must be done in the Office of Academic Records.

If I don’t pay my bill by the due date, will I be dropped from my classes? Don’t assume you have been dropped from your classes for nonpayment! Once you are registered for a class, you have incurred a financial obligation. If you choose not to attend, you must officially withdraw in writing (see page 57 for more information on the refund policy). You will be responsible for the bill if you do not officially cancel your registration.

Am I eligible for a refund if I withdraw from a class? Depending on the date of the withdrawal, you may or may not be eligible for a partial refund. Please see the chart on page 57. For more specific information, contact the Office of Student Accounts at 724-938-4431.
How do I add a class? To add a class you must complete an Add Form at the Office of Academic Records, 122 Dixon Hall, send an email from your Cal U email account to summer@calu.edu or go online at calu.edu and use the VIP Portal to add the course. On-line registration will be daily 7 a.m. to 11:30 p.m. daily. (Note: times may vary due to occasional system upgrades.) If you are adding a course online follow the steps listed below:

- Login to calu.edu and click VIP Portal
- Enter your Cal U Student ID and password
- Click the “Academic Info Tab”
- Choose “Drop/Add Classes”
- Choose the Summer 2018 term from the drop-down menu
- Enter the CRN numbers of the sections you have selected and click “submit.”

How do I get into a closed section? If the course you wish to add is closed, contact the Office of Academic Affairs at 724-938-5962 or email summer@calu.edu with the information on the course and request permission to register.

How long do I have to withdrawal from class? Once 67% of class time has elapsed, you may no longer withdraw.

Are there any restrictions on courses I may take during Summer College? Some courses have prerequisites. These are listed in the course descriptions found at the end of the brochure.

Are there a maximum number of credits I can take during the summer? The maximum number of undergraduate credits you can take in the summer is 18 without a signed overload form. However, you will also need an overload form if you would like to take more than 9 credits at any one time (or in overlapping sessions). You may obtain this form from the Office of Academic Records or the office of any undergraduate college’s dean.

How do I challenge a course for credit?

- Obtain a course challenge form from the Academic Records Office, Room 122, Dixon Hall.
- Obtain written permission from the chairperson of the department that offers the course.
- Register for the course and pay tuition and fees for the course.
- Only grades of P (Pass) or F (Fail) will be recorded.
- For more information, contact the Academic Records Office at 724-938-4434.

How do I audit a class? Auditing a class means that you will receive no grade or credit for the course being audited. To audit a course you need to complete the Authorization to Audit Form, which can be obtained from the Office of Academic Records by calling 724-938-4434. This must be done prior to the start of the class.

Can I repeat a course? Yes, any course taken at California University may be repeated. Only the later grade will be counted in the student’s grade-point average (GPA). The original grade will remain on the transcript.

How do I register or apply for admission? See page 64 for specific information on registration and admission procedures.

For veterans and dependents wishing to use VA education benefits during the Summer College session, please contact the Office of Military & Veterans Affairs at 724-938-4076 or email veterans@calu.edu.

Additional policies and procedures can be found in the University catalog. For more information, contact the Office of Academic Affairs at 724-938-5962 or email us at summer@calu.edu.
the $25 nonrefundable fee, submit your official high school transcript and the completed Authorization for High School Students form. Visit us at calu.edu for more details. Look under Information for Prospective Students and click on “Continuing Ed/Visiting.”

**How can I arrange for a campus tour?** Contact the Office of Admissions at 724-938-4404 Monday through Friday from 8 a.m. to 4 p.m., or call the Welcome Center at 724-938-1626.

**Where do I purchase my textbooks for classes?** The Cal U Student Bookstore, located on the second level of the Natali Student Center, offers a variety of services. You can purchase new or used texts and you may even pre-order books before the first week of class. The Cal U Student Bookstore also offers a variety of other items for purchase. Call the bookstore at 724-938-4324 for more information. Access the Cal U bookstore online through the Cal U homepage at calu.edu.

**What is the grade appeal process?** The grade appeal process can be found in the University catalog.

**How do I appeal a nonacademic decision related to Summer College?** To appeal a nonacademic decision regarding Summer College enrollment, you must submit your dated and signed appeal to the Office of Academic Affairs in writing within 30 days after the start date of the course. Appeals received after August 10, 2018 will not be accepted. All appeals will be forwarded to the Executive Director of Summer College, who will give them to a committee for decision. The student will be notified of the final decision by the Office of Academic Affairs.

**Can I register for summer classes if I have been academically dismissed from Cal U?** Any student who has been academically dismissed and wishes to attend Summer College at California University of Pennsylvania must be readmitted by the Office of Student Retention, 103 Noss Hall (724-938-1578). Attach a copy of your readmission letter to your registration card and bring or mail it to the Office of Academic Affairs, 301 Dixon Hall.

**How do I arrange for housing?** Housing is available by contacting University Housing at 724-938-4444. A housing contract will need to be completed. Food service options are also available.

**How do I get a transcript?** A transcript costs $3.00 per copy and Credentials Inc. charges a processing fee for each recipient (transcript addressee.) Order updates are emailed to you and you can also check your order status and history online. You can order electronic or paper transcripts using a credit card at any time of the day or week. Order processing times may vary due to the number of orders received daily. Your credit card will be charged when your order is filled. Expedited service can also be ordered for an additional fee.

Requestors are responsible for providing accurate email addresses and confirming that the receiver will accept the electronic transcript as an official document. Please double-check the intended email address. It is important it has been entered accurately. Transcripts sent to the student will include an “Issued to Student” watermark. A transcript with an “Issued to Student” watermark may not be considered official. It is the requestor’s responsibility to confirm that the transcript will be accepted as official.

If you have records prior to Fall 2010, there may be a delay in your transcript order as we review your transcript for accuracy.

**Current Students**
Visit VIP to order a transcript. Login as usual. Click on the Academic Info tab and look for the Credentials Inc. channel.

**Former Students/Alumni**
To order a transcript, visit https://www.credentials-inc.com/tplus/?ALUMTRO003316 You are required to complete a consent form the first time you access this service, this can add additional time to the processing of your order.

**Are recreational facilities available?** Yes! Your student fees give you access to a wide variety of University recreational facilities. Contact the Recreational Center at 724-938-5907 for more information.

**What do I need to do if I am graduating in August?** Undergraduate and graduate students eligible to graduate in August, 2018 must apply for graduation at the office of their dean before Friday, June 22, 2018. Graduation is not automatic. Eligible students must apply in order to graduate. Failure to apply by June 22, 2018, may result in a delay in graduation.

**Is there a specific process that I should follow if I am registering for an internship?** Yes! Students wishing to register for the first internship session of the summer (May 21 – July 27, 2018) must do so before May 14, 2018. For the second internship session of the summer (June 4 – August 10, 2018) students must register before May 28, 2018. In order to become registered for your internship, you must complete an online internship application/student agreement through InternLink. For more information, please contact the Internship Center at 724-938-1578.

**What is a distance learning course?** Distance learning classes are offered in two ways. They can be web-based or offered as live, interactive, and site-to-site using full-motion compressed video-conferencing equipment. The instructor varies the presentation point throughout the course.
You may register for either site location for the video-conferencing classes. Web-based classes are identified by a W or G in the section code of the course.

**Are additions or changes made to the summer schedule?**
The University reserves the right to postpone, limit enrollment, cancel, split, or combine classes and change instructors and class locations when necessary. Information on courses that have been added to or deleted from the schedule after publication can be obtained from the Office of Academic Affairs (724-938-4407), or check the website calu.edu through the VIP Portal.

**What happens when a course I registered for is cancelled?** Summer College classes are not guaranteed to run. If a course does not have sufficient enrollment, it is cancelled during the week prior to the first class meeting. Registered students will be contacted by phone and Cal U email between a.m. and 4 p.m. and given the option of choosing another class or receiving a refund. Phone numbers in the student information system will be used to make cancellation calls. Please make sure that your phone number in this system is correct. You can check your information on the web at calu.edu.

- Login to calu.edu
- Enter VIP Portal with your CalU Student ID and password
- Click Registration Status
- Choose “View Addresses and phones”
- Update phones (at bottom of form)
- Make changes
- Click the “Submit” button
- To change an address, contact the Office of Academic Records

**If you are registered for a summer class and do not plan to attend, you must officially withdraw:**
- **AFTER REGISTRATION** A formal billing statement and schedule for the Summer semester will be mailed by April 30, 2018, with a due date of May 21, 2018. As soon as billing information is available a channel will be added to VIP from which you will be able to view your charges and make your payment online. Student Account Statements will be mailed to your PERMANENT address on file. To update your Permanent address, you must submit your request in writing to the Office of Student Accounts.

- **If you register for Summer classes but are unable to attend, you must cancel your registration by contacting the Office of Academic Records (undergraduate) or the School of Graduate Studies (graduate) on or before your class begins. If you do not cancel your class before it begins, you will be responsible for the payment of tuition and fees.** ALL drops from class(es) must be completed before class begins for a full refund of any tuition and fees paid. You cannot drop all of your courses via VIP, you must contact either Academic Records or Graduate Studies via phone, fax, or email.

- **After your class begins,** tuition refunds will be prorated for **COMPLETE WITHDRAWALS ONLY.** For exact information on prorated amounts and/or information about withdrawals from sub-term (shorter sessions), please contact the Office of Student Accounts.

**Where can I obtain information about disability accommodations?** 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 ensure access and participation as guided by Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA). Requests for accommodation should be submitted directly to the Office for Students with Disabilities (OSD). Students requesting accommodations must provide OSD with documentation to substantiate the request. Students with disabilities follow the same admission procedures and standards as required for all students by California University of Pennsylvania’s Admissions Office. Questions regarding admission procedures and acceptance status should be directed to the Admissions Office at 724-938-4404. For information regarding OSD and reasonable accommodations, visit the OSD website, http://sai.calu.edu/osd, call 724-938-5781 or email osdmail@calu.edu.
Important Information for Online Students

All online instructors use California University email accounts to correspond with their students. Please go to calu.edu, click on Quick Links, then click and Get Your Campus Network Username. Follow the instructions to obtain your Campus Network User ID (username) and password. All email from professors regarding online courses will be done using Cal U email accounts.

Desire2Learn

Desire2Learn (D2L) is the online learning tool used at California University of Pennsylvania.

http://d2l.calu.edu/

This site contains all updated information regarding D2L.

To log in: calu.edu

- Click on VIP in the left hand menu.
- Your username will be the first part of your Cal U student email address.
  Example: If abc1234@calu.edu is your email, your username is: abc1234
- Your password is the same as the password for your Cal U student email address.

- Once logged in to VIP, click the “Academic Info” tab. Inside this tab you will find a large Desire2Learn button. Click the button to enter D2L.
- Your courses will appear in the “My Courses” widget. You will not be able to access your course until the first day of class.

Alternate Login:
In the event that VIP is down or you have difficulty with VIP, we have an alternate access point for Desire2Learn: https://calu.desire2learn.com/

You will use the same login credentials listed above.

System Check for technical requirements:
calu.desire2learn.com/d2l/tools/system_check/systemcheck.asp?ou=6618
The following courses will be offered online. For course requirements, contact the instructor via email. All students must use their Cal U email and User ID account. Contact the Office of Academic Affairs for general questions at 724-938-5962. Contact the Graduate School at 724-938-4187 or Cal U Global Online at 724-938-5958. Billing Dates/Refunds for Web-Based Courses: The published start/end dates will be used to calculate billing dates and refund amounts for all online courses, regardless of when the actual class work was begun or finished.

<table>
<thead>
<tr>
<th>Code/Section #/Title</th>
<th>Section</th>
<th>Credits</th>
<th>Session</th>
<th>Email</th>
<th>Instructor</th>
<th>CRN #</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 200 Financial Accounting</td>
<td>W01</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:chicarelli@calu.edu">chicarelli@calu.edu</a></td>
<td>Joshua Chicarelli</td>
<td>20191</td>
</tr>
<tr>
<td>ACC 711 Managerial Accounting</td>
<td>GW1</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:roberts@calu.edu">roberts@calu.edu</a></td>
<td>Clyde Roberts</td>
<td>20033</td>
</tr>
<tr>
<td>ADP 621 Curr Ldrship-Stand Align Sys</td>
<td>G00</td>
<td>3</td>
<td>1st</td>
<td></td>
<td>Staff</td>
<td>20156</td>
</tr>
<tr>
<td>ADP 626 Instructional Lead &amp; Strat-Inclusion Class</td>
<td>G00</td>
<td>3</td>
<td>1st</td>
<td>Staff</td>
<td>20154</td>
<td>20158</td>
</tr>
<tr>
<td>ADP 641 School Community Seminar</td>
<td>G00</td>
<td>3</td>
<td>2nd</td>
<td></td>
<td>Staff</td>
<td>20157</td>
</tr>
<tr>
<td>ADP 647 Orientation &amp; Assessment</td>
<td>G00</td>
<td>3</td>
<td>2nd</td>
<td></td>
<td>Staff</td>
<td>20158</td>
</tr>
<tr>
<td>ANT 100 Intro to Anthropology</td>
<td>W01</td>
<td>3</td>
<td>1st</td>
<td></td>
<td>Nass, John</td>
<td>20324</td>
</tr>
<tr>
<td>ARB 102 Elementary Arabic II</td>
<td>GW1</td>
<td>3</td>
<td>10wk</td>
<td></td>
<td>Staff</td>
<td>20162</td>
</tr>
<tr>
<td>ARB 401 Intro ARB Linguistics</td>
<td>GW1</td>
<td>3</td>
<td>10wk</td>
<td></td>
<td>Staff</td>
<td>20163</td>
</tr>
<tr>
<td>ARB 402 Arabic Translation</td>
<td>GW1</td>
<td>3</td>
<td>10wk</td>
<td></td>
<td>Staff</td>
<td>20164</td>
</tr>
<tr>
<td>ART 109 Landmarks of World Art</td>
<td>W01</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:persinger@calu.edu">persinger@calu.edu</a></td>
<td>Persinger, Cynthia</td>
<td>20167</td>
</tr>
<tr>
<td>AST 760 Bio,Chem,Nuclear,WMD in HLS</td>
<td>GW1</td>
<td>3</td>
<td>July</td>
<td><a href="mailto:scypthers@calu.edu">scypthers@calu.edu</a></td>
<td>Bryan Scypthers</td>
<td>20103</td>
</tr>
<tr>
<td>ATE 340 Sports Nutrition</td>
<td>W01</td>
<td>3</td>
<td>1st</td>
<td><a href="mailto:lyles@calu.edu">lyles@calu.edu</a></td>
<td>Ayanna Lyles</td>
<td>20025</td>
</tr>
<tr>
<td>ATE 800 Res Meth in Allied Health Science</td>
<td>W01</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:dicesaro@calu.edu">dicesaro@calu.edu</a></td>
<td>Shelly DiCesaro</td>
<td>20098</td>
</tr>
<tr>
<td>BUS 100 Intro to Business</td>
<td>W01</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:roberts@calu.edu">roberts@calu.edu</a></td>
<td>Clyde Roberts</td>
<td>20228</td>
</tr>
<tr>
<td>BUS 242 Business Law I</td>
<td>W01</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:schwerha@calu.edu">schwerha@calu.edu</a></td>
<td>Joseph Schwerha</td>
<td>20249</td>
</tr>
<tr>
<td>BUS 342 Bus Society &amp; Government</td>
<td>W01</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:schwerha@calu.edu">schwerha@calu.edu</a></td>
<td>Joseph Schwerha</td>
<td>20250</td>
</tr>
<tr>
<td>BUS 771 Quantitative Methods</td>
<td>GW1</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:hettler@calu.edu">hettler@calu.edu</a></td>
<td>Paul Hettler</td>
<td>20034</td>
</tr>
<tr>
<td>BUS 782 Forecast and Predictive Model</td>
<td>GW1</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:hettler@calu.edu">hettler@calu.edu</a></td>
<td>Paul Hettler</td>
<td>20035</td>
</tr>
<tr>
<td>CED 760 Gambling Addiction</td>
<td>GW1</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:massella@calu.edu">massella@calu.edu</a></td>
<td>John Massella</td>
<td>20058</td>
</tr>
<tr>
<td>CED 761 Addiction and the Family</td>
<td>GW1</td>
<td>3</td>
<td>10wk</td>
<td></td>
<td>Staff</td>
<td>20070</td>
</tr>
<tr>
<td>CED 762 Assess/Eval Sub use Disorders</td>
<td>GW1</td>
<td>3</td>
<td>1st</td>
<td><a href="mailto:kumpf@calu.edu">kumpf@calu.edu</a></td>
<td>Kevin Kumpf</td>
<td>20057</td>
</tr>
<tr>
<td>CED 770 Spirit, Ethnic, Religious Values</td>
<td>GW1</td>
<td>3</td>
<td>1st</td>
<td><a href="mailto:pecosh_m@calu.edu">pecosh_m@calu.edu</a></td>
<td>Michael Pecosh</td>
<td>20067</td>
</tr>
<tr>
<td>CED 771 Ap Spirit, Ethnic, Religious Counsel</td>
<td>GW1</td>
<td>3</td>
<td>2nd</td>
<td><a href="mailto:eilason@calu.edu">eilason@calu.edu</a></td>
<td>Grafton Elason</td>
<td>20387</td>
</tr>
<tr>
<td>CED 780 Issues/Teaching-Counseling Athletes</td>
<td>GW1</td>
<td>3</td>
<td>May</td>
<td></td>
<td>Staff</td>
<td>20066</td>
</tr>
<tr>
<td>CED 781 Sports Counseling Programming</td>
<td>GW1</td>
<td>3</td>
<td>1st</td>
<td></td>
<td>Staff</td>
<td>20064</td>
</tr>
<tr>
<td>CED 783 Counsel/Advise Ath Dth/Grief</td>
<td>GW1</td>
<td>3</td>
<td>2nd</td>
<td></td>
<td>Staff</td>
<td>20063</td>
</tr>
<tr>
<td>CIS 110 Intro to Information Systems</td>
<td>W01</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:delorenzo@calu.edu">delorenzo@calu.edu</a></td>
<td>Gary DeLorenzo</td>
<td>20199</td>
</tr>
<tr>
<td>CIS 341 CISCO CCNA I</td>
<td>GW1</td>
<td>4</td>
<td>10wk</td>
<td><a href="mailto:kovalchick@calu.edu">kovalchick@calu.edu</a></td>
<td>Lisa Kovalchick</td>
<td>20207</td>
</tr>
<tr>
<td>COM 101 Oral Communication</td>
<td>W00</td>
<td>3</td>
<td>10wk</td>
<td></td>
<td>Staff</td>
<td>20137</td>
</tr>
<tr>
<td>COM 101 Oral Communication</td>
<td>X00</td>
<td>3</td>
<td>1st</td>
<td></td>
<td>Staff</td>
<td>20383</td>
</tr>
<tr>
<td>COM 275 Art of Film</td>
<td>W01</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:foili@calu.edu">foili@calu.edu</a></td>
<td>Sylvia Foil</td>
<td>20166</td>
</tr>
<tr>
<td>CRM 720 Research Meth in Criminology</td>
<td>GW1</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:hummel@calu.edu">hummel@calu.edu</a></td>
<td>Michael Hummel</td>
<td>20072</td>
</tr>
<tr>
<td>CRM 820 Ethics &amp; Legal Aspects Criminology</td>
<td>GW1</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:warnick@calu.edu">warnick@calu.edu</a></td>
<td>Julie Warnick</td>
<td>20073</td>
</tr>
<tr>
<td>CRM 840 Equivocal Death Analysis</td>
<td>GW1</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:cenicch@calu.edu">cenicch@calu.edu</a></td>
<td>John Cenicch</td>
<td>20076</td>
</tr>
<tr>
<td>CRM 855 Applied Research in Criminology</td>
<td>GW1</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:alkhattar@calu.edu">alkhattar@calu.edu</a></td>
<td>Aref Al-Khattar</td>
<td>20075</td>
</tr>
<tr>
<td>CRM 870 Special Topics in Criminology</td>
<td>GW1</td>
<td>3</td>
<td>1st</td>
<td><a href="mailto:cenicch@calu.edu">cenicch@calu.edu</a></td>
<td>John Cenicch</td>
<td>20071</td>
</tr>
<tr>
<td>CRS 720 Socio-Cult Approach Id Conflict</td>
<td>GW1</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:sweitzert@calu.edu">sweitzert@calu.edu</a></td>
<td>Emily Sweitzert</td>
<td>20120</td>
</tr>
<tr>
<td>CRS 750 Communication and Conflict Mgt</td>
<td>GW1</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:jasko@calu.edu">jasko@calu.edu</a></td>
<td>Susan Jasko</td>
<td>20121</td>
</tr>
<tr>
<td>CRS 760 App Mediation and Negotiation</td>
<td>GW1</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:ross@calu.edu">ross@calu.edu</a></td>
<td>Beverly Ross</td>
<td>20122</td>
</tr>
<tr>
<td>CSC 101 Personal Productivity Software</td>
<td>W01</td>
<td>3</td>
<td>May</td>
<td><a href="mailto:delorenzo@calu.edu">delorenzo@calu.edu</a></td>
<td>Gary DeLorenzo</td>
<td>20203</td>
</tr>
<tr>
<td>DMA 092 Intro Algebra</td>
<td>W01</td>
<td>3</td>
<td>July</td>
<td><a href="mailto:novak@calu.edu">novak@calu.edu</a></td>
<td>George Novak</td>
<td>20201</td>
</tr>
<tr>
<td>EAS 105 Extreme Weather</td>
<td>W01</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:majcen@calu.edu">majcen@calu.edu</a></td>
<td>Maria Majcen</td>
<td>20238</td>
</tr>
<tr>
<td>EAS 150 Intro to Geology</td>
<td>W01</td>
<td>4</td>
<td>10wk</td>
<td><a href="mailto:fredrick@calu.edu">fredrick@calu.edu</a></td>
<td>Kyle Fredrick</td>
<td>20239</td>
</tr>
<tr>
<td>EAS 315 Surface Geology for Land Mgt</td>
<td>GW1</td>
<td>3</td>
<td>1st</td>
<td><a href="mailto:fredrick@calu.edu">fredrick@calu.edu</a></td>
<td>Kyle Fredrick</td>
<td>20138</td>
</tr>
<tr>
<td>EAS 316 Subsurface Geology for Land Mgr</td>
<td>GW1</td>
<td>3</td>
<td>2nd</td>
<td><a href="mailto:harris_d@calu.edu">harris_d@calu.edu</a></td>
<td>Daniel Harris</td>
<td>20139</td>
</tr>
<tr>
<td>ECO 201 Principles of Microeconomics</td>
<td>GW1</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:hettler@calu.edu">hettler@calu.edu</a></td>
<td>Paul Hettler</td>
<td>20192</td>
</tr>
<tr>
<td>ECO 202 Principles of Macroeconomics</td>
<td>W01</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:cole@calu.edu">cole@calu.edu</a></td>
<td>Ismail Cole</td>
<td>20193</td>
</tr>
<tr>
<td>ECO 716 Applied Economic Analysis</td>
<td>W01</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:cole@calu.edu">cole@calu.edu</a></td>
<td>Ismail Cole</td>
<td>20031</td>
</tr>
<tr>
<td>EDE 701 Stand Aligned Cur, Asses, Inst</td>
<td>GW1</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:maddas@calu.edu">maddas@calu.edu</a></td>
<td>Rebecca Maddas</td>
<td>20044</td>
</tr>
<tr>
<td>EDP 600 Stat Methods</td>
<td>GW1</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:boukaabar@calu.edu">boukaabar@calu.edu</a></td>
<td>Kaddour Boukaabar</td>
<td>20108</td>
</tr>
<tr>
<td>EDU 310 Teaching Multicultural Society</td>
<td>W01</td>
<td>3</td>
<td>1st</td>
<td><a href="mailto:perrotti@calu.edu">perrotti@calu.edu</a></td>
<td>Michael Perrotti</td>
<td>20382</td>
</tr>
<tr>
<td>EDU 650 Support Eng Lang Learners</td>
<td>GW1</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:morrisrutledge@calu.edu">morrisrutledge@calu.edu</a></td>
<td>Rutledge, Susan</td>
<td>20142</td>
</tr>
<tr>
<td>EDU 704 Eng as 2nd Language</td>
<td>GW1</td>
<td>3</td>
<td>10wk</td>
<td></td>
<td>Staff</td>
<td>20268</td>
</tr>
<tr>
<td>EDU 712 Content Instr &amp; Asses PK-12</td>
<td>GW1</td>
<td>3</td>
<td>10wk</td>
<td></td>
<td>Staff</td>
<td>20269</td>
</tr>
</tbody>
</table>
### Online Courses

<table>
<thead>
<tr>
<th>Code/Section #/Title</th>
<th>Section</th>
<th>Credits</th>
<th>Session</th>
<th>Email</th>
<th>Instructor</th>
<th>CRN #</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELE 703 Field Experience</td>
<td>W01</td>
<td>3</td>
<td>June</td>
<td><a href="mailto:fine@calu.edu">fine@calu.edu</a></td>
<td>Diane Fine</td>
<td>20045</td>
</tr>
<tr>
<td>ENG 101 English Comp I</td>
<td>W00</td>
<td>3</td>
<td>10wk</td>
<td>Staff</td>
<td>20001</td>
<td></td>
</tr>
<tr>
<td>ENG 102 English Comp II</td>
<td>W00</td>
<td>3</td>
<td>10wk</td>
<td>Staff</td>
<td>20180</td>
<td></td>
</tr>
<tr>
<td>ENG 217 Science &amp; Tech Writ</td>
<td>W01</td>
<td>3</td>
<td>10wk</td>
<td>Staff</td>
<td>20180</td>
<td></td>
</tr>
<tr>
<td>ENP 705 Entrepreneurial Finance</td>
<td>GW1</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:li_n@calu.edu">li_n@calu.edu</a></td>
<td>Nan Li</td>
<td>20036</td>
</tr>
<tr>
<td>ESP 210 SpEd Found Collab</td>
<td>W01</td>
<td>3</td>
<td>May</td>
<td><a href="mailto:seman@calu.edu">seman@calu.edu</a></td>
<td>Mary Seman</td>
<td>20366</td>
</tr>
<tr>
<td>ESP 606 Transition Planning and Instruction</td>
<td>W01</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:burton@calu.edu">burton@calu.edu</a></td>
<td>James Burton</td>
<td>20028</td>
</tr>
<tr>
<td>ESP 610 Spec Ed Foundations Collab</td>
<td>W01</td>
<td>3</td>
<td>1st</td>
<td><a href="mailto:kossar@calu.edu">kossar@calu.edu</a></td>
<td>Katie Kossar</td>
<td>20136</td>
</tr>
<tr>
<td>ESP 612 Evidenced Based Practice Elem Inclusion</td>
<td>W01</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:kight@calu.edu">kight@calu.edu</a></td>
<td>Jason Kight</td>
<td>20131</td>
</tr>
<tr>
<td>ESP 701 Intro to Behavioral Analysis</td>
<td>W01</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:michem_k@calu.edu">michem_k@calu.edu</a></td>
<td>Katherine Mitchem</td>
<td>20130</td>
</tr>
<tr>
<td>ESP 743 Navigating Soc World: ASD</td>
<td>W01</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:burton@calu.edu">burton@calu.edu</a></td>
<td>James Burton</td>
<td>20132</td>
</tr>
<tr>
<td>ENG 101 English Comp I</td>
<td>W00</td>
<td>3</td>
<td>10wk</td>
<td>Staff</td>
<td>20001</td>
<td></td>
</tr>
<tr>
<td>ENG 102 English Comp II</td>
<td>W00</td>
<td>3</td>
<td>10wk</td>
<td>Staff</td>
<td>20180</td>
<td></td>
</tr>
<tr>
<td>ENG 217 Science &amp; Tech Writ</td>
<td>W01</td>
<td>3</td>
<td>10wk</td>
<td>Staff</td>
<td>20180</td>
<td></td>
</tr>
<tr>
<td>ENP 705 Entrepreneurial Finance</td>
<td>GW1</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:li_n@calu.edu">li_n@calu.edu</a></td>
<td>Nan Li</td>
<td>20036</td>
</tr>
<tr>
<td>ESP 750 Concepts, Principles, Assess ABA</td>
<td>W01</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:heh@calu.edu">heh@calu.edu</a></td>
<td>Peter Heh</td>
<td>20134</td>
</tr>
<tr>
<td>FIT 100 Intro to Fitness</td>
<td>G00</td>
<td>3</td>
<td>1st</td>
<td>Staff</td>
<td>20017</td>
<td></td>
</tr>
<tr>
<td>FIT 125 Fund of Speed Training</td>
<td>G00</td>
<td>3</td>
<td>2nd</td>
<td>Staff</td>
<td>20009</td>
<td></td>
</tr>
<tr>
<td>GEO 100 Intro to Geography</td>
<td>W01</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:mueller@calu.edu">mueller@calu.edu</a></td>
<td>Thomas Mueller</td>
<td>20183</td>
</tr>
<tr>
<td>GEO 277 Casinos &amp; Gaming Entertainment</td>
<td>W01</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:ryan@calu.edu">ryan@calu.edu</a></td>
<td>Susan Ryan</td>
<td>20181</td>
</tr>
<tr>
<td>GIS 311 Geographic Information Systems</td>
<td>GW1</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:mueller@calu.edu">mueller@calu.edu</a></td>
<td>Thomas Mueller</td>
<td>20185</td>
</tr>
<tr>
<td>HIS 347 Race &amp; Ethnicity in US</td>
<td>W01</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:tuennerman@calu.edu">tuennerman@calu.edu</a></td>
<td>Laura Tuennerman</td>
<td>20233</td>
</tr>
<tr>
<td>HIS 749 Navigating Soc World: ASD</td>
<td>W01</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:slaven@calu.edu">slaven@calu.edu</a></td>
<td>Michael Slaven</td>
<td>20032</td>
</tr>
<tr>
<td>HIS 110 Human Anatomy &amp; Phys I</td>
<td>G00</td>
<td>4</td>
<td>1st</td>
<td>Staff</td>
<td>20024</td>
<td></td>
</tr>
<tr>
<td>HSC 115 Current Health Issues</td>
<td>GW1</td>
<td>3</td>
<td>2nd</td>
<td><a href="mailto:lyles@calu.edu">lyles@calu.edu</a></td>
<td>Ayanna Lyles</td>
<td>20021</td>
</tr>
<tr>
<td>HSC 120 Human Anatomy &amp; Phys II</td>
<td>G00</td>
<td>4</td>
<td>2nd</td>
<td>Staff</td>
<td>20019</td>
<td></td>
</tr>
<tr>
<td>JUR 310 Medieval Jurisprudence</td>
<td>GW1</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:govern@calu.edu">govern@calu.edu</a></td>
<td>Kevin Govern</td>
<td>20246</td>
</tr>
<tr>
<td>JUR 320 Anglo - American Jurisprudence</td>
<td>GW1</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:smith_d@calu.edu">smith_d@calu.edu</a></td>
<td>David Smith</td>
<td>20186</td>
</tr>
<tr>
<td>JUS 101 Intro to Justice Studies</td>
<td>GW1</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:hsi@calu.edu">hsi@calu.edu</a></td>
<td>Raymond Hsi@</td>
<td>20186</td>
</tr>
<tr>
<td>JUS 305 International Criminal Justice</td>
<td>GW1</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:hummel@calu.edu">hummel@calu.edu</a></td>
<td>Michael Hummel</td>
<td>20169</td>
</tr>
<tr>
<td>JUS 429 Terrorism</td>
<td>GW1</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:alkhattar@calu.edu">alkhattar@calu.edu</a></td>
<td>Aref Al-Khattar</td>
<td>20168</td>
</tr>
<tr>
<td>LAW 300 Paralegal Profession</td>
<td>GW1</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:hoit@calu.edu">hoit@calu.edu</a></td>
<td>Miranda Hoit</td>
<td>20183</td>
</tr>
<tr>
<td>LAW 320 Litigation Trial Methods</td>
<td>GW1</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:illari@calu.edu">illari@calu.edu</a></td>
<td>Derek Ii</td>
<td>20184</td>
</tr>
<tr>
<td>LAW 350 Real Estate Law</td>
<td>GW1</td>
<td>3</td>
<td>July</td>
<td><a href="mailto:vennum@calu.edu">vennum@calu.edu</a></td>
<td>Michael Vennum</td>
<td>20185</td>
</tr>
<tr>
<td>MAT 100 Fund of Mathematics</td>
<td>W01</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:hess@calu.edu">hess@calu.edu</a></td>
<td>Barbara Hess</td>
<td>20196</td>
</tr>
<tr>
<td>MAT 120 Elementary Topics in Math I</td>
<td>W01</td>
<td>3</td>
<td>May</td>
<td><a href="mailto:benbourenane@calu.edu">benbourenane@calu.edu</a></td>
<td>Mohamed Benbourenane</td>
<td>20206</td>
</tr>
<tr>
<td>MAT 130 Elementary Topics in Math II</td>
<td>W01</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:novak@calu.edu">novak@calu.edu</a></td>
<td>George Novak</td>
<td>20020</td>
</tr>
<tr>
<td>MAT 181 College Algebra</td>
<td>W01</td>
<td>3</td>
<td>May</td>
<td><a href="mailto:Junes@calu.edu">Junes@calu.edu</a></td>
<td>Leandro Junes</td>
<td>20205</td>
</tr>
<tr>
<td>MAT 191 College Trig</td>
<td>W01</td>
<td>3</td>
<td>July</td>
<td><a href="mailto:hsi@calu.edu">hsi@calu.edu</a></td>
<td>Michael Hsi</td>
<td>20208</td>
</tr>
<tr>
<td>MAT 195 Discrete Structures</td>
<td>GW1</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:habeeb@calu.edu">habeeb@calu.edu</a></td>
<td>Maggie Habeen</td>
<td>20209</td>
</tr>
<tr>
<td>MAT 205 Statistics for Health/Social Sciences</td>
<td>W01</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:soyak@calu.edu">soyak@calu.edu</a></td>
<td>Melissa Sovak</td>
<td>20210</td>
</tr>
<tr>
<td>MAT 215 Statistics</td>
<td>GW1</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:benbourenane@calu.edu">benbourenane@calu.edu</a></td>
<td>Mohamed Benbourenane</td>
<td>20200</td>
</tr>
<tr>
<td>MAT 225 Business Statistics</td>
<td>GW1</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:benbourenane@calu.edu">benbourenane@calu.edu</a></td>
<td>Mohamed Benbourenane</td>
<td>20200</td>
</tr>
<tr>
<td>MAT 281 Calculus I</td>
<td>GW1</td>
<td>3</td>
<td>May</td>
<td><a href="mailto:Junes@calu.edu">Junes@calu.edu</a></td>
<td>Leandro Junes</td>
<td>20204</td>
</tr>
<tr>
<td>MAT 282 Calculus II</td>
<td>W01</td>
<td>3</td>
<td>July</td>
<td><a href="mailto:habeeb@calu.edu">habeeb@calu.edu</a></td>
<td>Maggie Habeen</td>
<td>20187</td>
</tr>
<tr>
<td>MGT 300 Principles of Management</td>
<td>W01</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:lennon@calu.edu">lennon@calu.edu</a></td>
<td>Mark Lennon</td>
<td>20231</td>
</tr>
<tr>
<td>MGT 301 Organizational Behavior</td>
<td>W01</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:michaels@calu.edu">michaels@calu.edu</a></td>
<td>John Michaels</td>
<td>20229</td>
</tr>
<tr>
<td>MGT 352 Human Resource Management</td>
<td>W01</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:adam@calu.edu">adam@calu.edu</a></td>
<td>Stephanie Adam</td>
<td>20248</td>
</tr>
<tr>
<td>MGT 371 Mgt Information System</td>
<td>W01</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:chawdhry_a@calu.edu">chawdhry_a@calu.edu</a></td>
<td>Adnan Chawdhry</td>
<td>20257</td>
</tr>
<tr>
<td>MGT 402 Strategic Management</td>
<td>W01</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:serfin@calu.edu">serfin@calu.edu</a></td>
<td>Louise Serafin</td>
<td>20247</td>
</tr>
<tr>
<td>MGT 452 Hum Res Strategic &amp; Planning</td>
<td>W01</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:serfin@calu.edu">serfin@calu.edu</a></td>
<td>Louise Serafin</td>
<td>20230</td>
</tr>
<tr>
<td>MGT 771 Management Info Systems</td>
<td>GW1</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:chawdhry_a@calu.edu">chawdhry_a@calu.edu</a></td>
<td>Adnan Chawdhry</td>
<td>20195</td>
</tr>
<tr>
<td>MKT 300 Principles of Marketing</td>
<td>W01</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:lazorchak@calu.edu">lazorchak@calu.edu</a></td>
<td>Shirley Lazorchak</td>
<td>20254</td>
</tr>
<tr>
<td>MKT 401 Marketing Management</td>
<td>W01</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:larosa@calu.edu">larosa@calu.edu</a></td>
<td>Richard LaRosa</td>
<td>20255</td>
</tr>
<tr>
<td>MKT 421 Consumer Behavior</td>
<td>W01</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:larosa@calu.edu">larosa@calu.edu</a></td>
<td>Richard LaRosa</td>
<td>20265</td>
</tr>
<tr>
<td>MSE 645 Tech in 7-12 Education</td>
<td>GW1</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:hoit@calu.edu">hoit@calu.edu</a></td>
<td>Miranda Hoit</td>
<td>20184</td>
</tr>
<tr>
<td>MSE 646 Assessments and Interv 7 - 12</td>
<td>GW1</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:hepner@calu.edu">hepner@calu.edu</a></td>
<td>Keith Hepner</td>
<td>20149</td>
</tr>
<tr>
<td>MSE 651 Methods of English</td>
<td>GW1</td>
<td>3</td>
<td>10wk</td>
<td>Staff</td>
<td>20143</td>
<td></td>
</tr>
<tr>
<td>MSE 652 Methods of Mathematics</td>
<td>GW1</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:hsi@calu.edu">hsi@calu.edu</a></td>
<td>Barbara Hess</td>
<td>20144</td>
</tr>
<tr>
<td>MSE 653 Methods of Science</td>
<td>GW1</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:zisk@calu.edu">zisk@calu.edu</a></td>
<td>Joseph Zisk</td>
<td>20145</td>
</tr>
<tr>
<td>Code/Section #/Title</td>
<td>Section</td>
<td>Credits</td>
<td>Session</td>
<td>Email</td>
<td>Instructor</td>
<td>CRN #</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>---------</td>
<td>---------</td>
<td>-----------</td>
<td>---------------------</td>
<td>-------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>MSE 654 Methods Social Studies Teaching</td>
<td>GW1</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:perrotti@calu.edu">perrotti@calu.edu</a></td>
<td>Michael Perrotti</td>
<td>20146</td>
</tr>
<tr>
<td>MSE 655 Methods Art Teach K-12</td>
<td>GW1</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:mohney@calu.edu">mohney@calu.edu</a></td>
<td>Susan Mohney</td>
<td>20147</td>
</tr>
<tr>
<td>MSE 656 Methods for language Teaching</td>
<td>GW1</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:monroe@calu.edu">monroe@calu.edu</a></td>
<td>Connie Monroe</td>
<td>20153</td>
</tr>
<tr>
<td>MSE 720 Adv Standards-Aligned Instruction</td>
<td>GW1</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:hepner@calu.edu">hepner@calu.edu</a></td>
<td>Keith Hepner</td>
<td>20155</td>
</tr>
<tr>
<td>MSE 755 Construct Instructional Strategy</td>
<td>GW1</td>
<td>3</td>
<td>10wk</td>
<td></td>
<td></td>
<td>20379</td>
</tr>
<tr>
<td>MUS 100 Intro to Music</td>
<td>W01</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:ikach@calu.edu">ikach@calu.edu</a></td>
<td>Yugo Ikach</td>
<td>20161</td>
</tr>
<tr>
<td>NUR 228 Nutrition for Nurses</td>
<td>GW1</td>
<td>3</td>
<td>1st</td>
<td></td>
<td>Staff</td>
<td>20213</td>
</tr>
<tr>
<td>NUR 350 Health Assessment</td>
<td>G00</td>
<td>3</td>
<td>2nd</td>
<td></td>
<td>Staff</td>
<td>20216</td>
</tr>
<tr>
<td>NUR 375 Ldrshp &amp; Change Nursing</td>
<td>G00</td>
<td>6</td>
<td>10wk</td>
<td></td>
<td>Staff</td>
<td>20212</td>
</tr>
<tr>
<td>NUR 420 Nursing Informatics</td>
<td>G00</td>
<td>3</td>
<td>1st</td>
<td></td>
<td>Staff</td>
<td>20215</td>
</tr>
<tr>
<td>NUR 450 Trends &amp; Issues Nursing</td>
<td>G00</td>
<td>3</td>
<td>1st</td>
<td></td>
<td>Staff</td>
<td>20217</td>
</tr>
<tr>
<td>NUR 475 Community Health Nursing</td>
<td>G00</td>
<td>6</td>
<td>10wk</td>
<td></td>
<td>Staff</td>
<td>20214</td>
</tr>
<tr>
<td>NUR 602 Health policy in Nursing</td>
<td>G00</td>
<td>3</td>
<td>1st</td>
<td></td>
<td>Staff</td>
<td>20112</td>
</tr>
<tr>
<td>NUR 604 Population Health Prom-Dis Prev</td>
<td>G00</td>
<td>3</td>
<td>2nd</td>
<td></td>
<td>Staff</td>
<td>20111</td>
</tr>
<tr>
<td>PHI 200 World Religions</td>
<td>W01</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:shaffer_n@calu.edu">shaffer_n@calu.edu</a></td>
<td>Nancy Shaffer</td>
<td>20384</td>
</tr>
<tr>
<td>POS 300 Public Policy</td>
<td>W01</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:blumberg@calu.edu">blumberg@calu.edu</a></td>
<td>Melanie Blumberg</td>
<td>20244</td>
</tr>
<tr>
<td>PRF 700 Orientation Ex Sci &amp; Health Prom</td>
<td>G00</td>
<td>3</td>
<td>2nd</td>
<td></td>
<td>Staff</td>
<td>20086</td>
</tr>
<tr>
<td>PRF 701 SAQ and End Training</td>
<td>G00</td>
<td>3</td>
<td>2nd</td>
<td></td>
<td>Staff</td>
<td>20088</td>
</tr>
<tr>
<td>PRF 705 Ind Clin Corp Wellness</td>
<td>G00</td>
<td>3</td>
<td>1st</td>
<td></td>
<td>Staff</td>
<td>20077</td>
</tr>
<tr>
<td>PRF 713 Spec Top Spat Psych</td>
<td>GW1</td>
<td>3</td>
<td>2nd</td>
<td></td>
<td>Staff</td>
<td>20316</td>
</tr>
<tr>
<td>PRF 715 Bus Entr Fit Ind</td>
<td>G00</td>
<td>3</td>
<td>1st</td>
<td></td>
<td>Staff</td>
<td>20080</td>
</tr>
<tr>
<td>PRF 765 Nut for Peak Performance</td>
<td>G00</td>
<td>3</td>
<td>1st</td>
<td></td>
<td>Staff</td>
<td>20081</td>
</tr>
<tr>
<td>PRF 765 Nut for Peak Performance</td>
<td>XG0</td>
<td>3</td>
<td>2nd</td>
<td></td>
<td>Staff</td>
<td>20082</td>
</tr>
<tr>
<td>PRF 780 Current Top Performance Enhancement</td>
<td>G00</td>
<td>3</td>
<td>2nd</td>
<td></td>
<td>Staff</td>
<td>20083</td>
</tr>
<tr>
<td>PRF 781 Current Topics Fitness/Wellness</td>
<td>G00</td>
<td>3</td>
<td>2nd</td>
<td></td>
<td>Staff</td>
<td>20084</td>
</tr>
<tr>
<td>PRF 782 Current Topics in Rehab</td>
<td>G00</td>
<td>3</td>
<td>2nd</td>
<td></td>
<td>Staff</td>
<td>20085</td>
</tr>
<tr>
<td>PSA 611 Optimization and Oper Res I</td>
<td>GW1</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:boukaabar@calu.edu">boukaabar@calu.edu</a></td>
<td>Kaddour Boukaabar</td>
<td>20106</td>
</tr>
<tr>
<td>PSA 715 Advanced Times Ser and Stoch Proc</td>
<td>GW1</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:sovak@calu.edu">sovak@calu.edu</a></td>
<td>Melissa Sovak</td>
<td>20107</td>
</tr>
<tr>
<td>PSC 600 Operating Systems</td>
<td>GW1</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:chen@calu.edu">chen@calu.edu</a></td>
<td>Weifeng Chen</td>
<td>20109</td>
</tr>
<tr>
<td>PSC 745 Cybersecurity Risk Mgt &amp; Asses</td>
<td>GW1</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:chen@calu.edu">chen@calu.edu</a></td>
<td>Weifeng Chen</td>
<td>20104</td>
</tr>
<tr>
<td>PSY 100 General Psychology</td>
<td>W01</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:regeth@calu.edu">regeth@calu.edu</a></td>
<td>Rebecca Regeth</td>
<td>20256</td>
</tr>
<tr>
<td>PSY 306 Cognitive Psychology</td>
<td>W01</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:rosegart@calu.edu">rosegart@calu.edu</a></td>
<td>Carrie Rosengart</td>
<td>20264</td>
</tr>
<tr>
<td>PSY 311 Psy of Gender Roles</td>
<td>W01</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:regeth@calu.edu">regeth@calu.edu</a></td>
<td>Rebecca Regeth</td>
<td>20262</td>
</tr>
<tr>
<td>PSY 340 Psychology Testing</td>
<td>W01</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:hackett@calu.edu">hackett@calu.edu</a></td>
<td>Justin Hackett</td>
<td>20263</td>
</tr>
<tr>
<td>PSY 702 Psychopathology of Childhood</td>
<td>W01</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:bloomquist@calu.edu">bloomquist@calu.edu</a></td>
<td>Angela Bloomquist</td>
<td>20119</td>
</tr>
<tr>
<td>PSY 712 Advanced Psychology Learning</td>
<td>W01</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:rosegart@calu.edu">rosegart@calu.edu</a></td>
<td>Carrie Rosengart</td>
<td>20116</td>
</tr>
<tr>
<td>PSY 713 Psy Growth Develop</td>
<td>W01</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:bloomquist@calu.edu">bloomquist@calu.edu</a></td>
<td>Angela Bloomquist</td>
<td>20113</td>
</tr>
<tr>
<td>PSY 721 Advanced Tests and Measures</td>
<td>W01</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:rosegart@calu.edu">rosegart@calu.edu</a></td>
<td>Carrie Rosengart</td>
<td>20124</td>
</tr>
<tr>
<td>PSY 756 Consult Group Proc</td>
<td>GW1</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:brock@calu.edu">brock@calu.edu</a></td>
<td>Rueben Brock</td>
<td>20115</td>
</tr>
<tr>
<td>PSY 796 Res Seminar School Psychology</td>
<td>W01</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:schneider@calu.edu">schneider@calu.edu</a></td>
<td>Dana Schneider</td>
<td>20123</td>
</tr>
<tr>
<td>PTA 110 Intro to Pathology</td>
<td>W01</td>
<td>3</td>
<td>May</td>
<td><a href="mailto:dusi@calu.edu">dusi@calu.edu</a></td>
<td>Jodi Dusi</td>
<td>20020</td>
</tr>
<tr>
<td>RES 800 Methods in Research</td>
<td>GW1</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:peterson@calu.edu">peterson@calu.edu</a></td>
<td>Christine Peterson</td>
<td>20048</td>
</tr>
<tr>
<td>RES 734 Cont Rndng Mid Se C</td>
<td>W01</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:fine@calu.edu">fine@calu.edu</a></td>
<td>Diane Fine</td>
<td>20043</td>
</tr>
<tr>
<td>SOC 100 Principles of Sociology</td>
<td>W01</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:sweetzer@calu.edu">sweetzer@calu.edu</a></td>
<td>Emily Sweetzer</td>
<td>20252</td>
</tr>
<tr>
<td>SOC 315 Social Minorities</td>
<td>W01</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:Larsen@calu.edu">Larsen@calu.edu</a></td>
<td>Elizabeth Larsen</td>
<td>20253</td>
</tr>
<tr>
<td>SOC 380 Society and the Sociopath</td>
<td>GW1</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:sweetzer@calu.edu">sweetzer@calu.edu</a></td>
<td>Emily Sweetzer</td>
<td>20187</td>
</tr>
<tr>
<td>SOC 410 Social Theory &amp; Society</td>
<td>GW1</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:Larsen@calu.edu">Larsen@calu.edu</a></td>
<td>Elizabeth Larsen</td>
<td>20188</td>
</tr>
<tr>
<td>SPN 101 Elem Spanish I</td>
<td>W01</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:gonzalez@calu.edu">gonzalez@calu.edu</a></td>
<td>Arcides Gonzalez</td>
<td>20181</td>
</tr>
<tr>
<td>SPT 300 Psychology of Sport</td>
<td>GW1</td>
<td>3</td>
<td>1st</td>
<td></td>
<td>Staff</td>
<td>20011</td>
</tr>
<tr>
<td>SPT 305 Ethics in Sport</td>
<td>GW1</td>
<td>3</td>
<td>2nd</td>
<td></td>
<td>Staff</td>
<td>20010</td>
</tr>
<tr>
<td>SPT 700 Research Methods in Sport</td>
<td>G00</td>
<td>3</td>
<td>2nd</td>
<td></td>
<td>Staff</td>
<td>20078</td>
</tr>
<tr>
<td>SPT 710 Soc Cult Asp Sports</td>
<td>G00</td>
<td>3</td>
<td>2nd</td>
<td></td>
<td>Staff</td>
<td>20089</td>
</tr>
<tr>
<td>SPT 790 Sport Governance</td>
<td>G00</td>
<td>3</td>
<td>1st</td>
<td></td>
<td>Staff</td>
<td>20091</td>
</tr>
<tr>
<td>SPT 791 Sport Compliance</td>
<td>G00</td>
<td>3</td>
<td>1st</td>
<td></td>
<td>Staff</td>
<td>20090</td>
</tr>
<tr>
<td>SPT 792 Legal Asp Equity Athletics</td>
<td>G00</td>
<td>3</td>
<td>2nd</td>
<td></td>
<td>Staff</td>
<td>20092</td>
</tr>
<tr>
<td>SPT 793 Dev Human Resource Str Athletic</td>
<td>G00</td>
<td>3</td>
<td>2nd</td>
<td></td>
<td>Staff</td>
<td>20093</td>
</tr>
<tr>
<td>SWK 705 Human Behavior Soc Envir</td>
<td>W01</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:perryburney@calu.edu">perryburney@calu.edu</a></td>
<td>Gwendolyn Perry-Burney</td>
<td>20127</td>
</tr>
<tr>
<td>SWK 821 Sw Interv Subab/Adc</td>
<td>W01</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:smiley@calu.edu">smiley@calu.edu</a></td>
<td>Rosalie Smiley</td>
<td>20129</td>
</tr>
<tr>
<td>TED 725 Applied Res STEM Ed</td>
<td>GW1</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:hummell@calu.edu">hummell@calu.edu</a></td>
<td>Laura Hummell</td>
<td>20027</td>
</tr>
<tr>
<td>TED 775 Integ Tech in Elem Curriculum</td>
<td>GW1</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:hummell@calu.edu">hummell@calu.edu</a></td>
<td>Laura Hummell</td>
<td>20026</td>
</tr>
<tr>
<td>WST 200 Intro to Women Studies</td>
<td>W01</td>
<td>3</td>
<td>10wk</td>
<td><a href="mailto:mcclintock@calu.edu">mcclintock@calu.edu</a></td>
<td>Marta McClintock-Comeaux</td>
<td>20182</td>
</tr>
</tbody>
</table>
Undergraduate Course Information

First 5-Week Session
June 4 to July 6, 2018
Last day to withdraw from a First 5-Week class is June 26, 2018, by 4 p.m.

10-Week Session
June 4 to August 10, 2018
Last day to withdraw from a 10-Week class is July 19, 2018, by 4 p.m.

Second 5-Week Session
July 9 to August 10, 2018
Last day to withdraw from a Second 5-Week class is July 31, 2018, by 4 p.m.

Once 67% of class time has elapsed you may no longer withdraw.

Register online at calu.edu through VIP Portal
Daily 7 a.m.–11:30 p.m.
(Times may vary due to occasional system upgrades)

OR

Register at the Office of Academic Records
122 Dixon Hall
Monday through Friday, 8 a.m. to 4 p.m.
Phone: 724-938-5962
Fax: 724-938-4648

2018 summer college
SPECIAL SESSIONS
See pages 22-23 for undergraduate dates.
You must have a completed admit-to-close section (add/drop) form to register for an internship or practicum. The registration and the payment due dates are May 13, 2018 for internships beginning May 21, 2018 and May 28, 2018 for internships beginning June 4, 2018. You may not register on-line for internships or practicum classes. QUESTIONS? Contact the Internship Center at (724) 938-1578 or internctr@calu.edu.

<table>
<thead>
<tr>
<th>Code/Section</th>
<th>#/Title</th>
<th>Section</th>
<th>Session</th>
<th>Instructor</th>
<th>Start</th>
<th>End</th>
<th>CRN #</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 491</td>
<td>Accounting Intern</td>
<td>X01</td>
<td>Intern</td>
<td>David Jones</td>
<td>6/5/2018</td>
<td>8/12/2018</td>
<td>20223</td>
</tr>
<tr>
<td>ADP 670</td>
<td>Internship</td>
<td>XG0</td>
<td>Intern</td>
<td>Staff</td>
<td>7/3/2018</td>
<td>8/18/2018</td>
<td>20150</td>
</tr>
<tr>
<td>ART 329</td>
<td>Art Internship</td>
<td>X01</td>
<td>Intern</td>
<td>Richard Miecznikowski</td>
<td>6/5/2018</td>
<td>8/12/2018</td>
<td>20165</td>
</tr>
<tr>
<td>BUS 492</td>
<td>Business Internship</td>
<td>X01</td>
<td>Intern</td>
<td>David Jones</td>
<td>6/5/2018</td>
<td>8/12/2018</td>
<td>20225</td>
</tr>
<tr>
<td>CED 790</td>
<td>Counseling Internship</td>
<td>X01</td>
<td>Intern</td>
<td>Elizabeth Gruber</td>
<td>5/22/2018</td>
<td>7/28/2018</td>
<td>20388</td>
</tr>
<tr>
<td>CET 495</td>
<td>CET Internship</td>
<td>X01</td>
<td>Intern</td>
<td>Jeffrey Sumey</td>
<td>6/5/2018</td>
<td>8/12/2018</td>
<td>20002</td>
</tr>
<tr>
<td>CET 495</td>
<td>CET Internship</td>
<td>X02</td>
<td>Intern</td>
<td>Ghassan Salim</td>
<td>6/5/2018</td>
<td>8/12/2018</td>
<td>20003</td>
</tr>
<tr>
<td>CIS 419</td>
<td>CIS Internship</td>
<td>X01</td>
<td>Intern</td>
<td>George Novak</td>
<td>6/5/2018</td>
<td>8/12/2018</td>
<td>20197</td>
</tr>
<tr>
<td>CMD 712</td>
<td>Appl Rx-Op Setting</td>
<td>X01</td>
<td>May</td>
<td>Barbara Bonfanti</td>
<td>5/22/2018</td>
<td>7/20/2018</td>
<td>20050</td>
</tr>
<tr>
<td>CMD 712</td>
<td>Appl Rx-Op Setting</td>
<td>X02</td>
<td>May</td>
<td>Nancy Carlino</td>
<td>5/22/2018</td>
<td>7/20/2018</td>
<td>20051</td>
</tr>
<tr>
<td>CSC 419</td>
<td>Internship</td>
<td>X01</td>
<td>Intern</td>
<td>George Novak</td>
<td>6/5/2018</td>
<td>8/12/2018</td>
<td>20188</td>
</tr>
<tr>
<td>EDE 322</td>
<td>Education Services Internship</td>
<td>X01</td>
<td>Intern</td>
<td>Staff</td>
<td>6/5/2018</td>
<td>8/12/2018</td>
<td>20049</td>
</tr>
<tr>
<td>EET 495</td>
<td>EET Internship</td>
<td>X01</td>
<td>Intern</td>
<td>Jeffrey Sumey</td>
<td>6/5/2018</td>
<td>8/12/2018</td>
<td>20007</td>
</tr>
<tr>
<td>EET 495</td>
<td>EET Internship</td>
<td>X02</td>
<td>Intern</td>
<td>Ghassan Salim</td>
<td>6/5/2018</td>
<td>8/12/2018</td>
<td>20008</td>
</tr>
<tr>
<td>ENG 419</td>
<td>Intern Prof Writing</td>
<td>X01</td>
<td>Intern</td>
<td>Staff</td>
<td>6/5/2018</td>
<td>8/12/2018</td>
<td>20189</td>
</tr>
<tr>
<td>ESP 754</td>
<td>Intensive PT in ABA</td>
<td>X01</td>
<td>Intern</td>
<td>Peter Heh</td>
<td>6/5/2018</td>
<td>8/12/2018</td>
<td>20135</td>
</tr>
<tr>
<td>FIN 492</td>
<td>Finance Internship</td>
<td>X01</td>
<td>Intern</td>
<td>Arshad Chawdhry</td>
<td>6/5/2018</td>
<td>8/12/2018</td>
<td>20224</td>
</tr>
<tr>
<td>GCM 495</td>
<td>GCM Internship</td>
<td>X01</td>
<td>Intern</td>
<td>Joseph Schickel</td>
<td>6/5/2018</td>
<td>8/12/2018</td>
<td>20005</td>
</tr>
<tr>
<td>GEO 479</td>
<td>Internship</td>
<td>X01</td>
<td>Intern</td>
<td>Confer, John</td>
<td>6/5/2018</td>
<td>8/12/2018</td>
<td>20182</td>
</tr>
<tr>
<td>GEO 479</td>
<td>Internship</td>
<td>X02</td>
<td>Intern</td>
<td>Thomas Mueller</td>
<td>6/5/2018</td>
<td>8/12/2018</td>
<td>20184</td>
</tr>
<tr>
<td>GRA 800</td>
<td>Graduate Internship</td>
<td>X01</td>
<td>Intern</td>
<td>Staff</td>
<td>6/5/2018</td>
<td>8/12/2018</td>
<td>20118</td>
</tr>
<tr>
<td>GTY 440</td>
<td>Internship</td>
<td>X01</td>
<td>Intern</td>
<td>Mary Hart</td>
<td>6/5/2018</td>
<td>8/12/2018</td>
<td>20023</td>
</tr>
<tr>
<td>ITE 495</td>
<td>Industrial Technology Internship</td>
<td>X01</td>
<td>Intern</td>
<td>Larry Horath</td>
<td>6/5/2018</td>
<td>8/12/2018</td>
<td>20004</td>
</tr>
<tr>
<td>LEA 397</td>
<td>Leadership Studies Internship</td>
<td>X01</td>
<td>Intern</td>
<td>Staff</td>
<td>6/5/2018</td>
<td>8/12/2018</td>
<td>20261</td>
</tr>
<tr>
<td>LST 492</td>
<td>Liberal Arts Internship</td>
<td>X01</td>
<td>Intern</td>
<td>Emily Sweitzer</td>
<td>6/5/2018</td>
<td>8/12/2018</td>
<td>20190</td>
</tr>
<tr>
<td>MAT 419</td>
<td>Math Internship</td>
<td>X01</td>
<td>Intern</td>
<td>George Novak</td>
<td>6/5/2018</td>
<td>8/12/2018</td>
<td>20198</td>
</tr>
<tr>
<td>MGT 492</td>
<td>Management Internship</td>
<td>X01</td>
<td>Intern</td>
<td>David Jones</td>
<td>6/5/2018</td>
<td>8/12/2018</td>
<td>20226</td>
</tr>
<tr>
<td>MKT 492</td>
<td>Marketing Internship</td>
<td>X01</td>
<td>Intern</td>
<td>David Jones</td>
<td>6/5/2018</td>
<td>8/12/2018</td>
<td>20227</td>
</tr>
<tr>
<td>MTR 495</td>
<td>Mechatronics Eng-Tech Intern</td>
<td>X01</td>
<td>Intern</td>
<td>Jennifer Wilburn</td>
<td>6/5/2018</td>
<td>8/12/2018</td>
<td>20006</td>
</tr>
<tr>
<td>PGM 125</td>
<td>PGM Internship I</td>
<td>X01</td>
<td>Intern</td>
<td>Justin Barroner</td>
<td>6/5/2018</td>
<td>8/12/2018</td>
<td>20016</td>
</tr>
<tr>
<td>PGM 225</td>
<td>PGM Internship II</td>
<td>X01</td>
<td>Intern</td>
<td>Justin Barroner</td>
<td>6/5/2018</td>
<td>8/12/2018</td>
<td>20015</td>
</tr>
<tr>
<td>PGM 325</td>
<td>PGM Internship III</td>
<td>X01</td>
<td>Intern</td>
<td>Vanessa MacKinnon</td>
<td>6/5/2018</td>
<td>8/12/2018</td>
<td>20014</td>
</tr>
<tr>
<td>PGM 425</td>
<td>PGM Internship</td>
<td>X01</td>
<td>Intern</td>
<td>Vanessa MacKinnon</td>
<td>6/5/2018</td>
<td>8/12/2018</td>
<td>20013</td>
</tr>
<tr>
<td>PGM 435</td>
<td>Capstone Internship in PGM</td>
<td>X01</td>
<td>Intern</td>
<td>Vanessa MacKinnon</td>
<td>6/5/2018</td>
<td>8/12/2018</td>
<td>20012</td>
</tr>
<tr>
<td>PSY 469</td>
<td>Psych Internship</td>
<td>X01</td>
<td>Intern</td>
<td>Holiday Adair</td>
<td>6/5/2018</td>
<td>8/12/2018</td>
<td>20258</td>
</tr>
<tr>
<td>PSY 774</td>
<td>Intern School Psych</td>
<td>X01</td>
<td>Intern</td>
<td>Elizabeth Mason</td>
<td>6/5/2018</td>
<td>8/12/2018</td>
<td>20114</td>
</tr>
<tr>
<td>PTA 150</td>
<td>Clinical Intern I</td>
<td>X01</td>
<td>Intern</td>
<td>Scott Hargraves</td>
<td>6/12/2018</td>
<td>7/21/2018</td>
<td>20054</td>
</tr>
<tr>
<td>PTA 150</td>
<td>Clinical Intern I</td>
<td>X02</td>
<td>Intern</td>
<td>Aimee B. Bosley</td>
<td>6/12/2018</td>
<td>7/21/2018</td>
<td>20055</td>
</tr>
<tr>
<td>SOC 429</td>
<td>Sociology Internship</td>
<td>X02</td>
<td>Intern</td>
<td>Emily Sweitzer</td>
<td>6/5/2018</td>
<td>8/12/2018</td>
<td>20267</td>
</tr>
<tr>
<td>SPT 499</td>
<td>Internship in Sport Management</td>
<td>X01</td>
<td>Intern</td>
<td>Staff</td>
<td>6/5/2018</td>
<td>8/12/2018</td>
<td>20018</td>
</tr>
</tbody>
</table>
Internship Application Process for Students who have SECURED an Internship

Meet with Faculty Advisor to discuss the following:
• Academic Department requirements for internship
• Eligibility to intern based on GPA and class rank (Junior, Senior, etc.)
• Number of internship credits applying for
• Approval of internship job description and learning objectives

Complete Required Online Trainings:
• Professional Development: Making the Most of Your Internship, available at calu.edu; search for title
• Safety and Security Training, available at calu.edu; search for title
• Work Place Answers, available at https://slate.workplaceanswers.com/calu

Complete an internship application on Handshake:
• Once your application is approved, the Internship Center (fall & spring) or the Director of Summer College, (summer) will register you for your internship course.
• Internship Applications must be completed on Handshake two weeks before the start of the semester.
• Once submitted for approval by the Internship Center, the application review and approval process can take up to two weeks, please plan accordingly if you have additional deadlines (scholarship, military funding.)
• Applications are reviewed and processed in the order they are submitted.

Handshake Internship Experience FAQs

How do I create an Internship application?
• Log in to your Handshake account
• Go to the Career Center tab at the top of the page
• Click on Experiences
• Click Request an Experience and complete your application
  - Double check your application to ensure you are entering accurate information including spelling and punctuation
  - Some fields may auto populate if your internship position was posted in Handshake. Double check these fields to ensure the information is accurate
• Click “Create Experience” to submit the internship application.
• Click on the Learning Objectives tab
  - List your learning objectives in bulleted format
  - Check out the article “Guidelines for Internship Learning Objectives” in the Resource section under the Career Center tab
  - Review and approve your Learning Objectives
• The Internship Center will communicate with you through the Comments and Activity tab in Handshake. You will receive an email from Handshake each time the Internship Center comments on your application

How many credits do I receive for an internship?
Credits generally range from 3-12 subject to program requirements. The number of credits for your internship will be recommended by your department and approved by the dean of your college. For the majority of academic programs, 40 hours or work/per semester equals one credit.

What does my internship status mean?
Pending - Your internship application was submitted and is awaiting review by the Internship Center.
* Students can only edit their application while in pending status
Being Approved - Your application has been reviewed by the Internship Center and the approval process has begun.
Needs Review - The approval process has been halted either due to an approver declining the experience or a deadline to approve is missed.
Approved - All approvers have approved your internship application.
Ongoing - You have been registered for your internship and are interning.
Completed - Your internship is finished.
Declined - Your application is finished.

Is my internship approved?
Your internship is not approved until all approvers have reviewed and approved your internship application. The following professionals approve your application in sequential order:
• Faculty Internship Supervisor
• Department Chair
• Employer Internship Supervisor
• Dean
This process can take up to two weeks depending on the approver’s schedule. If an approver has not approved your application within two weeks of processing by the Internship Center, please contact him/her to inquire about the status of their review of your internship.

Am I registered for my internship?
The internship Center will email you once you are registered for your internship.

What if my internship isn’t approved?
You will receive an email notification if an approver has denied your application.
Summer 2018 Special Offerings

Undergraduate Field Trips/Field Experience

Earth Science Field Trips

EAS 391 – NORTHWESTERN US FIELD GEOLOGY
CRN 20120
Instructor – Kyle Fredrick, Department of Earth Sciences
Tentative Dates – Summer 2018, May 16 – June 1
Course Description: This course is designed as a Geologic Field Experience for undergraduates. It is a sixteen-day trip to the northwest and central portion of United States focusing on the geologic history of the region. The trip will include visits to several National Parks and Monuments including Yellowstone and Rocky Mountain National Park. Focus will be on developing an understanding of the relationships between Petrology, Stratigraphy, Historical and Structural Geology. In the unique environment of the northern plains and the American Cordillera, students will also be exposed to important principles of Hydrology and Ecology. Students will participate in three geologic mapping assignments in South Dakota, Wyoming, and Utah where they will refine their skills. Most nights students will camp and will be expected to provide their own camping equipment. Cost of the course is normal tuition and fees, plus costs of lodging/accommodations to be determined at least 2 weeks prior to departure. Three pre-trip meetings will be required during the Spring 2018 semester (meeting dates to be determined).
Prerequisites: EAS 150, and consent of the instructor.
Contact: Fredrick@calu.edu

ENS 480 X1 - TOPICS IN FIELD BIOLOGY: MADAGASCAR FIELD SCHOOL CRN 20049 (6 credits, Arrigo-Nelson)
Madagascar Field School
Tentative dates: Summer 2018, July 2 – August 4, 2018
Location: Madagascar’s National Parks and Reserves
Program Summary: Open to students in any major, with a sense of adventure and an interest in wildlife! During this five week program (1 week on-line, 4 weeks in Madagascar), students will explore the unique ecology and biodiversity of a tropical rainforest and gain hands-on experience in applied research techniques. The program is broken down into the following components:
• Madagascar’s Biodiversity: Explore the unique ecology and biodiversity of a tropical rainforest and gain hands-on experience with research techniques.
• Comparative Ecosystems: A cross-country trek to explore Madagascar’s ecosystems, focusing on a comparison between the eastern montane rain forest and southern spiny forest
• Malagasy Culture and Language: Learn about the country’s fascinating history, culture and language.
Costs:
• Program fee: $3,500 (includes room and board, ground transport, and all entrance fees and activity costs within Madagascar)
• Round trip airfare: ~$2,500 (exact cost to be determined at time of booking)
• CalU tuition for 6 credits of off-campus instruction
• Incidental: passport/visa fees, textbooks, personal equipment, spending money, etc.

Business Field Trip

BUS 479 – FIELD STUDIES IN BUSINESS CRN 20313
Instructor – Joseph J. Schwerha IV, Business & Economics
Tentative Dates – Summer 2018
Wednesday, May 16 – May 25 for trip portion. Online portion thereafter for 6 weeks.
Course Description: This course is designed as a Special Experience Course for undergraduates. It is a 10-day trip to several locations within Italy, focusing on the business environment between our two countries. Italy is a member of the European Union, one of the largest trading partners of the United States. The trip will include visits to cultural and business locations in Venice, Florence, Pisa, Assisi and Rome, Italy. Focus will be on developing an understanding of the differences in the culture and business environments between Italy and the United States. Cost of the course is normal tuition and fees, plus costs of the escorted tour through a separate tour company. Three pre-trip meetings will be required during the Spring 2018 semester (meeting dates to be determined). After returning, students will reflect and exchange ideas about what they have learned through one assignment.
Prerequisites: None.
Contact: schwerha@calu.edu
Undergraduate Special Session Classes

Beginning in May 2018

BIO 226 Basic MicroBiology
5/29/2018 - 6/30/2018
Section: 01A, Crs: 4 CRN# 20285
MTWR 8 a.m. - 10:15 a.m.
Boehm, David FRI 100

BIO 226 Basic MicroBiology
5/29/2018 - 6/30/2018
Section: 01B, Crs: 0 CRN# 20286
MTWR 10:20 - 12:15
Boehm, David FRI 100

CDC 101 Public Speaking
5/21/2018 - 6/29/2018
Section: W00, Crs: 3 CRN# 20257
Web TBA
Staff

CHE 101 Gen Chemistry I
5/21/2018 - 6/15/2018
Section 001, Crs: 4 CRN# 20258
MTWRF 8:30 a.m. - 12 p.m.
Staff NSC 112

CHE 331 Organ Chemistry I
5/29/2018 - 6/30/2018
Section: 01A, Crs: 4 CRN# 20260
MTWR 8 a.m. - 10:15 a.m.
Price, Matthew NSC 214

CHE 331 Organ Chemistry I
5/29/2018 - 6/30/2018
Section: 01B, Crs: 0 CRN# 20261
MTWR 10:20 a.m. - 12:30 PM
Price, Matthew NSC 109

CSC 101 Personal Productivity Software
5/21/2018 - 6/29/2018
Section: W01, Crs: 3 CRN# 20171
Web TBA
Chen, Weifeng

ENG 101 English Comp I
5/21/2018 - 6/29/2018
Section: W01, Crs: 3 CRN# 20129
Web TBA
Carlisle, Anthony

ESP 210 SpEd Found Collaboration
5/21/2018 - 6/15/2018
Section: W01, Crs: 3 CRN# 20305
Web TBA
Seman, Mary

EAS 391 North West US Field Geology
5/21/2018 - 6/3/2018
Section: X01, Crs: 3 CRN# 20120
Field Trip TBA
Fredrick, Kyle

HSC 275 Funct Kinesiology
5/21/2018 - 6/15/2018
Section: 001, Crs: 3 CRN# 20029
TWRF 9 a.m. - 12 p.m.
Hargraves, Scott HAM 1368

LAW 370 Administrative Law
5/21/2018 - 7/6/2018
Section: GW1, Crs: 3 CRN# 20010
Web TBA
Govern, Kevin

LAW 400 ConLaw for Paralegals
5/21/2018 - 7/6/2018
Section: GW1, Crs: 3 CRN# 20009
Web TBA
Toras, Christina

MAT 120 Elementary Topics in Math I
5/21/2018 - 6/29/2018
Section: W01, Crs: 3 CRN# 20173
Web TBA
Boukaabar, Kad

MAT 181 College Algebra
5/21/2018 - 6/29/2018
Section: W01, Crs: 3 CRN# 20263
Web TBA
Junes, Leandro

MAT 213 Data Visualization
5/21/2018 - 6/29/2018
Section: GW1, Crs: 3 CRN# 20294
Web TBA
Sovak, Melissa

MAT 251 Big Data Tools
5/21/2018 - 6/29/2018
Section: GW1, Crs: 3 CRN# 20291
Web TBA
Sovak, Melissa

MAT 281 Calculus I
5/21/2018 - 6/29/2018
Section: GW1, Crs: 3 CRN# 20180
Web TBA
Junes, Leandro

NUR 375 Leadership & Change Nursing
5/29/2018 - 8/4/2018
Section: G00, Crs: 6 CRN# 20196
Web TBA
Staff

NUR 420 Nursing Informatics
5/29/2018 - 6/30/2018
Section: G00, Crs: 3 CRN# 20197
Web TBA
Staff

NUR 450 Trends & Issues Nursing
5/29/2018 - 6/30/2018
Section: G00, Crs: 3 CRN# 20199
Web TBA
Staff

NUR 475 Community Health Nursing
5/29/2018 - 8/4/2018
Section: G00, Crs: 6 CRN# 20200
Web TBA
Staff

PHY 121 General Physics I
5/21/2018 - 6/15/2018
Section: 001, Crs: 4 CRN# 20306
MTWR 8:20 a.m. - 12:40 p.m.
Yasmin, Kausar NSC 135

PTA 110 Intro to Pathology
5/21/2018 - 6/15/2018
Section: W01, Crs: 2 CRN# 20030
Web TBA
Dusi, Jodi
Undergraduate Special Session Classes

Beginning in June 2018

CHE 102 Gen Chemistry II  
6/18/2018 - 7/13/2018  
Section: 001, Crs: 4  CRN# 20259  
MTWRF  8:30 a.m. - 12 p.m.  
Staff  NSC 112

ENS 480 Topics in Field Biology Madagascar  
6/25/2018 - 8/10/2018  
Section: X01, Crs: 6  CRN 20049  
Field Trip  TBA  
Arrigo-Nelson, Summer

LAW 450 Labor and Employment Law  
6/25/2018 - 8/10/2018  
Section: GW1, Crs: 3  CRN# 20266  
Web  TBA  
Smith, David

PHY 122 General Physics II  
6/18/2018 - 7/13/2018  
Section: 001, Crs: 4  CRN# 20307  
MTWR  8:20 a.m. - 2:40 p.m.  
Yasmin, Kausar  NSC 135

THE 402 Estill Vocal Training Levels 1 & 2  
6/18/2018 - 6/22/2018  
Section 001, Crs: 3  CRN# 20255  
Campus  TBA  
Staff

First 5-Week Classes – Undergraduate

<table>
<thead>
<tr>
<th>Code/Code #/Title</th>
<th>Section</th>
<th>Crs</th>
<th>Days</th>
<th>Start</th>
<th>End</th>
<th>Bldg</th>
<th>Rm</th>
<th>Instructor</th>
<th>CRN #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Engineering and Tech</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>724-938-4085</td>
</tr>
<tr>
<td>UAS 220 Operations</td>
<td>001</td>
<td>3</td>
<td>MWF</td>
<td>8 a.m.</td>
<td>12:05 p.m.</td>
<td>EBE 130</td>
<td></td>
<td>Jeffrey Sumey</td>
<td>20046</td>
</tr>
<tr>
<td>UAS 250 Certification Prep</td>
<td>001</td>
<td>1</td>
<td>MWF</td>
<td>12:15 p.m.</td>
<td>1:00 p.m.</td>
<td>EBE 130</td>
<td></td>
<td>Jeffrey Sumey</td>
<td>20047</td>
</tr>
<tr>
<td>Art and Languages</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>724-938-4250</td>
</tr>
<tr>
<td>ARB 102 Elementary Arabic II</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Razak Abedalla-Surrey</td>
<td>20188</td>
</tr>
<tr>
<td>ARB 401 Intro ARB Linguistics</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Razak Abedalla-Surrey</td>
<td>20300</td>
</tr>
<tr>
<td>ARB 402 Arabic Translation</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Razak Abedalla-Surrey</td>
<td>20301</td>
</tr>
<tr>
<td>ART 382 Ceramics Studio</td>
<td>001</td>
<td>3</td>
<td>TR</td>
<td>5 p.m.</td>
<td>8:45 p.m.</td>
<td>CER 100</td>
<td></td>
<td>Richard Miecznikowski</td>
<td>20309</td>
</tr>
<tr>
<td>Biological Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>724-938-4200</td>
</tr>
<tr>
<td>BIO 103 Continuing Issues in Bio</td>
<td>001</td>
<td>3</td>
<td>MW</td>
<td>5 p.m.</td>
<td>8:45 p.m.</td>
<td>FRI 300</td>
<td></td>
<td>Staff</td>
<td>20048</td>
</tr>
<tr>
<td>Earth Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>724-938-4180</td>
</tr>
<tr>
<td>EAS 315 Surface Geology for Land Mgt</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Kyle Fredrick</td>
<td>20118</td>
</tr>
<tr>
<td>GEO 330 Convention Oper for Dest Mgt</td>
<td>W01</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Susan Ryan</td>
<td>20125</td>
</tr>
<tr>
<td>Exercise Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>724-938-4356</td>
</tr>
<tr>
<td>FIT 100 Intro to Fitness</td>
<td>G00</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Staff</td>
<td>20003</td>
</tr>
<tr>
<td>SPT 300 Psychology of Sport</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Staff</td>
<td>20034</td>
</tr>
<tr>
<td>Health Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>724-938-4562</td>
</tr>
<tr>
<td>ATE 340 Sports Nutrition</td>
<td>W01</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Ayanna Lyles</td>
<td>20011</td>
</tr>
<tr>
<td>HSC 110 Human Anatomy &amp; Phys I</td>
<td>G00</td>
<td>4</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Staff</td>
<td>20015</td>
</tr>
<tr>
<td>History, Politics, Soc, &amp; Law</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>724-938-4054</td>
</tr>
<tr>
<td>ANT 100 Intro to Anthropology</td>
<td>W01</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>John Nass</td>
<td>20324</td>
</tr>
<tr>
<td>WST 200 Intro to Women Studies</td>
<td>W01</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Marta McClintock-</td>
<td>20166</td>
</tr>
</tbody>
</table>
# Second 5-Week Classes – Undergraduate

<table>
<thead>
<tr>
<th>Code/Code #/Title</th>
<th>Section</th>
<th>Crs</th>
<th>Days</th>
<th>Start</th>
<th>End</th>
<th>Bldg</th>
<th>Rm</th>
<th>Instructor</th>
<th>CRN #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Engineering and Tech</td>
<td>UAS 220 Operations</td>
<td>001</td>
<td>3</td>
<td>MWF</td>
<td>8 a.m.</td>
<td>12:05 p.m.</td>
<td>EBE</td>
<td>130</td>
<td>Jeffrey Sumey</td>
</tr>
<tr>
<td></td>
<td>UAS 250 Certification Prep</td>
<td>001</td>
<td>1</td>
<td>MWF</td>
<td>12:15 p.m.</td>
<td>1 p.m.</td>
<td>EBE</td>
<td>130</td>
<td>Jeffrey Sumey</td>
</tr>
<tr>
<td></td>
<td>ARB 102 Elementary Arabic II</td>
<td>GW1</td>
<td>3</td>
<td></td>
<td>TBA</td>
<td>TBA</td>
<td>Razak Abedalla-Surrey</td>
<td>20188</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ARB 401 Intro ARB Linguistics</td>
<td>GW1</td>
<td>3</td>
<td></td>
<td>TBA</td>
<td>TBA</td>
<td>Razak Abedalla-Surrey</td>
<td>20300</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ARB 402 Arabic Translation</td>
<td>GW1</td>
<td>3</td>
<td></td>
<td>TBA</td>
<td>TBA</td>
<td>Razak Abedalla-Surrey</td>
<td>20301</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ART 382 Ceramics Studio</td>
<td>001</td>
<td>3</td>
<td>TR</td>
<td>5 p.m.</td>
<td>8:45 p.m.</td>
<td>CER</td>
<td>100</td>
<td>Richard Miecznikowski</td>
</tr>
<tr>
<td>Biological Science</td>
<td>BIO 103 Continuing Issues in Bio</td>
<td>001</td>
<td>3</td>
<td>MW</td>
<td>5 p.m.</td>
<td>8:45 p.m.</td>
<td>FRI</td>
<td>300</td>
<td>Staff</td>
</tr>
<tr>
<td></td>
<td>EAS 315 Surface Geology for Land Mgt</td>
<td>GW1</td>
<td>3</td>
<td></td>
<td>TBA</td>
<td>TBA</td>
<td>Kyle Fredrick</td>
<td>20118</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GEO 330 Convention Oper for Dest Mgt</td>
<td>W01</td>
<td>3</td>
<td></td>
<td>TBA</td>
<td>TBA</td>
<td>Susan Ryan</td>
<td>20125</td>
<td></td>
</tr>
<tr>
<td>Exercise Science</td>
<td>FIT 100 Intro to Fitness</td>
<td>G00</td>
<td>3</td>
<td></td>
<td>TBA</td>
<td>TBA</td>
<td>Staff</td>
<td>20003</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SPT 300 Psychology of Sport</td>
<td>W01</td>
<td>3</td>
<td></td>
<td>TBA</td>
<td>TBA</td>
<td>Staff</td>
<td>20034</td>
<td></td>
</tr>
<tr>
<td>Health Science</td>
<td>ATE 340 Sports Nutrition</td>
<td>W01</td>
<td>3</td>
<td></td>
<td>TBA</td>
<td>TBA</td>
<td>Ayanna Lyles</td>
<td>20011</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HSC 110 Human Anatomy &amp; Phys I</td>
<td>G00</td>
<td>4</td>
<td></td>
<td>TBA</td>
<td>TBA</td>
<td>Staff</td>
<td>20015</td>
<td></td>
</tr>
<tr>
<td>History, Politics, Soc, &amp; Law</td>
<td>ANT 100 Intro to Anthropology</td>
<td>W01</td>
<td>3</td>
<td></td>
<td>TBA</td>
<td>TBA</td>
<td>John Nass</td>
<td>20324</td>
<td></td>
</tr>
<tr>
<td></td>
<td>WST 200 Intro to Women Studies</td>
<td>W01</td>
<td>3</td>
<td></td>
<td>TBA</td>
<td>TBA</td>
<td>Marta McClinton</td>
<td>20166</td>
<td></td>
</tr>
</tbody>
</table>

# 10-Week Classes – Undergraduate

<table>
<thead>
<tr>
<th>Code/Code #/Title</th>
<th>Section</th>
<th>Crs</th>
<th>Days</th>
<th>Start</th>
<th>End</th>
<th>Bldg</th>
<th>Rm</th>
<th>Instructor</th>
<th>CRN #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Engineering and Tech</td>
<td>ITE 461 Supply Chain Fundamentals</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td>Larry Horath</td>
<td>20297</td>
</tr>
<tr>
<td></td>
<td>ITE 471 Project Management</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td>Larry Horath</td>
<td>20298</td>
</tr>
<tr>
<td>Art and Languages</td>
<td>ART 106 Art Appreciation</td>
<td>W01</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td>Laura Defazio</td>
<td>20310</td>
</tr>
<tr>
<td></td>
<td>SPN 101 Elem Spanish I</td>
<td>W01</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td>Arcides Gonzalez</td>
<td>20192</td>
</tr>
<tr>
<td>Business and Economics</td>
<td>ACC 200 Financial Accounting</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td>Joshua Chicarelli</td>
<td>20050</td>
</tr>
<tr>
<td></td>
<td>BUS 100 Intro to Business</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td>Clyde Roberts</td>
<td>20053</td>
</tr>
<tr>
<td></td>
<td>BUS 242 Business Law I</td>
<td>W01</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td>Joseph Schwerha</td>
<td>20287</td>
</tr>
<tr>
<td></td>
<td>BUS 479 Field Studies in Business</td>
<td>X01</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td>Joseph Schwerha</td>
<td>20316</td>
</tr>
<tr>
<td></td>
<td>ECO 201 Principles of Microeconomics</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td>Paul Hettler</td>
<td>20057</td>
</tr>
<tr>
<td></td>
<td>ECO 202 Principles of Macroeconomics</td>
<td>W01</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td>Ismail Cole</td>
<td>20158</td>
</tr>
<tr>
<td></td>
<td>FIN 301 Financial Mgt</td>
<td>W01</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td>Arshad Chawdhry</td>
<td>20060</td>
</tr>
<tr>
<td></td>
<td>MGT 300 Principles of Management</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td>Mark Lennon</td>
<td>20063</td>
</tr>
<tr>
<td></td>
<td>MGT 301 Organizational Behavior</td>
<td>W01</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td>John Michaels</td>
<td>20064</td>
</tr>
<tr>
<td></td>
<td>MGT 352 Human Resource Mgt</td>
<td>W01</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td>Staff</td>
<td>20065</td>
</tr>
<tr>
<td></td>
<td>MGT 402 Strategic Mgt</td>
<td>W01</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td>Mark Lennon</td>
<td>20066</td>
</tr>
<tr>
<td></td>
<td>MIS 301 Management Inform System</td>
<td>W01</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td>Adrian Chawdhry</td>
<td>20069</td>
</tr>
<tr>
<td></td>
<td>MKT 300 Principles of Marketing</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td>Richard LaRosa</td>
<td>20070</td>
</tr>
<tr>
<td></td>
<td>MKT 401 Marketing Mgt</td>
<td>W01</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td>Richard LaRosa</td>
<td>20080</td>
</tr>
<tr>
<td>Communication Design &amp; Culture</td>
<td>CDC 252 Art of Film</td>
<td>W01</td>
<td>3</td>
<td></td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td>Sylvia Foil</td>
<td>20283</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>JUS 220 High Tech Crimes Investigation</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td>Raymond Hsieh</td>
<td>20111</td>
</tr>
<tr>
<td></td>
<td>JUS 415 Law Enforcement and Culture</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td>Matilda Spencer</td>
<td>20112</td>
</tr>
<tr>
<td></td>
<td>JUS 429 Terrorism</td>
<td>W01</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td>Aref Al-Khattar</td>
<td>20114</td>
</tr>
<tr>
<td></td>
<td>JUS 499 Seminar in Justice Studies</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td>Christopher Wydra</td>
<td>20115</td>
</tr>
<tr>
<td>Earth Science</td>
<td>EAS 105 Extreme Weather</td>
<td>W01</td>
<td>3</td>
<td></td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td>Mario Majcen</td>
<td>20116</td>
</tr>
<tr>
<td></td>
<td>EAS 150 Intro to Geology</td>
<td>W01</td>
<td>4</td>
<td></td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td>Kyle Fredrick</td>
<td>20117</td>
</tr>
<tr>
<td></td>
<td>GEO 100 Intro to Geography</td>
<td>W01</td>
<td>3</td>
<td></td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td>Thomas Mueller</td>
<td>20123</td>
</tr>
<tr>
<td>Code/Code #/Title</td>
<td>Section</td>
<td>Crs</td>
<td>Days</td>
<td>Start</td>
<td>End</td>
<td>Bldg</td>
<td>Rm</td>
<td>Instructor</td>
<td>CRN #</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>---------</td>
<td>-----</td>
<td>------</td>
<td>-------</td>
<td>-----</td>
<td>------</td>
<td>----</td>
<td>--------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>GEO 277 Casinos &amp; Gaming Entertainment</td>
<td>W01</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Susan Ryan</td>
<td>20124</td>
</tr>
<tr>
<td>GIS 311 Geographic Information Systems</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Thomas Mueller</td>
<td>20128</td>
</tr>
<tr>
<td>English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 101 English Comp I</td>
<td>G01</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Keat Murray</td>
<td>20194</td>
</tr>
<tr>
<td>ENG 102 English Comp II</td>
<td>W01</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Christina Fisanick</td>
<td>20198</td>
</tr>
<tr>
<td>ENG 217 Sci &amp; Tech Writ</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Pratul Pathak</td>
<td>20130</td>
</tr>
<tr>
<td>History, Politics, Soc, &amp; Law</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIS 240 History of the Cold War</td>
<td>W01</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Sean Madden</td>
<td>20279</td>
</tr>
<tr>
<td>HIS 324 History Women, Gend, Sex ModWd</td>
<td>W01</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Laura Tuennerman</td>
<td>20312</td>
</tr>
<tr>
<td>JUR 300 Classical Jurisprudence</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Michael Slaven</td>
<td>20007</td>
</tr>
<tr>
<td>JUR 310 Medieval Jurisprudence</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Michael Slaven</td>
<td>20265</td>
</tr>
<tr>
<td>LAW 310 Legal Research &amp; Writing</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>David Smith</td>
<td>20008</td>
</tr>
<tr>
<td>POS 415 Public Opinion &amp; Poli Behavior</td>
<td>W01</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Melanie Blumberg</td>
<td>20264</td>
</tr>
<tr>
<td>SOC 100 Principles of Sociology</td>
<td>W01</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Emily Sweitzer</td>
<td>20160</td>
</tr>
<tr>
<td>SOC 315 Social Minorities</td>
<td>W01</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Elizabeth Larsen</td>
<td>20161</td>
</tr>
<tr>
<td>SOC 395 Social Elite Deviance</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Elizabeth Larsen</td>
<td>20162</td>
</tr>
<tr>
<td>SOC 400 Struct/Instl/Violence:Sch,Wk</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Emily Sweitzer</td>
<td>20163</td>
</tr>
<tr>
<td>Math Computer &amp; Science Info Systems</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIS 110 Intro to Information Systems</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Gary Delorenzo</td>
<td>20167</td>
</tr>
<tr>
<td>CIS 330 Web Programming I</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Lisa Kovalchick</td>
<td>20168</td>
</tr>
<tr>
<td>CIS 354 Systems Project Mgt</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Staff</td>
<td>20169</td>
</tr>
<tr>
<td>MAT 110 Applications of Math</td>
<td>W01</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Barbara Hess</td>
<td>20191</td>
</tr>
<tr>
<td>MAT 195 Discrete Structures</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Maggie Habeeb</td>
<td>20177</td>
</tr>
<tr>
<td>MAT 205 Statistics for Health/Soc Sci</td>
<td>W01</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Kaddour Boukaabar</td>
<td>20176</td>
</tr>
<tr>
<td>MAT 215 Statistics</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Mohamed Benbourenane</td>
<td>20178</td>
</tr>
<tr>
<td>MAT 225 Business Statistics</td>
<td>W01</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Mohamed Benbourenane</td>
<td>20179</td>
</tr>
<tr>
<td>MAT 261 Big Data Analytics</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Melissa Sovak</td>
<td>20292</td>
</tr>
<tr>
<td>Music and Theatre</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 100 Intro to Music</td>
<td>W01</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Yugo Ikach</td>
<td>20193</td>
</tr>
<tr>
<td>THE 100 Intro to the Theatre</td>
<td>W01</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Sabrina Hykes-Davis</td>
<td>20254</td>
</tr>
<tr>
<td>Psychology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 100 General Psychology</td>
<td>W01</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Angela Bloomquist</td>
<td>20204</td>
</tr>
<tr>
<td>PSY 207 Dev Psychology</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Rueben Brock</td>
<td>20288</td>
</tr>
<tr>
<td>PSY 306 Cognitive Psychology</td>
<td>W01</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Carrie Elkin</td>
<td>20205</td>
</tr>
<tr>
<td>PSY 311 Psy of Gender Roles</td>
<td>W01</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Justin Hackett</td>
<td>20206</td>
</tr>
<tr>
<td>PSY 336 Forensic Psychology</td>
<td>W01</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Justin Hackett</td>
<td>20207</td>
</tr>
<tr>
<td>Secondary Ed &amp; Administration Leadership</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 310 Teaching Multicultural Society</td>
<td>W01</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Staff</td>
<td>20225</td>
</tr>
<tr>
<td>EDU 350 Supporting the English Language</td>
<td>W01</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Staff</td>
<td>20226</td>
</tr>
</tbody>
</table>
Graduate School Course Information

Summer College 2018
Register online at calu.edu through the VIP Portal.
Daily 7 a.m.–11:30 p.m. (Times may vary due to occasional system upgrades.)
Once 67% of class time has elapsed, you may no longer withdraw.

Graduate School Office: 724-938-4187
Email: gradschool@calu.edu

Global Online Office: 724-938-5958
Toll free: 1-866-595-6348
Email: calugo@calu.edu

Campus Master degrees:

Master of Science
– Athletic Training
– Clinical Mental Health Counseling
– Communication Disorders
– School Psychology

Master of Education
– Elementary Education
– Special Education
– Elementary & Special Education Dual
– Reading Specialist
– School Counseling
– Applied Behavior Analysis

Master of Social Work

Master of Business Administration

Master of Arts Teaching Secondary Education Initial Teacher Certification
– Art
– Biology
– Chemistry
– Communications
– Earth Science
– English
– Math
– Physics
– Social Studies
– Spanish

Certifications/Certificates
– Elementary Education
– School Counseling
– Post Master’s Licensure Program
– School Psychology
– Special Education
– Reading Specialist
– American Meteorological DataStreme Certificate (AMS Partnership)

You must be an admitted graduate student in good standing to be eligible to register for Summer 2018 classes. Prospective student who need information about campus programs, admission requirements or application procedures should consult the graduate webpage at calu.edu. If you are a prospective student interested in information about online programs, please call the office at 1-866-595-6348 or email at calugo@calu.edu

Current graduate students who need information about candidacy, comprehensive exams, graduation checkout or any other academic matters should refer to the graduate webpage at calu.edu. Call the Graduate Office at 724-938-4187 or email gradschool@calu.edu for more information.
Global Online Course Information

Summer College 2018

California University of Pennsylvania’s Global Online Programs offer convenient, flexible options for students to pursue certificates, bachelor’s, master’s and doctoral degrees 100% online. Cal U also offers online classes to satisfy non-degree seeking student requirements or continuing education options. Many of our most popular online programs start cohorts, or communities of new students, each summer. Please see below for more information on the Cal U Global Online Summer options.

Summer Start Graduate Programs and Certificates

- Exercise Science and Health Promotion (19 Options)
- Doctor of Criminal Justice
- Sport Management
  (Strategic Sport Analysis, IAA, General)
- Administrative Program for Principals
- English as a Second Language
  (MEd or MEd plus Certificate or Certificate only)
- Technology Education
- MBA (Analytics, Entrepreneurship, Healthcare Management, Nursing Administration & Leadership)
- Sports Counseling
- Intercollegiate Athletic Administration
- Superintendent Letter of Eligibility
- PSM Applied Mathematics
- PSM Cybersecurity, Cybersecurity Certificate
- Conflict Resolution
- STEM Education & STEM Secondary Certificate
- Business Analytics Certificate
- Post Bachelor’s SIS Data Science Certificate
- Legal Studies Criminal Justice,
  Criminal Justice Certificate
- Legal Studies Homeland Security,
  Homeland Security Certificate
- Legal Studies Law & Public Policy,
  Law & Public Policy Certificate
- Threat Assessment and Management in Schools
- Police Executive Law & Policy Certificate
- Sex Assault Investigation Certificate
- Special Education MEd & MEd plus Certificate (7-12, PreK – 8)
- Applied Behavior Analysis
  (Autism, General, BCBA Preparation Certificate)
- Arabic Language * Linguistics
- Spiritual, Ethical, Religious Counseling Certificate
- Addictive Disorders Certificate

Summer Start Undergraduate Programs and Certificates

- Arabic Language and Culture
- Land Management & Land Management Certificate
- Legal Studies
- Wellness and Fitness
- Computer Information Systems
- Sociology: Deviance
- Homeland and International Security
- Integrated Global Business
- Technology Management
- Forensic Accounting Certificate
- Innovation & Entrepreneurship Certificate
- Sub Bachelor’s SIS Data Science Certificate
- Science and Technology Multidisciplinary Studies
- Liberal Studies AA
- Liberal Studies BA
- Technical Studies AA
- Violence & Incidence Collaborative Evaluation in Schools.

If you have any questions about Cal U’s Global Online programs, please visit our website at calu.edu/go, call us at 866-595-6348, or email us at calugo@calu.edu.
Graduate Special Session Classes

Beginning in May 2018

CMD 713 Appl Sp Dx Proced
5/21/2018 - 6/7/2018
Section: 001, Crs: 3  CRN# 20088
MTWR 8 a.m. - 12 p.m.
Carlino, Nancy  MO 276C

EDU 701 Foundations of Gifted Education
5/21/2018 - 6/29/2018
Section: GW1, Crs: 3  CRN# 20077
Web  TBA
Staff  TBA

LAW 609 Law Culture and Society
5/21/2018 - 7/6/2018
Section: GW1, Crs: 3  CRN# 20002
Web  TBA
Bassi, Larry

MAT 602 Data Visualization
5/21/2018 - 6/29/2018
Section: GW1, Crs: 3 CRN# 20272
Web  TBA
Sovak, Melissa

MAT 603 Advanced Big Data Tools
5/21/2018 - 6/27/2018
Section: GW1, Crs: 3  CRN# 20273
Web  TBA
Sovak, Melissa

NUR 602 Health Policy in Nursing
5/21/2018 - 6/30/2018
Section: G00, Crs: 3  CRN# 20201
Web  TBA
Staff

PCJ 751 Executive Protection
5/21/2018 - 7/6/2018
Section: GW1, Crs: 3  CRN# 20005
Web  TBA
Morgan, William

Graduate Special Session Classes

Beginning in June 2018

CMD 703 Fluency Disorders
6/11/2018 - 6/28/2018
Section: 001, Crs: 3  CRN# 20085
MTWR 8 a.m. - 12 p.m.
Bonfanti, Barbara  MOR 276C

RSP 703 Action Research I: Assessment
6/18/2018 - 7/27/2018
Section: 001, Crs: 3  CRN# 20081
MTWRF 8 a.m. - 10:10 a.m.
Fine, Diane  KEY 327

RSP 704 Action Research II: Instruct
6/18/2018 - 7/27/2018
Section: 001, Crs: 3  CRN# 20082
MTWRF 10:15 a.m. - 12:25 p.m.
Fine, Diane  KEY 327

THE 502 Estill Vocal Training Levels 1 & 2
6/18/2018 - 6/22/2018
Section: 001, Crs: 3  CRN# 20256
Campus  TBA
Staff
Graduate Special Session Classes

Beginning in July 2018

CMD 785 Sem Speech Path
7/2/2018 - 7/19/2018
Section: 001, Crs: 3 CRN# 20089
MTWR 8 a.m. - 12 p.m.
Skwarecki, Robert MOR 276C

EAS 514 Selected Topics in Atmospheric Studies
7/2/2018 - 8/10/2018
Section: X01, Crs: 3 CRN# 20121
Field TBA
Kauffman, Chad

EAS 515 Selected Topics in Ocean Science
7/2/2018 - 8/10/2018
Section: X01, Crs: 3 CRN# 20122
Field TBA
Kauffman, Chad

LAW 702 Law/Science/Forensic App
6/25/2018 - 8/10/2018
Section: GW1, Crs: 3 CRN# 20006
Web TBA
Kohlhepp, Brian

First 5-Week Classes

<table>
<thead>
<tr>
<th>Code/Code #/Title</th>
<th>Section</th>
<th>Crs</th>
<th>Days</th>
<th>Start</th>
<th>End</th>
<th>Bldg</th>
<th>Rm</th>
<th>Instructor</th>
<th>CRN #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CED 761 Addiction and the Family</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td>John Massella</td>
<td>20098</td>
</tr>
<tr>
<td>CED 777 Student Affairs Services/High</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td>Robert Mehalik</td>
<td>20100</td>
</tr>
<tr>
<td>CED 781 Sports Counseling Programming</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td>Staff</td>
<td>20101</td>
</tr>
<tr>
<td>Exercise Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PRF 705 Ind Cln Corp Well</td>
<td>G00</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td>Staff</td>
<td>20137</td>
</tr>
<tr>
<td>PRF 715 Bus Entr Fit Ind</td>
<td>G00</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td>Staff</td>
<td>20138</td>
</tr>
<tr>
<td>PRF 765 Nut for Peak Pf</td>
<td>G00</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td>Staff</td>
<td>20140</td>
</tr>
<tr>
<td>Health Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATE 600 Cadaver Anatomy Dissection</td>
<td>001</td>
<td>4</td>
<td>MTWR</td>
<td>8 a.m.</td>
<td>12 p.m.</td>
<td>HAM</td>
<td>142</td>
<td>Edwin Zuchelkowski</td>
<td>20322</td>
</tr>
<tr>
<td>ATE 603 Foundations in Athletic Train</td>
<td>001</td>
<td>2</td>
<td>TWR</td>
<td>2 p.m.</td>
<td>4 p.m.</td>
<td>HAM</td>
<td>142</td>
<td>Kayla Shinew</td>
<td>20318</td>
</tr>
<tr>
<td>Secondary Ed &amp; Admin Ldrshp</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADP 621 Curr Ldrship-Stat Align Sys</td>
<td>G00</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td>Staff</td>
<td>20216</td>
</tr>
<tr>
<td>ADP 626 Instr Lead &amp; Strat-Incl Class</td>
<td>G00</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td>Staff</td>
<td>20217</td>
</tr>
<tr>
<td>EDU 703 Assess &amp; ID of Gifted Learner</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td>Staff</td>
<td>20284</td>
</tr>
<tr>
<td>Special Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESP 610 Spec Ed Foundations Collab</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td>Katie Kossar</td>
<td>20246</td>
</tr>
</tbody>
</table>
### Second 5-Week Classes

<table>
<thead>
<tr>
<th>Code/Code #/Title</th>
<th>Section</th>
<th>Crs</th>
<th>Days</th>
<th>Start</th>
<th>End</th>
<th>Bldg</th>
<th>Rm</th>
<th>Instructor</th>
<th>CRN #</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Childhood Education</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDE 701 Stand Aligned Cur, Asses, Inst</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td>Rebecca Maddas</td>
<td>20074</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELE 703 Field Experience</td>
<td>W01</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td>Staff</td>
<td>20079</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Counselor Education</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CED 762 Assess/Eval Sub use Disorders</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td>Kevin Kumpf</td>
<td>20099</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CED 783 Counsel/Advise Ath Dth/Grief</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td>Staff</td>
<td>20102</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Exercise Science</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PRF 700 Orientation Ex Sci &amp; Hlth Prom</td>
<td>G00</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td>Staff</td>
<td>20135</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PRF 701 SAQ and End Training</td>
<td>G00</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td>Staff</td>
<td>20136</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PRF 765 Nut for Peak Performance</td>
<td>XG0</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td>Staff</td>
<td>20141</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PRF 780 Curr Top Perf Enhancement</td>
<td>G00</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td>Staff</td>
<td>20142</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PRF 781 CurrentTopics Fitness/Wellness</td>
<td>G00</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td>Staff</td>
<td>20143</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PRF 782 Current Topics in Rehab</td>
<td>G00</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td>Staff</td>
<td>20144</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPT 700 Research Methods in Sport</td>
<td>G00</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td>Staff</td>
<td>20146</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPT 710 Soc Cult Asp Sports</td>
<td>G00</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td>Staff</td>
<td>20147</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Health Science</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATE 610 Clinical Skills in Ath Train</td>
<td>001</td>
<td>2</td>
<td>TR 9 a.m.</td>
<td>11:30 a.m.</td>
<td>HAM 142</td>
<td>Shelly DiCesaro</td>
<td>20319</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Secondary Ed &amp; Admin Leadership</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADP 641 Sch Comm Seminar</td>
<td>G00</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td>Staff</td>
<td>20218</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADP 647 Orientation &amp; Assessment</td>
<td>G00</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td>Staff</td>
<td>20219</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADP 661 Educational Leadership</td>
<td>G00</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td>Staff</td>
<td>20220</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 705 Pgm Models for Gifted Ed-Svs D</td>
<td>W01</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td>Staff</td>
<td>20078</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

### 10-Week Classes

<table>
<thead>
<tr>
<th>Code/Code #/Title</th>
<th>Section</th>
<th>Crs</th>
<th>Days</th>
<th>Start</th>
<th>End</th>
<th>Bldg</th>
<th>Rm</th>
<th>Instructor</th>
<th>CRN #</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Applied Engineering and Tech</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TED 702 Assess Constructivist Clsrm</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td>Staff</td>
<td>20043</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TED 775 Integ Tech in Elem Curriculum</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td>Staff</td>
<td>20296</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TED 807 Tech Prog Dev &amp; Improv</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td>Staff</td>
<td>20044</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Business and Economics</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACC 711 Managerial Accounting</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td>Clyde Roberts</td>
<td>20052</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUS 771 Quantitative Methods</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td>Edmund Matecki</td>
<td>20055</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUS 782 Forecast and Predictive Model</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td>Paul Hettler</td>
<td>20056</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECO 716 Applied Economic Analysis</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td>Ismail Cole</td>
<td>20058</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENP 705 Entrepreneurial Finance</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td>Nan Li</td>
<td>20059</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FIN 711 Corporate Finance</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td>Arshad Chawdhry</td>
<td>20062</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MGT 766 Healthcare Information Systems</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td>Adrian Chawdhry</td>
<td>20280</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MGT 771 Management Info Systems</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td>Adrian Chawdhry</td>
<td>20068</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Childhood Education</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECE 704 Special Topics/Early Childhood</td>
<td>G01</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td>Clover Wright</td>
<td>20072</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECE 705 Science &amp; Math</td>
<td>G01</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td>Staff</td>
<td>20073</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDE 770 Nature STEM Inquiry</td>
<td>W01</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td>Staff</td>
<td>20076</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RES 800 Methods in Research</td>
<td>W01</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td>Christine Peterson</td>
<td>20080</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RSP 734 Cont Rding Mid Se C</td>
<td>W01</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td>Rebecca Maddas</td>
<td>20083</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Counselor Education</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CED 700 Foundations of Schl Counseling</td>
<td>001</td>
<td>3</td>
<td>M 5 p.m.</td>
<td>9:30 p.m.</td>
<td>KEY 404</td>
<td>Staff</td>
<td>20090</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CED 702 Counseling Theory</td>
<td>001</td>
<td>3</td>
<td>R 5 p.m.</td>
<td>9:30 p.m.</td>
<td>KEY 404</td>
<td>Grafton Eliason</td>
<td>20091</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CED 705 Dev Gr Counseling</td>
<td>001</td>
<td>3</td>
<td>W 5 p.m.</td>
<td>9:30 p.m.</td>
<td>KEY 404</td>
<td>Jacqueline Walsh</td>
<td>20092</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CED 717 Diag Trmt Ment Hlth</td>
<td>001</td>
<td>3</td>
<td>T 5 p.m.</td>
<td>9:30 p.m.</td>
<td>KEY 404</td>
<td>Grafton Eliason</td>
<td>20093</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CED 720 Cross Cultural Counseling</td>
<td>001</td>
<td>3</td>
<td>R 5 p.m.</td>
<td>9:30 p.m.</td>
<td>KEY 419</td>
<td>Robert Mehalik</td>
<td>20094</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CED 722 Assess Proc for Prof Counsel</td>
<td>001</td>
<td>3</td>
<td>T 5 p.m.</td>
<td>9:30 p.m.</td>
<td>KEY 419</td>
<td>Staff</td>
<td>20095</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CED 732 Current Issues in Sch Counseling</td>
<td>001</td>
<td>3</td>
<td>T 5 p.m.</td>
<td>9:30 p.m.</td>
<td>KEY 419</td>
<td>William Ruilo</td>
<td>20096</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CED 755 Lifespan Counseling</td>
<td>001</td>
<td>3</td>
<td>M 5 p.m.</td>
<td>9:30 p.m.</td>
<td>KEY 419</td>
<td>Jeffrey Samide</td>
<td>20097</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CED 760 Gambling Addiction</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td>John Massella</td>
<td>20282</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CED 780 Issues/Teaching-Cnsling Athletes</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td>Staff</td>
<td>20277</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## 10-Week Classes (continued)

<table>
<thead>
<tr>
<th>Code/Code #/Title</th>
<th>Section</th>
<th>Crs</th>
<th>Days</th>
<th>Start</th>
<th>End</th>
<th>Bldg</th>
<th>Rm</th>
<th>Instructor</th>
<th>CRN #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criminal Justice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRJ 800 Leading Criminal Justice Agency</td>
<td>G01</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Michael Hummel</td>
<td>20270</td>
</tr>
<tr>
<td>CRJ 850 Cont Forensic SciTech</td>
<td>G01</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>John Cencich</td>
<td>20103</td>
</tr>
<tr>
<td>CRJ 860 Crime Justice Training-needs prob</td>
<td>G01</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Christopher Wydra</td>
<td>20104</td>
</tr>
<tr>
<td>CRJ 890 App Crim Justice Res Methods</td>
<td>G01</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Michael Hummel</td>
<td>20311</td>
</tr>
<tr>
<td>CRM 720 Research Meth in Criminology</td>
<td>G01</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Raymond Hsieh</td>
<td>20105</td>
</tr>
<tr>
<td>CRM 820 Ethics &amp; Legal Aspects Criminology</td>
<td>G01</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Julie Warnick</td>
<td>20106</td>
</tr>
<tr>
<td>CRM 840 Equivocal Death Analysis</td>
<td>G01</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>John Cencich</td>
<td>20107</td>
</tr>
<tr>
<td>CRM 730 Nonviolence: Theory &amp; Practice</td>
<td>G01</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Beverly Ross</td>
<td>20109</td>
</tr>
<tr>
<td>CRS 740 Law and Conflict Resolution</td>
<td>G01</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Julie Warnick</td>
<td>20110</td>
</tr>
<tr>
<td>CRS 760 App Mediation and Negotiation</td>
<td>G01</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Beverly Ross</td>
<td>20113</td>
</tr>
<tr>
<td>Exercise Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DHS 806 Community &amp; Corporate Wellness</td>
<td>G01</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Staff</td>
<td>20132</td>
</tr>
<tr>
<td>DHS 826 Res Methods in Exercise Science II</td>
<td>G01</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Staff</td>
<td>20133</td>
</tr>
<tr>
<td>DHS 851 Learn Concepts/Adult Learners</td>
<td>G01</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Staff</td>
<td>20134</td>
</tr>
<tr>
<td>Math Comp Science Information Systems</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 604 Advanced Big Data Analytics</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Melissa Sovak</td>
<td>20274</td>
</tr>
<tr>
<td>PSA 611 Optimization and Oper Res I</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Kaddour Boukaabar</td>
<td>20183</td>
</tr>
<tr>
<td>PSA 724 Adv Num Analysis and Empirical Mod</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Mohamed Benbourenane</td>
<td>20184</td>
</tr>
<tr>
<td>PSC 600 Operating Systems</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Weifeng Chen</td>
<td>20185</td>
</tr>
<tr>
<td>PSC 745 Cybersecurity Risk Mgt &amp; Asses</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Weifeng Chen</td>
<td>20186</td>
</tr>
<tr>
<td>Psychology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 702 Psychopathology of Childhood</td>
<td>W01</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Angela Bloomquist</td>
<td>20209</td>
</tr>
<tr>
<td>PSY 712 Adv Psych Learning</td>
<td>W01</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Carrie Elkin</td>
<td>20210</td>
</tr>
<tr>
<td>PSY 713 Psy Growth Develop</td>
<td>W01</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Angela Bloomquist</td>
<td>20211</td>
</tr>
<tr>
<td>PSY 721 Adv Tests and Measures</td>
<td>W01</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Justin Hackett</td>
<td>20212</td>
</tr>
<tr>
<td>PSY 756 Consult Group Proc</td>
<td>W01</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Rueben Brock</td>
<td>20213</td>
</tr>
<tr>
<td>PSY 796 Res Sem Sch Psychology</td>
<td>W01</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Dana Keener</td>
<td>20215</td>
</tr>
<tr>
<td>Secondary Ed &amp; Admin Leadership</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 702 Instr Design Gifted Education</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Staff</td>
<td>20281</td>
</tr>
<tr>
<td>EDU 704 Eng as 2nd Language</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Staff</td>
<td>20227</td>
</tr>
<tr>
<td>EDU 712 Content Instr &amp; Asses PK-12</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Staff</td>
<td>20228</td>
</tr>
<tr>
<td>MSE 645 Tech in 7-12 Education</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Staff</td>
<td>20229</td>
</tr>
<tr>
<td>MSE 646 Assessments and Interv 7-12</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Staff</td>
<td>20230</td>
</tr>
<tr>
<td>MSE 651 Methods of English</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Staff</td>
<td>20231</td>
</tr>
<tr>
<td>MSE 652 Methods of Mathematics</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Staff</td>
<td>20232</td>
</tr>
<tr>
<td>MSE 653 Methods of Science</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Staff</td>
<td>20233</td>
</tr>
<tr>
<td>MSE 654 Meth Soc Stud Teach</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Staff</td>
<td>20234</td>
</tr>
<tr>
<td>MSE 655 Meth Art Teach K-12</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Staff</td>
<td>20235</td>
</tr>
<tr>
<td>MSE 656 Meth For Lang Teach</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Staff</td>
<td>20236</td>
</tr>
<tr>
<td>MSE 740 Adv Instructional Technology</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Staff</td>
<td>20237</td>
</tr>
<tr>
<td>MSE 771 Strategies Inclusive 7-12 Ed</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Staff</td>
<td>20238</td>
</tr>
<tr>
<td>SLE 704 Tech &amp; Faculty Development</td>
<td>G00</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Staff</td>
<td>20239</td>
</tr>
<tr>
<td>SLE 705 Curr &amp; Inst Lead Superintendent</td>
<td>G00</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Staff</td>
<td>20240</td>
</tr>
<tr>
<td>Social Work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWK 705 Hum Beh Soc Envr</td>
<td>W01</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Staff</td>
<td>20241</td>
</tr>
<tr>
<td>SWK 715 Res Pol &amp; Rural Practice</td>
<td>D01</td>
<td>3</td>
<td>T 5</td>
<td>5 a.m.</td>
<td>8:45 p.m.</td>
<td>KEY 211</td>
<td>Staff</td>
<td>20242</td>
<td></td>
</tr>
<tr>
<td>SWK 815 Juv Adult Sys Prac</td>
<td>W01</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Staff</td>
<td>20323</td>
</tr>
<tr>
<td>Special Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESP 602 Life Skills Planning &amp; Instruction</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Staff</td>
<td>20243</td>
</tr>
<tr>
<td>ESP 606 Transition Planning &amp; Instruction</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Staff</td>
<td>20244</td>
</tr>
<tr>
<td>ESP 607 Early Intervention Special Educ</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Staff</td>
<td>20245</td>
</tr>
<tr>
<td>ESP 612 Evid Based Practice Elem Incl</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Jason Kight</td>
<td>20247</td>
</tr>
<tr>
<td>ESP 620 Sp Ed History, Theory &amp; Except</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Staff</td>
<td>20248</td>
</tr>
<tr>
<td>ESP 701 Intro to Behav Analysis</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Katherine Mitchem</td>
<td>20249</td>
</tr>
<tr>
<td>ESP 743 Navigating Soc Wld: ASD</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>James Burton</td>
<td>20250</td>
</tr>
<tr>
<td>ESP 750 Concepts, Principles, Assess ABA</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Kailie Kossar</td>
<td>20251</td>
</tr>
<tr>
<td>ESP 753 Prof Ethical Pract Beh Analysis</td>
<td>GW1</td>
<td>3</td>
<td>TBA</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Peter Heh</td>
<td>20252</td>
</tr>
</tbody>
</table>
Undergraduate Course Descriptions

**Accounting – ACC**

**ACC 200 - FINANCIAL ACCOUNTING**
The fundamentals of accounting concepts and procedures for sole proprietors, partnerships, and corporations. The interpretation and use of financial statements and other relevant accounting information will be emphasized. (3 crs.)

**ACC 491 - ACCOUNTING INTERNSHIP**
Practicum with public accounting firms, government, or industry. Prerequisites: 18 credits in accounting and permission of instructor. (Repeatable; Variable crs.; a maximum of 12 credits may be used toward a baccalaureate degree.)

**ANT – Anthropology**

**ANT100 - INTRODUCTION TO ANTHROPOLOGY**
This course is an introduction to biological anthropology (primatology, hominid evolution, variation in modern humans), archaeology (methods, evidences of the evolution and diffusion of culture), anthropological linguistics, and cultural anthropology (methods of participant observation, comparative data from non-Western societies, diversity and unity of culture). (3 crs.)

**ARB-ARABIC**

**ARB 102 - ELEMENTARY ARABIC II**
Elementary Arabic II is the continuation of Elementary Arabic I. This course continues to introduce students to the people and culture of the Arabic-speaking world. Students will become familiar with Arabic grammar and language structure. They will have maximum opportunity to use the different language skills: listening, speaking, reading, and writing in Modern Standard Arabic (MSA). Students will develop greater competency in understanding MSA in both its written and spoken forms and in producing the language in writing and speech. This course will have a greater emphasis on active vocabulary learning, proper grammatical application and on developing the ability to use the language in real-world everyday situations. Prerequisite: ARB 101 or equivalent (3 crs.)

**ARB 401 - INTRODUCTION TO ARABIC LINGUISTICS**
This course will focus on the study of Arabic as a “language system” in terms of modern linguistic analysis. Students will study the language’s sound system (phonology), word structure (morphology, particularly roots and patterns), phrase and sentence structure (syntax), and meaning at the word and sentential level (semantics). The history of Arabic and the issue of diglossia in Arabic-speaking countries will be discussed. The linguistic features of both Standard Arabic and the modern Arabic dialects of today will also be covered. (3 crs.)

**ARB 402 - Arabic Translation**
This course introduces students to the basic techniques of Arabic-English translation. Students will work on stylistic, syntactic, technical, and cultural problems encountered in the Arabic-English translation process. It focuses on the process and quality of translation with emphasis on cultural differences. Exercises will provide translation practice with different types of texts and documents. Pre-requisite: ARB 350 (3 crs.)

**ART – ART**

**ART 106 ART - APPRECIATION**
This course provides a very approachable and easy-to-understand guide to the key visual design building blocks, materials, processes, styles and history of the whole of Western Art. Students will also gain reference knowledge of the key timeline of the major artists, artworks and art processes from the past and present, and why art developed the way it did.

**ART 329 - ART INTERNSHIP**
Supervised experience provides the specific technical skills used in the art world outside the classroom and studio, e.g., mounting exhibits, techniques of art restoration, graphic arts production techniques, and promoting arts and cultural events. (Variable crs.)

**ART 382 - CERAMICS STUDIO**
In this introductory exploration of clay through hand-building techniques and the potter’s wheel, students examine the various forms and functions of the ceramic vessel. The course focuses on forming processes and the glazing and firing of pieces made in the studio. (3 crs.)

**Athletic Training - ATE**

**ATE 340 - SPORTS NUTRITION**
This course covers nutrition and its applications to health and sports and is designed to provide the student with a sound nutritional background so that sound decisions may be made concerning all aspects of nutrition. Additionally, specific nutritional techniques used to improve athletic performance are addressed. (3 crs.)

**Biology – BIO**

**BIO 103 - CONTEMPORARY ISSUES IN BIOLOGY**
Basic biological principles are applied to the understanding of current social-biological problems and how these relate to an individual’s personal life. Topics included are human sexuality, nutrition, health and disease, evolution, behavior, and the diversity of life. Three lecture-hours weekly. For students not majoring in Biology. (3 crs.)

**BIO 226 - BASIC MICROBIOLOGY**
This course provides a survey of the prokaryotic and the medically important concepts of microbiology, including microbial control, acquisition of disease, and disease prevention and control. Prerequisites: This course is for students who are enrolled in a nursing program, or have obtained permission of the instructor. Three lecture-hours and three laboratory-hours weekly. (4 crs.) Fall and Summer
BIO 492 - BIOLOGICAL AND ENVIRONMENTAL SCIENCE INTERNSHIP
Student interns are placed with an organization or institution which most nearly approximates their goals for employment. The intent of the internship is to provide students with practical work experience in an environment in which they will be dealing with practical problems requiring real solutions in a relatively short time frame. Advisor and department chairperson approval is required before course enrollment. A total of 6 credits may be applied toward graduation in the following manner: A maximum of 3 credits may be applied to an appropriate core area in the Biology curriculum. In the Environmental Studies and Pre-Professional programs, a maximum of 3 credits can be applied to the related electives area. In addition, a maximum of 3 credits may be applied to the free electives area in the general education requirement of any program. Prerequisite: Junior or senior standing and permission of the department (Variable: 1-12 crs)

BUS 100 - INTRODUCTION TO BUSINESS
This course provides background and insight into business organizations. It covers a variety of basic business concepts. The course focuses on major issues that affect today’s organizations, such as domestic and global environments, corporate social responsibilities and ethics, managing businesses, people in organizations, marketing principles, accounting and financial issues, and information technology. Students will learn the many areas involved in operating a business in today’s society and explore how businesses influence and interact with the social, political, legal, economic, technical, cultural, and global external environments. (3 crs.)

BUS 242 - BUSINESS LAW I
A study of commercial law as it relates to contracts, agency, and criminal and constitutional law pertaining to business. (3 crs.)

BUS 379 - SPECIAL PROBLEMS IN BUSINESS
This course allows for the examination of a particular problem, theme or issues viewed through the lens of accounting, economics, finance, management, marketing or related disciplines. The topic(s) address will vary from semester to semester. The course is repeatable with different topics.

BUS 492 - BUSINESS INTERNSHIP
The student is placed with a business firm, bank, government agency, or nonprofit organization for on-the-job and/or counseling experience. It offers a practical training ground for students that supplements academic training by permitting them to address actual problems in a real business environment. Prerequisite: Senior standing or permission of instructor. (Repeatable; Variable crs.; a maximum of 12 credits may be used toward a baccalaureate degree.)

CHE 322 – PROFESSIONAL EDUCATION INTERN
The internship course provides students with the opportunity to apply their knowledge skills, and dispositions to experiences outside or within the education field. In consultation with the department advisor, students select an organization or agency that matches their career interests and goals. Students complete a minimum of 120 hours under the supervision of a university faculty member and an off-site supervisor at their internship site. This is a 3-credit internship course with an option to repeat the course up to four times, a maximum of twelve credits. Must have: 2.0 GPA, Acts 24, 34, 151, 114, and Mandatory Reporter clearances

CHE 101 - GENERAL CHEMISTRY I
An introductory course for majors and non-majors. Topics covered include atomic structure, bonding, stoichiometry, chemical reactions, solutions, and the gaseous state. Three class-hours and three laboratory-hours each week. Prerequisites: High school chemistry or CHE familiarity with algebraic manipulations and simple graphing is expected. (4 crs.)

CHE 102 - GENERAL CHEMISTRY II
A continuation of General Chemistry I. Topics covered include solutions, thermodynamics, kinetics, acids and bases, gaseous and ionic equilibria. Either Three class hours and three laboratory hours each week or 5 total classroom hours in the studio format. Prerequisite: CHE 101 and Co-requisite: MAT 181 or higher. (4 crs.)

CHE 331 - ORGANIC CHEMISTRY I
An introduction to the basic principles that govern the reactions of carbon-based compounds. Particular emphasis is placed on introduction of the basic functional groups and their structural and stereochemical properties. An introduction to reactions of functional groups, including alkanes, alkyl halides, alcohols, alkenes, alkynes, and conjugated systems through study of reaction mechanisms, molecular modeling, and synthesis. Students are introduced to and trained in important purification techniques and instrumentation used for characterizing molecules. Three hours lecture and three hours laboratory. Prerequisites: CHE 101, CHE 102. (4 crs.) Summer and fall.

CHE 341 AND CHE 342 LAB - ORGANIC CHEMISTRY II
A continuation of the study of organic functional groups. The student continues study of the properties, reactions and mechanistic evaluations of important functional groups, including aromatics, alcohols, ethers, aldehydes, ketones, carboxylic acids, esters, amides and amines. Organic synthesis is introduced as a means toward interconversion of functional groups. Theory and interpretation of infrared spectroscopy, ultraviolet spectroscopy, nuclear magnetic resonance spectroscopy and mass spectrometry as a means to determining molecular structure is also introduced. Students will also be trained in design, implementation and report of experiments through an independent project. Three hours lecture and three hours laboratory. Prerequisites: CHE 101, CHE 102, and CHE 331. (4 crs.)
CSC 101 - PERSONAL PRODUCTIVITY SOFTWARE
This course provides a structured laboratory experience designed to develop and enhance a student's proficiency in using selected Windows microcomputer application software packages. Prerequisite: None (3 crs.)

CIS 110 - INTRODUCTION TO INFORMATION SYSTEMS
This course is an introductory study of information systems and their technology. Major topics include the role and value of information systems, hardware and software used in information technology, managing information and data resources, and decision making in developing information systems. Prerequisite: None. (3 crs.)

CIS 330 - WEB PROGRAMMING I
This course is designed for the computer information systems major. It provides the student with a thorough understanding of HTML in order to enable the student to create Web pages and websites using HTML. It also provides the student with a thorough understanding of at least one client-side scripting language, in order to enable the student to begin creating database driven websites. Students are required to write and test Web pages and websites that use client-side scripts. Prerequisite: CIS 220 Application Programming II with a C- or better. (3 crs.)

CIS 354 - SYSTEMS PROJECT MANAGEMENT
This course, taken from the latest Model Curriculum for Information Systems (IS 2002), is intended for CIS or CS majors. Building on the systems analysis and design concepts of CIS 299, this course focuses on the management and completion of a systems-software development project. Both technical and behavioral aspects of project management are applied within the context of an information systems development project. Prerequisite: CIS 299 Systems Analysis I with a C- or better. (3 crs.)

CIS 419 - CIS INTERNSHIP
This course is designed for majors in the computing-disciplines who are seeking work experience in a related area. This intern experience will enable the student to apply her/his educational background in his/her field to a real work place. The internship will provide the student with the valuable experience that should enhance the student's job opportunities upon graduation. Prerequisite: Students should have completed 64 credits with a good grade-point average plus have sufficient background to meet the needs of the particular internship in which they will be participating. Variable credits (1-15) depending on the length of the internship and the number of hours devoted to the internship.

CSC 419 - INTERNSHIP
This course is designed for the computer science major who is seeking work experience in the computer science area. This intern experience will enable students to apply their knowledge of computers in the real workplace. The internship will provide the student with the valuable computer experience that should enhance the student's job opportunities upon graduation. Prerequisite: Students should have completed 64 credits with a good QPA plus have sufficient background to meet the needs of the particular internship in which they will be participating. (Variable crs.)

Computing Sciences – CSC

Earth Science – EAS

EAS 105 - EXTREME WEATHER
This course provides scientifically accurate description of extreme and unusual weather phenomena. Course discusses a variety of extreme weather phenomena in a descriptive style that does not require advanced mathematical knowledge. Course includes topics like thunderstorms, thunderstorm complexes, tornadoes, hurricanes, extreme snowfall events, blizzards, floods, droughts and downslope windstorms. Climatology of these events is also discussed. (3 crs.)

EAS 150 - INTRODUCTION TO GEOLOGY
A survey course intended primarily for the non-science major. Topics considered include the make-up of the earth, internal and external processes that occur within or on the earth, rocks and minerals, fossils, earth's origin and evolution, and the origin and evolution of life on this planet. Laboratory work is an integral part of the course. (4 crs.)

EAS 315 - SURFACE GEOLOGY FOR LAND MANAGEMENT
This course presents fundamental concepts of soil science, hydrology and hydrogeology, and geomorphology within the broader context of geological surface processes. It combines the common physical principals of hydrologic and atmospheric processes and their interaction with Earth's surface. It addresses soil types and formation, stream and groundwater flow and transport, and landscape development within a framework of historical and current geological processes. Content is presented within the specific context of land use and management especially as it relates to geological resource exploration and extraction, including coal, oil and natural gas, as well as human demands on water resources. Prerequisite: Minimum grade of C in EAS 150. (3 crs.)

EAS 316 - SUBSURFACE GEOLOGY FOR LAND MANAGEMENT
This course focuses on evaluation of subsurface geologic conditions necessary for generating conventional and unconventional petroleum systems, coal deposits and other important earth resources. Included are discussions of how these systems form, how these systems are found and evaluated, and the environmental impacts inherent in extracting them. Prerequisite: Minimum grade of C in EAS 150. (3 crs.)

EAS 391 - GEOLOGY OF NORTHEASTERN U.S. FIELD COURSE
A field course focusing on regional geology of northwestern states, including but not limited to Wyoming, Utah, Idaho and Montana. Students will visit and study geological features such as volcanoes, folds, faults, fossils, igneous intrusins, geysers and hot springs. Additional travel fees are required. Prerequisite: Permission of instructor (3 crs.)
ENG 100 - ENGLISH COMP I
Composition I is a sequel to English Language Skills. It provides guided practice in writing, with emphasis on thoughtful analysis of subject matter, clear understanding of the writing situation, flexible use of rhetorical strategies and stylistic options, particularly those related to an understanding of a variety of purposes and voices. ENG 101 continues the development of the essential writing, reading and thinking skills stressed in ENG 100. (3 crs.)

ENG 101 - ENGLISH COMP II
The sequence of Composition I – Composition II provides guided practice in writing, with an emphasis on more demanding writing situations. It continues the work begun in Composition I with more complicated rhetorical strategies and stylistic options, especially audience-centered considerations. ENG 102 introduces research and research writing at the undergraduate level. Prerequisite: ENG 101 (3 crs.) ENG 104 - Tentative English 100 or 101

ENG 217 - SCIENTIFIC AND TECHNICAL WRITING I
ENG 217 is a writing course that introduces students to the style, tone, techniques and formats used in scientific and technical documents and reports. Using interactive teaching strategies, students plan, structure, write, and evaluate a variety of scientific and technical papers and reports for multiple audiences. Prerequisite: ENG 101 (3 crs.)

EDU 310 - TEACHING IN A MULTICULTURAL SOCIETY
Teaching in a Multicultural Society is a course designed to develop intergroup-interpersonal awareness to promote a better understanding of the different sexes, religious beliefs, national origins, and socioeconomic backgrounds found in our multicultural society. The emphasis is on developing the awareness, knowledge skills, and competencies needed for positive human relationships. (3 crs.)

EDU 350 - SUPPORTING ENGLISH LANGUAGE LEARNERS
This course examines research-based English Language Learner (ELL) teaching and learning methods in K-12 mainstream classrooms. The major theories of second language acquisition will be reviewed, and their implications for the second language classroom will be discussed. The primary goals of this course are (a) to familiarize teacher candidates with major theoretical issues and research-based methods in second language learning in formal and informal situations; (b) to provide teacher candidates with opportunities to develop communication strategies that will support their students learning; (c) to assist teacher candidates in becoming skillful at making appropriate teaching decisions that will nurture language learning among culturally and linguistically diverse students, in order to promote and increase academic achievement in the classrooms. Prerequisites: EDE 200 or ELE 200 or ELM 200 or ESP 301 or SEC 150 or SEC 210 or TED 100 or ECE 200 or CMD 321. (3 crs.)

FIN 301 - FINANCIAL MANAGEMENT
The study of financial analysis, planning and control, including: time value of money, risk and returns, working capital management, capital budgeting, cost of capital, and other selected subjects. Advanced techniques of financial analysis are employed. Prerequisite: MAT 181 and, ACC 200 or ACC 201. (3 crs.)
FIN 492 - FINANCE INTERNSHIP
On the completion of this course, the student should be able to see how the knowledge acquired in the finance courses is applied in real-world situations. It provides students with the opportunity to translate academic principles to real-world situations and to test their career interests. It will also enable students to determine what additional skills are needed to be successful in the workplace. Prerequisite: Permission of the instructor. (Repeatable; variable credits; a maximum of 12 credits may be used toward a baccalaureate degree.)

FIT100 - INTRODUCTION TO FITNESS
This course is an introductory overview of fitness and the fitness industry. Students will be exposed to current practices within the fitness industry. Students will also gain an understanding of wellness and the wellness lifestyle. This course serves as a prerequisite for all courses within the curriculum. (3 crs.)

FIT125 - FUNDAMENTALS OF SPEED TRAINING
This course is designed to provide students content related to the ever-growing specialization in speed training. Students will be exposed to content from the National Association of Speed and Explosion (NASE), and at the close of the course will be prepared to sit for their certification to become a Speed and Explosion Specialist. All aspects of speed training will be explored, including mechanics, training, and program design. The course will provide an entry-level understanding of biomechanics and exercise physiology as they pertain to improving athletic performance. Additionally, practical applications will be presented pertaining to proper warm up procedures, drills and exercises and sample programs that can be immediately applied upon completion of the course. (3 crs.)

FIT-Fitness

FIT125 - FUNDAMENTALS OF SPEED TRAINING
This course is designed to provide students content related to the ever-growing specialization in speed training. Students will be exposed to content from the National Association of Speed and Explosion (NASE), and at the close of the course will be prepared to sit for their certification to become a Speed and Explosion Specialist. All aspects of speed training will be explored, including mechanics, training, and program design. The course will provide an entry-level understanding of biomechanics and exercise physiology as they pertain to improving athletic performance. Additionally, practical applications will be presented pertaining to proper warm up procedures, drills and exercises and sample programs that can be immediately applied upon completion of the course. (3 crs.)

GCM 495 - GRAPHIC COMMUNICATIONS INTERNSHIP
Student interns are placed with an organization that most nearly approximates employment goals. If this is not possible, students are placed in some type of graphics environment that is available at the time. 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. Advisor and department chairperson approval is required before course enrollment. This is a repeatable course and may be taken as follows: Students may earn up to 6 credits of internship. Prerequisite: Upper-level standing. (1-6 crs.) Fall, spring and summer.

Graphics and Multimedia — GCM

GEO 100 - INTRODUCTION TO GEOGRAPHY
Introduces students to regional differences throughout the world in terms of landforms, climates, soils, and vegetation as well as population characteristics and economic activities. Representative areas, such as western Europe, Russia, Japan, and Latin America, are developed. (3 crs.)

GEO 277 - CASINOS & GAMING ENTERTAINMENT
Casinos and gaming entertainment are a growing sector of the tourism and hospitality industries. This course examines the history and development of gaming and casino operations. Managerial, technical, and operational concepts of casinos and gaming entertainment will be reviewed. Other topics will include regulatory issues and implications for game protection. Within a global context, the socio-cultural, environmental, and economic impacts of casinos and gaming entertainment will be examined. Responsible gaming operations and management will be emphasized.

GEO 479 - INTERNSHIP
The internship provides the student with the opportunity to apply classroom theory to realistic, professional-level situations. It is intended to give the student a concentrated practical experience in a professional organization. The concepts and experiences acquired in the classroom are honed and fine-tuned at this level to prepare students for their career undertaking. (Variable crs.)

GEO 330 - MEETINGS EXPOSITIONS EVENTS AND CONVENTION OPERATION
Through a global approach, this course examines the structure and role of conventions and destination management at various geographical scales. The course content will explore the theories and practices relevant to successful conventions and the role these play in destination management. Strategies required for successful planning, development, implementation, and evaluation of conventions will be introduced. Issues will be considered from the perspectives of the service providers, host community, and visitors. (3 crs.)

GIS 311 - GEOGRAPHIC INFORMATION SYSTEMS
This course provides an analysis of different methods and techniques of representing geographic data through the use of various manual and computer-based technologies. The focus is on the processes involved in the collection, compilation and display of geographic data within a database. (3 crs.)

GTY 440 - INTERNSHIP
Opportunity to apply theoretical knowledge to practice through placement in agency or institution serving older people. Internship sites include senior centers, nursing homes, adult day centers, independent- and assisted-living facilities, area agencies on aging, and others. GTY 100, 200, 300, 305, and senior standing. (6-12 crs.)

Health and Physical Education — HSC

HSC 115 - CURRENT HEALTH ISSUES
It is intended to give the student a concentrated practical experience in a professional organization. The concepts and experiences acquired in the classroom are honed and fine-tuned at this level to prepare students for their career undertaking. (Variable crs.)

HSC 310 - HUMAN ANATOMY AND PHYSIOLOGY I
The organization, structures and functions of the human body: the development of the cell, tissues, integumentary system, digestive system, respiratory system, urinary system, reproductive system, lymphatic and cardiovascular systems. (4 crs.)

HSC 415 - CURRENT HEALTH ISSUES
Current Health Issues is a course designed to convey information concerning the individual’s role in establishing a healthful lifestyle as well as encouraging prevention of disease and a focus on healthful living. The basic themes from the text include personal responsibility, a commitment to prevention, practical applications of knowledge, and a focus on behavioral change. (3 crs.)
### JUR 300 - CLASSICAL JURISPRUDENCE
A comprehensive overview of ancient and classical jurisprudence forms the foundation of this course. Commencing with an in-depth examination of the PlatoÆ’s Laws, the course will delve deeply into this original contribution whereby law is considered transcendently. From there the course moves to Cicero and his remarkable work on law and nature, his naturalism and his discourse on legal ethics and public duty. Next, the concept of justice as espoused by Aristotle is fully examined as well as other jurisprudential resources of ancient Rome and Greece.

### ITE 471 - PROJECT MANAGEMENT
Operations and projects differ in that operations are ongoing while projects are temporary. A project, by its very nature, is also unique and requires particular knowledge of how the components combine to form an integrated whole. This course will introduce the student to the field of project management and will present an overview of the body of knowledge necessary for successful project management. The course will focus on the fundamental principles that cross the boundaries of projects and will demonstrate how project management techniques can be applied to a wide variety of disciplines. This course will also introduce the student to computer methods for solving project management problems. Prerequisite: ITE 375 (3 crs.)

### JUS 415 - MULTICULTURALISM AND THE CRIMINAL JUSTICE SYSTEM
This course will focus on cultural needs of law enforcement to operate in a heterogeneous society with a high level of professionalism. It covers issues related to improve police performance in dealing with individuals from different ethnic backgrounds, classes, religions, and races in the United States. Students will be given case studies related to different groups in the American Society and how law enforcement agencies handled and/or should have handled such cases.

### JUS 429 - TERRORISM
This course examines current terrorism, its origins and ideological bases, with particular attention to its relation to political institutions and the criminal justice process. Specific attention is given methods and means of the terrorist, motivations and modus operandi trends and predictability, and law enforcement’s multifaceted reactions to its many devious forms. Legislative efforts to curb the scourge of terrorism are also highlighted. (3 crs.)

### JUS 498 - JUSTICE STUDIES INTERNSHIP
An on-site, experiential learning experience where students work at a variety of justice agencies for academic credit is the central aim of the internship program. Intern locations have included government agencies, police departments, prisons, federal and state law enforcement, private security firms, judicial clerkships, legal offices, and legal research concerns. Interns must complete a self-evaluation, perform a series of exercises and assignments, author a log diary and a paper outlining the internship experience, work 45 hours per internship credit, and present an acceptable recommendation from the internship supervisor upon completion of the experience. Attendance at internship seminars for the department is required. (Variable crs.)

### JUS499 - SEMINAR IN CRIMINAL JUSTICE STUDIES
This is the capstone course for justice studies students. It will focus on the integration of information learned from different courses with special focus on criminal law and legal issues, theories of crime, juvenile delinquency, law enforcement, corrections, ethics, forensic science, and research methods. This course will be offered to justice studies students in their final semester in which they receive their degrees. All students in this course must take the exit survey. Prerequisite: Senior Standing. (3 crs.)
MAT 110 - APPLICATIONS OF MATH
This mathematics course will cover how to apply mathematics to real-world situations such as determining methods of fair voting and apportionment, finding the shortest path, scheduling meetings, determining the best return on investments, and collecting data to show patterns. The prerequisite for this course is passing Part A of the mathematics placement exam. (3 crs)

MAT 120 - ELEMENTARY TOPICS IN MATHEMATICS I
This is the first course in a sequence designed for prospective elementary education majors. The content covered includes problem-solving, sets, concepts of logic, binary operations, systems of numeration, number theory, rational numbers, real numbers, measurement, and use of calculators and computers. Prerequisite: DMA 092 or high school algebra. (3 crs)

MAT 130 - ELEMENTARY TOPICS IN MATHEMATICS II
This is the second course of a sequence of two mathematics courses specifically designed for prospective elementary education majors. The content covered includes basic algebraic work with equations and inequalities in one unknown, systems of equations, metric and nonmetric geometry, coordinate geometry, introduction of statistics and probability, problem-solving, and computer use. Prerequisite: 100 or higher level math course. (3 crs)

MAT 181 - COLLEGE ALGEBRA
Fundamental operations; factoring and fractions, exponents and radicals; functions and graphs; equations and inequalities; systems of equations. Prerequisite: DMA 092 or pass math proficiency test. (3 crs)

MAT 191 - COLLEGE TRIGONOMETRY
This course is a thorough development of trigonometry. It includes both circular and right-triangle geometry, evaluation of trigonometric functions, graphing trigonometric and inverse trigonometric functions, analyses of trigonometric graphs, verifying trigonometric identities, solutions of trigonometric equations, and applications of trigonometry. Prerequisite: Grade of C or better in MAT 181 or pass Part C of the University mathematics placement test or SAT-math 580 or above. (3 crs)

MAT 195 - DISCRETE MATHEMATICAL STRUCTURES FOR COMPUTER SCIENCE
An introduction to the theories and structures of mathematics that are relevant in computer science. Topics include: set theory, formal logic, mathematical induction, Boolean algebra, number theory, matrix algebra, combinatorics, probability, algorithmic analysis, complexity, and graph theory. Prerequisites: Grade of C or better in MAT 181 or passing score on part C of the University math placement exam. (3 crs)

MAT 205 - STATISTICS FOR THE HEALTH & SOCIAL SCIENCE
For health and Social science majors only; not counted toward a mathematics major. This course is intended to provide just-in-time algebra reviews necessary to complete statistical analysis for various health and social sciences related problems. The following topics will be covered: frequency distribution, percentiles, measures of central tendency and variability, normal distribution and curve, populations, samples, sampling distribution of means, sampling distributions of proportion, null and alternative hypotheses, type I and type II errors, tests of means, confidence intervals, decision procedures, correlation, chi-square, simple analysis of variance, and design of experiments. (3 crs)

MAT 207 - DATA PREPARATION AND CLEANING
This course provides students with an introduction to the need for and methods for data cleaning. The course presents methods for locating and handling invalid values, out-of-range values, and missing values along with methods for managing datasets. The course uses SAS software.

MAT 215 - STATISTICS
For non-mathematics majors; not counted toward a mathematics major. Frequency distribution, percentiles, measures of central tendency and variability, normal distribution and curve, populations, samples, sampling distribution of means, sampling distributions of proportion, null and alternative hypotheses, type I and type II errors, tests of means, confidence intervals, decision procedures, correlation, chi-square, simple analysis of variance, and design of experiments. Prerequisite: Grade of C or better in DMA 092 or pass Placement Exam A and Placement Exam B or a SAT math score of 520. (3 crs)
MAT 225 - BUSINESS STATISTICS
Statistical techniques relevant to business applications. Primary emphasis is placed upon identification of appropriate statistical methods to use, proper interpretation and appropriate presentation of results. Topics include descriptive statistics, probability concepts, the normal probability distribution, estimation techniques, tests of hypotheses, simple and multiple linear regression. Statistical software is used to implement many of the statistical methods. Prerequisite: MAT 181 or passing score on the University mathematics placement exam or consent of the instructor. (3 crs.)

MAT 251 - BIG DATA TOOLS
This course covers an introduction to big data analysis tools. The course provides an overview of SAS, Hadoop and other big data tools. The course covers the structure and framework of data analytic tools and covers the use of these tools to perform various analyses.

MAT 261 - BIG DATA ANALYTICS
This course is intended to provide the student with an introduction to big data, big data analytics and several methods useful in big data analytics such as clustering, association rules and various forms of regression. SAS® statistical software will also be introduced and used to solve data problems.

MAT 281 - CALCULUS I
A study of modeling, functions, limits, and continuity; the derivative; applications of the derivative. Prerequisite: MAT 181 and MAT 191 or MAT 199 (3 crs.)

MAT 282 - CALCULUS II
Introduction to integration; fundamental theorem of integral calculus; applications of the integration; integration techniques, L'Hôpital's rule, improper integrals, hyperbolic functions. Prerequisite: MAT 281. (3 crs.)

MAT 401 - DATA ANALYSIS CAPSTONE PROJECT
This course is designed for the certificate in Data Science to provide hands-on experience in the area of data science. This experience will enable students to apply their knowledge of data science and provide valuable experience in the application of methods studied within the program that should enhance their job opportunities upon graduation. Students will receive experience with real world data. Analysis will be completed using SAS®.

MAT 419 - MATH INTERNSHIP
This course is designed for the BA in Mathematics majors who are seeking work experience in the Mathematics area. This intern experience will enable students to apply their knowledge of Mathematics in the real workplace. The internship will provide students with the valuable experience in the applications of Mathematics that should enhance their job opportunities upon graduation. Prerequisite: Students should have completed 64 credits with a good GPA plus have sufficient background to meet the needs of the particular internship in which they will be participating. (3 crs.)

MFL Modern Foreign Language

MFL 460 - MOD LANGUAGES & CULTURAL INTERNSHIP
This course is intended to provide the Spanish/French/Arabic student with an opportunity to work in a professional setting to learn about areas that are not available or not practical in an academic environment. The internship will enable the student to apply Spanish/French/Arabic language skills in the real work place and will provide an invaluable experience which should make the student more marketable upon graduation. Prerequisite: Students should have completed 12 credits of the language and have junior standing. Variable (1-12 crs. depending on the length of the internship and the number of hours devoted to the internship.)

MGT 300 - PRINCIPLES OF MANAGEMENT
This course provides background and insight into the human factors involved in the day-to-day and long-term operations of an organization. It is built on the four management functions necessary for success in any type (profit or nonprofit) organization. The course focuses on major issues that affect today's managers, such as global environment, corporate social responsibilities and ethics, organizational culture, employee empowerment, and employee diversity. Although the course concentrates on human interaction within organizations, it also explores an organization's influence on the social, political, legal, economic, technical, cultural, and global external environments, and how these external environments, in turn, affect the operations of the organization. (3 crs.)

MGT 301 - ORGANIZATIONAL BEHAVIOR
A study of the theory, research, and practice of individual and group behavior in organizations to better understand and manage people at work. The course focuses on describing, understanding, and explaining individual and group behavior in organizations with emphasis given to managing or influencing that behavior to increase organizational effectiveness. (3 crs.)

MGT 352 - HUMAN RESOURCE MANAGEMENT
Decision-making and analyses of major management problems that arise in manpower planning, recruitment, selection, development, compensation, and appraisal of employees in various organizations. (3 crs.)

MGT 371 - MANAGEMENT INFORMATION SYSTEMS
This course provides background and insight into the information systems that business professionals and other organizations rely on. It concentrates on computer-based information systems that use various information technologies. This course illustrates how the field of information systems encompasses many complex technologies, abstract behavioral concepts, and specialized applications in countless business areas, such as marketing, human resource management, finance, accounting, and operations. (3 crs.)

MGT 402 - STRATEGIC MANAGEMENT
A capstone course for all business majors requiring students to integrate and apply multidisciplinary knowledge and skills in formulating, implementing, and evaluating organizational strategies. Case analysis method predominates.

MGT 492 - MANAGEMENT INTERNSHIP
On the completion of the course, the student should be able to see how the knowledge acquired in the management courses is applied in real-world situations. It provides students with an opportunity to translate academic principles to real-world situations and to test their career interests. It will also enable students to determine what additional skills are needed to be successful in the workplace. (Repeatable; variable crs; a maximum of 12 credits can be used toward the completion of a baccalaureate degree.)

Marketing – MKT

MKT 300 - PRINCIPLES OF MARKETING
An introduction to basic principles of marketing management. Other topics covered are selecting target markets, developing marketing mixes, functions of marketing management. (3 crs.)

MKT 401 - MARKETING MANAGEMENT
Description and analysis of the nature, strategies and techniques of marketing management. Prerequisite: MKT 300, and at least 6 more credits in marketing. (3 crs.)
MKT 492 - MARKETING INTERNSHIP
On the completion of the course, students should be able to see how the knowledge acquired in the marketing courses is applied in real-world situations. It provides students with an opportunity to translate academic principles to real-world situations and to test their career interests. It will also enable students to determine what additional skills are needed to be successful in the workplace. Prerequisite: Permission of instructor. (Repeatable; variable crs.; a maximum of 12 credits may be used toward the completion of a baccalaureate degree.)

MTR 495 - MECHATRONICS ENGINEERING TECHNOLOGY – INTERNSHIP
Student interns are placed with an industrial, corporate or governmental organization that most nearly approximates their goals for mechatronics engineering technology employment. The intent of the internship is to provide students with practical work experience solving actual problems in a dynamic environment, yielding enhanced job opportunities upon graduation. Students must follow the step-by-step procedure as outlined at the Cal U Intern site (www.calu.edu/faculty-staff/teaching-research/faculty-internship-resources/supervision-guidelines/index.htm). For more information, contact the Internship Center at 724-938-1578. Enrollment in Internship Intent and adviser, and department chair and dean approval are required before course enrollment. Prerequisites: Upper-level standing and permission of instructor (4 credits). Fall, spring and/or summer.

MUS 100 - INTRODUCTION TO MUSIC
Exposes the student to the various historical, analytical, and aesthetic elements of music, thereby providing an opportunity to broaden and enrich personal enjoyment. This exposure to music is made through the use of visual aids, audio and video recordings, and concerts. (3 crs.)

NUR 350 - HEALTH ASSESSMENT
This course focuses on the opportunity for the student to develop and practice skills in the use of data-gathering methods and techniques for the health assessment of individuals throughout the developmental life span. Emphasis is on history taking and physical assessment of adults using a systems approach, focusing on variations across cultures and variations in findings at different stages of adulthood. Prerequisites: Upper division status. (3 crs.)

NUR 375 - LEADERSHIP AND CHANGE IN NURSING
This course focuses on analysis and synthesis of concepts in nursing and related fields regarding planned change and group development through study and experience in group process and leadership roles. Selected clinical experiences provide for application of theory in critical analysis of situations and decision-making within the practice of nursing to meet emerging health needs of consumers. *This course includes a clinical practicum experience. Prerequisites: Upper division status. Credits: 6 credit hours (3 credits class; 3 credits clinical)

NUR 420 - NURSING INFORMATICS
This course introduces the learner to the history and current state of health informatics, basic informatics concepts, health information management systems and the use of technology to improve healthcare within the framework of interprofessional communication. The course will provide the learner with the knowledge and skills needed to competently practice and provide patient care through the use of current and emerging healthcare technology. Content includes legal and ethical considerations associated with nursing informatics, as well as the exploration of patient care technologies to support clinical decisions, provide safe, quality patient care, document nurse sensitive indicators and the role of nursing informatics in communication strategies. Upper Division Status.

NUR 450 - TRENDS & ISSUES IN NURSING
This course focuses on the analysis of professional nursing and bioethical issues within a systems framework. Implications for professional nursing practice in the health care delivery system are emphasized. Prerequisites: Upper division status. (3 crs.)

NUR 475 - COMMUNITY HEALTH NURSING
This course focuses on the synthesis of theories from nursing and the public health sciences. The emphasis is on improving the health of the community by identifying subgroups that are at risk for illness, disability or premature death. Emphasis will be on epidemiology, history of public health science, social policy, ethical, legislative/ political issues related to health care, social justice, community organizations, special needs of aggregates, and trends in community health care administration. *This course includes a clinical practicum experience.

Professional Golf Management — PGM

PGM 125. PGM INTERNSHIP I
This course introduces the student to proper golf course management techniques, including daily expectations while working on a golf course and proper protocol. This course also provides the student with the unique professional educational experience by combining theoretical and hands-on training. The course will be completed at a recognized PGA facility chosen in conjunction with the faculty and the student. The student will spend a minimum of 360 hours or 12 weeks at the field site in order to satisfactorily complete this requirement. (1 cr.) Summer. Approved UCC 4.03.06.

PGM 225 - PGM INTERNSHIP II
This course exposes the student to proper golf course management techniques, including daily expectations while working on a golf course and proper protocol. This course also provides the student with the unique professional educational experience by combining theoretical and hands-on training. The course will be completed at a recognized PGA facility chosen in conjunction with the faculty and the student. The student will spend a minimum of 360 hours or 12 weeks at the field experience site in order to satisfactorily complete this requirement. (1 cr.) Summer. Approved UCC 4.03.06.

PGM 325 - PGM INTERNSHIP III
This course exposes the student to proper golf course management techniques, including daily expectations while working on a golf course and proper protocol. This course also provides the student with the unique professional educational experience by combining theoretical and hands-on training. The course will be completed at a recognized PGA facility chosen in conjunction with the faculty and the student. The student will spend a minimum of 360 hours or 12 weeks at the field experience site in order to satisfactorily complete this requirement. (1 cr.) Summer. Approved UCC 4.03.06.
PSY 306 - COGNITIVE PSYCHOLOGY
This course is an introduction of thought processes in humans. Various aspects of cognitive, including research methods, perception, attention, memory, memory errors, language, problem solving, higher-level reasoning and animal cognition, will be explored. Prerequisite: PSY 100 (3 crs.)
SOC 315 - SOCIAL MINORITIES
This course analyzes the dynamics of social minority status specific to ethnicity, racial classification and sexual orientation, and how minority status is socially constructed. Students will also examine societal responses to minority status and attempts to change this status. Finally, students will select one minority group in another country and compare it to one in the United States. Prerequisite: SOC 100 or permission of the instructor. (3 crs.)

SOC 395 - SOCIOLOGY OF ELITE DEVIANCE
This course examines the concept of elite deviance from various sociological perspectives and isolates the structural aspects of political and economic systems as they relate to deviant behavior. Multiple examples of elite deviance will be identified including: political corruption, environmental pollution, organized crime, trafficking, insider trading, and other criminal acts which are by nature relegated to those in positions of power. (3 crs.)

SOC 400 - STRUCTURAL AND INSTITUTIONAL VIOLENCE: SCHOOL, WORKPLACE, AND ELDERCARE
This course will examine violence as it impacts the social and structural institutions of school, workplace, and eldercare. The nature and extent, causes and consequences, and proposed remedies will be explored in relation to their social contexts and historical and contemporary, socially-defined, underpinnings. Specific content will include critical analysis of bullying, fighting, harassment, personal and social risk factors, institutional perceptions and values, inequality, and social status. (3 crs.)

SOC 429 - SOCIOLOGICAL INTERNSHIP
Designed to supplement the classroom studies of sociology majors with practical field experience, internships provide students not only with additional knowledge and skills, but with the opportunity to apply what was learned previously to on-site situations. Internships are intended to develop the major’s professional competencies in observational, analytical, and research skills. (6 crs.)

SPAN — Spanish

SPAN 101 - ELEMENTARY SPANISH
For the student without previous knowledge of Spanish who wishes to achieve a command of language fundamentals. Acquisition of speaking skills in the classroom is reinforced in the language laboratory. Progressively greater emphasis is placed on reading and writing. Three class-hours and one hour language laboratory per week. (3 crs.)

SPT — Sports Management

SPT 300 - PSYCHOLOGY OF SPORT. This course is designed to cover diverse concepts associated with formal recreational or sport activity. These include, but are not limited to, motor skill learning, coaching characteristics and techniques, nervous system correlates of athletic activity, research on relaxation, imagery and cognitive techniques, and peak athletic performance. (3 crs.)

SPT 305 - ETHICS IN SPORT MANAGEMENT. This course will provide background in ethical theory to sport. Ethical problems, dilemmas and conflicts in sport will be discussed, as well as coaching practices, funding practices, management problems and social (cultural) roles. At the completion of this course, the student should be able to practice applying these ethical theories to typical problems in the world of sport. (3 crs.)

SPT 499. INTERNSHIP IN SPORT MANAGEMENT. This course is the sport management student’s capstone experience. Students will be assigned to an internship site based on their unique educational needs and experience. Internship students will work directly with sport management professionals in one or more work settings. (12 crs.) Spring and summer.

Theatre – THE

THE 100 - INTRODUCTION TO THEATRE
A study of the art and craft of theater from play script to play production. The course surveys theater history, literature, architecture, acting, directing and design for the student who wants to know what goes on in theater and what it means. Students can expect to participate in classroom performances. (3 crs)

THE 402 - ESTILL VOICE TRAINING: LEVELS 1 & 2 COMBINED INTENSIVE
This course will provide a focused experience for vocal performers to explore and optimize voice production for musical and theatrical performance utilizing the Estill Voice ModelTM. By examining the acoustic, physiologic, and perceptual correlates of voice and by learning to enhance control of the vocal structures that influence vocal quality, the students will acquire tools offered by the Estill Voice Trainingâ„¢ system for adding color, strength, clarity and stamina to the performing voice.

UAS – Unmanned Aerial Systems

UAS 220 OPERATIONS
A performance-based course involving safe and methodical operations of unmanned aerial vehicles consistent with FAA regulations. Students will learn flight planning, crew resource management (CRM), flight line operations, UAV maintenance, and acquire instructor-supervised experience in simulated and hands-on piloting of UA platforms to gain proficiency in UA operations. Studio format

UAS 250 CERTIFICATION PREP
This course prepares the student to sit for the FAA Part 107 aeronautical knowledge test. Passing this test and the required TSA background security screening yields a remote pilot certificate with a small UAS rating which allows the holder to be pilot in command (PIC) of a small UAS in the National Air Space. Students can expect to participate in classroom performances. (3 crs)

Women’s Studies – WST

WST 200 - INTRODUCTION TO WOMEN'S STUDIES
An overview of a fast-growing multidisciplinary field focusing on the effect of gender on human lives, including cultural beliefs about women's nature, abilities, and role; the realities of women's personal family, economic, and political lives; and the dynamics of change. Western, and especially U.S., materials predominate, but diverse situations of women internationally will be considered. (3 crs.)
Graduate Course Descriptions

ACC - Accounting

ACC 711 - MANAGERIAL ACCOUNTING
This course focuses on the use of accounting data for corporate financial planning and control. Topics include organization for control, profit planning, budgeting, relevant costing, return on investment and administration of controllership functions in business organizations. (3 crs.)

ADP - Professional Education

ADP 621 - CURRICULUM LEADERSHIP USING A STANDARDS-ALIGNED SYSTEM
Among the many leadership roles and responsibilities in the principalship, none is more important than educational program development, administration and evaluation. The purpose of this course is to develop the student's understanding of a standards-aligned system curriculum development process and the leadership necessary for the process, and the structure needed to provide appropriate professional development. (3 crs.)

ADP 626 - 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.)

ADP 641 - SCHOOL COMMUNITY RELATIONS SEMINAR
This course is for educators who hope to become principals or teachers who wish to assume a greater leadership role in the school where they teach. The 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.)

ADP 647 - ORIENTATION AND ASSESSMENT SEMINAR
The Orientation and Assessment Seminar is required of all principal candidates at the beginning of their program in order to explain program philosophy and ongoing assessment activities. It provides students with the opportunity to become familiar with the program mission, philosophy, goals and competencies. "Orientation" indicates an introduction to the parameters and style of the course. "Assessment" indicates the self-assessment that transpires by the very nature of the course activities. By completing the required assignments, students come to understand the specific areas in which they are most familiar as well as those in which they need to place the most individual emphasis. Through a review of their personal values, dispositions toward leadership and actual leadership skills, as well as their knowledge and understanding of educational leadership, students will develop deeper understandings with which to guide their personal and professional development as school leaders. This 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.)

ADP 661 - EDUCATIONAL LEADERSHIP
This course provides an introduction to the theory and practice of educational administration. The course progresses from an overview of leadership and leadership style to a review of the structures and management systems that can make good educational leadership possible and, finally, focuses on leadership skills needed by administrators to be effective leaders in education today. Included are such topics as organizational culture, power in and around schools, and the resolution of conflict, motivation, and ethics and moral leadership. (3 crs.)

ADP 664 - 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.)

ADP 670 - INTERNSHIP
The internship is a leadership standards-based experience designed to put theory into practice. It is where formal coursework is applied in a field setting. It provides significant opportunities in the workplace to synthesize and apply the knowledge and to practice and develop skills identified in the program competency areas. An internship with a trained mentor is an important and highly valued part of the program. Each placement will be made in cooperation with the Administrative Program for Principals faculty, the participating school district, and the intern. The internship involves an in school year field placement with a carefully chosen and certified principal/mentor (field supervisor) in a K-12 school, who shares the Administrative Program for Principals program philosophy that the principal should function as a standards-driven change agent and facilitator of the reform process as well as a strong instructional leader. The intern is both a participant and observer under the direction of the principal who should provide the intern with as many standards based supervisory and administrative experiences as possible. The intern gains valuable work-related experience and is given the opportunity to learn how academic knowledge and skills can be applied at the worksite with real people, problems and events. (6 crs.)

ADP 673 - SUPERVISED FIELD PROJECT/RESEARCH AND EVALUATION
This course covers problem-solving activities and field experiences planned cooperatively with University and school district personnel which are designed in the areas 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.)
ARB 603 - FOUNDATIONS IN ATHLETIC TRAINING
This course provides an overview of the profession of athletic training by describing the scope of practice, employment settings, and professional regulations. Additional information will include an introduction into the injury process, medical terminology, and documentation.

ATE 610 - CLINICAL SKILLS IN ATHLETIC TRAINING
Introduction to patient-based athletic training skills, including, but not limited to; goniometry, crutch fitting, taping/wrapping, vital sign assessment etc.

BUS 771 - QUANTITATIVE METHODS
Introduces mathematical and statistical techniques that have applications in management. (3 crs.)

BUS 782 - FORECASTING AND PREDICTIVE MODELING
This course will cover various topics used in developing predictive modeling and applying statistical forecasting methods used throughout business and academic. Topics in the course will assist business professionals in leveraging historical data to build models for predicting future results. Additionally, the course will utilize these topics in conjunction with data, integration, and information deployment to provide improved planning and better predictive decision making. Forecasting techniques will be covered to evaluate complex business scenarios to make better decisions in Finance, Marketing, Production Scheduling, Process Control, and Strategic Planning.

CED 700 - FOUNDATIONS OF SCHOOL COUNSELING
The role of school counselors is explored in relation to counseling history, philosophy, theory, technology and trends. Counseling within the elementary and secondary school settings, consultation, and coordination are core components. Professional development, documentation, and ethical and legal standards are addressed. This course also focuses on the development of instructional programs as part of a comprehensive K-12 school counseling curriculum, including teaching methods, lesson planning and participation in multidisciplinary teams. Computer technology is explored and used as a resource for school counselors. (3 crs.)

CED 722 - ASSESSMENT PROCEDURES FOR PROFESSIONAL COUNSELORS
This course is designed to assist school counselors, clinical mental health counselors, marriage and family therapists, career counselors, addictions counselors, and other specialized professional counselors in becoming better consumers of the diverse methods and procedures used in the process of assessment. The premise of this course is that assessment involves collecting and integrating information about an individual or group from multiple methods and multiple sources. This course introduces studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society. This course also provides an understanding of assessment in counseling through an overview of basic counseling assessment concepts, an understanding of test construction, familiarity with instruments, and an overview of test interpretation. The course provides an overview of assessment of intelligence and general ability, achievement, aptitude, career and employment and personality as well as assessment in school and mental health settings. The course will also cover ethical and legal issues in the use of counseling assessment instruments, communicating assessment results and computer-based assessment. These methods will be studied in relation to a variety of institutions and facilities, including schools, mental health clinics, career counseling centers, substance abuse treatment centers, private practices, psychiatric hospitals and vocational rehabilitation centers. This course has clearly described implications specific for the field of professional counseling, including school counselors, clinical mental health counselors, and other counseling specialties (http://www.counseling.org/aca-community/learn-about-counseling/what-is-counseling/ overview).
CED 732 - CURRENT ISSUES IN SCHOOL COUNSELING: EVIDENCE BASED PRACTICES AND INCLUSION
The focus of this course is to provide an overview of the roles and responsibilities of the school counselor in working with exceptional children. For the purpose of this course, exceptional children will include the following areas: special educational, alternative and at-risk, and gifted and talented. Through the use of journal articles, research papers, course products and class activities and discussions, the course will highlight how school counselors work with the regular education teachers, learning support staff, families and outside therapists in serving as advocates for and addressing the needs of exceptional students.

CED 755 - COUNSELING ACROSS THE LIFE SPAN: PREVENTION AND TREATMENT IN SCHOOLS AND THE COMMUNITY
The practice of counseling involves working effectively with unique and diverse individuals representing a wide range of abilities, ages and life circumstances. This course examines the lifelong process of human growth and development as experienced by counseling clients, viewed through the eyes of a practicing counselor. The developmental tasks of children, teens and adults as represented by Eric Erickson, Carl Jung, Abraham Maslow, and others will serve as the framework for a deeper understanding of the role counselors play as they assist their clients throughout their lives. (3 crs.)

CED 760 - GAMBLING ADDICTION
This course is designed for graduate students interested in working in community based human service systems and school counseling positions. Although directly applicable for those interested in the field of Problem Gambling/Gambling Addiction, alcohol and other drug rehabilitation treatment, the course material is also important for training professionals dealing with any target population. Since Problem Gambling/Gambling Addiction is inherent in all sectors of our society, it is important for human service professionals to understand Gambling Addiction and other Impulse Control Disorders, the dynamics of addiction and the special problems experienced by affected individuals.

CED 761 - ADDICTION AND THE FAMILY
This course is designed for graduate students interested in working in community based human service systems and school counseling positions. Although directly applicable for those interested in the field of alcohol and other drug rehabilitation treatment, the course material is also important for training professionals dealing with any target population. Characteristics are features discussed in this course are not limited to those individuals that have grown up in dysfunctional families associated to substance abuse or dependence but familial dysfunction in general. Characteristics of this type of role development can be found in any family with dysfunction and are precursors for multiple mental health diagnoses ranging from mood and affective disorders as well as axis to involvement or disorders or personality. Additionally, since substance abuse and addiction is inherent in all sectors of our society, it is imperative for human service professionals to develop a comprehensive understanding of the pertinent assessment and evaluation procedures relevant to working with the substance abuse population.

CED 762 - ASSESSMENT AND EVALUATION OF SUBSTANCE USE DISORDERS AND ADVANCED SKILLS
This course is designed for graduate students interested in working in community based human service systems and school counseling positions. Although directly applicable for those interested in the field of alcohol and other drug rehabilitation treatment, the course material is also important for training professionals dealing with any target population. This course integrates advanced group leadership practices and or interventions for the purpose of preparing counselors to appropriately facilitate/manage a process/psychoeducational group with a substance abuse focus. Additionally, since substance abuse and addiction is inherent in all sectors of our society, it is imperative for human service professionals to develop a comprehensive understanding of the pertinent assessment and evaluation procedures relevant to working with the substance abuse population.

CED 777 - STUDENT AFFAIRS SERVICES IN HIGHER EDUCATION
This course is a survey of theoretical and applied information for counselors working in student affairs settings. Course content includes an introduction to the philosophical, legal and ethical foundations of the field of student affairs work; an overview of the functional areas within student affairs divisions; and current issues in the field. The basics of program planning and evaluation are also introduced. (3 crs.)

CED 780 - ISSUES AND TECHNIQUES IN COUNSELING ATHLETES
This course examines current counseling strategies used with members of sport teams at the youth, high school, college and professional levels. Participants will explore current research in three main areas: motivation and life skill development, psychosocial development, and career maturity. (3 crs.)

CED 781 - SPORTS COUNSELING PROGRAMMING
This course offers students an overview of various life skills, including career development, study skills, goal setting, time management, health and wellness, values clarification, problem-solving, and decision-making. Students 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. They will be given opportunities to make presentations on topics of their interest so that they may teach or offer workshops on life skills to the athlete population. (3 crs.)

CED 783 - COUNSELING AND ADVISING ATHLETES WITH DEATH, LOSS AND GRIEF
This is an advanced level course, the purpose of which is to increase students’ understanding of contemporary topics, practices and problems relevant to counselors who work in school and agency settings. Students in this class can expect to be proactive in researching, and sharing information as well as evaluating practices and policies for their efficacy in various settings. They will demonstrate their integration of this new knowledge into their prior learning as it relates to the counseling field through writing, discussion and presentations. More specifically, the purpose of this course is to prepare you for dealing with death, loss and grief situations you may encounter working with the athlete population. We will spend time reflecting on how people deal with death, loss and grief and start to develop your skills in grief counseling and intervention. You will also examine some of the relevant research on grief counseling and intervention as well as the relevant research on death, loss and grief in sports. However, your major focus throughout the course will be on learning the practical skills of helping people who are dealing with death, grief and loss issues and learning assessment and treatment strategies used by counselors, educators, and other helping professionals who work with the athlete population to assist individuals, groups, and/or organizations (e.g., athletes, teams, athletic programs, schools, etc.)
CED 785 - RESEARCH METHODS IN COUNSELING
The purpose of this course is to give the graduate student a comprehensive review of the research and current literature in counselor education. Critical study and evaluation of research findings are emphasized. (3 crs.)

CED 790 - COUNSELING INTERNSHIP
This course provides advanced graduate students in counselor education 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 789, 702, 710, 724, candidacy, practicum and department permission. (3 or 6 crs)

CMD - Communication Disorders

CMD 703 - FLUENCY DISORDERS
This course summarizes the various generations' theory concerning why people stutter and what treatment is effective. The student learns to assess the multiple overt and covert symptoms of stuttering and to plan effective treatment. (3 crs.)

CMD 712 - APPLIED THERAPEUTIC PROCEDURES IN OUT-PATIENT SETTING
The student participates in “hands-on” work with clients in the University Speech and Hearing Clinic. Under supervision, the student will provide therapy for one or more clients presenting with one of the following disorders: speech or language, stuttering, voice, delayed development, stroke, or others. (1-3 crs.)

CMD 713 - APPLIED DIAGNOSTIC PROCEDURES IN SPEECH PATHOLOGY
The student participates in “hands-on” diagnostic (testing) work as a member of the diagnostic team. Under supervision, the student administers communication-based tests to clients from the community presenting with one or more of a wide variety of communication deficits. (1-3 crs.)

CMD 785 - SEMINAR IN SPEECH PATHOLOGY
The role of the speech-language pathologist as a diagnostician and intervention in disciplinary and interdisciplinary investigations, including counseling procedures, and organization of programs for various pathologies of speech and language, are considered. (3 crs.)

CRJ - Criminal Justice

CRJ 800 - LEADING CRIMINAL JUSTICE AGENCIES
This course is designed to introduce the student to the notion of complex leadership theory, particularly as it is applied to criminal justice agencies. Students will learn how to construct the leadership formula of influence, grasp the art and science of influence and execution, and employ 360 degree situational leadership. Emphasis will be placed on community-oriented practices such as leadership for building police and community teams.

CRJ 850 - CONTEMPORARY FORENSIC SCIENCE AND TECHNOLOGY FOR CRIMINAL JUSTICE LEADERS
Whether a police administrator, forensic scientist, or training director, there has never before been such rapid and significant development in relevant forensic sciences. This course is specifically designed to bring senior criminal justice personnel up-to-date on topics such as sources and new methods of extracting DNA, advances in firearms identification, and using emerging forensic science techniques to properly investigate officer-involved shootings and solving complex crimes such as cold case homicides and serial rapes.

CRJ 860 - CRIMINAL JUSTICE TRAINING: NEEDS, PROBLEMS, SOLUTIONS
Criminal justice training is evolving in complex ways, both from a substantive perspective and by way pedagogy and andragogy. This course provides the necessary tools for criminal justice managers, leaders, and trainers to conduct relevant and critical needs assessments, develop lesson plans, provide training for newly promulgated policies, and overall gain a better understanding of adult learners in the criminal justice profession.

CRJ 890 - APPLIED CRIMINAL JUSTICE RESEARCH METHODS FOR CRIMINAL JUSTICE LEADERS
Regardless of which element of the criminal justice profession one works, effective managers and leaders need to be able to interpret and apply qualitative and quantitative research methods. Students will learn how to interpret results of published research that can assist in effective policy development, crime control, supervision, and training. In the end, students will be able to apply evidence-based research to day-to-day criminal justice issues and problems.

CRM - Criminology

CRM 720 - RESEARCH METHODS IN CRIMINOLOGY
This course explores the design and analysis of experimental and quasi-experimental research in criminology. It explores both quantitative and qualitative techniques as they relate to criminological research. In addition to being able to design and undertake basic research in the field of criminology, an outcome of this course is to develop effective consumers of the research literature. Prerequisite: Must be admitted to the applied criminology program or permission of instructor. (3 crs.)

CRM 820 - 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.)

CRM 840 - 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.)
ECE 704 - 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.)

ECE 705 - 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.)
EDU 703 - ASSESS & ID OF GIFTED LEARNER
This course examines broad understandings about assessment and identification of gifted and talented learners. Students will develop specific understandings of intelligence, aptitude, achievement, and creativity. Students will explore assessment tools and techniques, and will develop awareness of the influences of language, culture, ethnicity, gender, age, and exceptionality on the recognition and subsequent identification of giftedness.

EDU 704 - ENGLISH AS A 2ND LANGUAGE
The five domains of teaching English language learners are explored: culture, language, planning instruction, assessment and professionalism. Emphasis is placed on the Teachers of English to Speakers of Other Languages (TESOL) teaching standards and ESL K-12 standards. Teachers will examine research-based practices in relation to the five domains and identify their role as an English as a Second Language (ESL) teacher.

EDU 705 - PROGRAM MODELS FOR GIFTED EDUCATION & SERVICE DELIVERY OPTIONS
Students will demonstrate understanding of research-based instructional models and classroom services of gifted education. This will be done by using district data to evaluate service models and organizational options for gifted services in the district. After students analyze data, they will make recommendations to the district on how to improve their gifted education program.

EDU 712 - CONTENT INSTRUCTION & ASSESSMENT PK-12
Teachers will examine the theories, principles, and practices that assist English language learners in achieving academic proficiency in the content areas. Planning standards-based instruction and adapting instruction in the content areas is emphasized. To promote the academic success of English language learners, teachers will involve the family and community, and analyze the learner to establish learning goals and assessment measures that are appropriate for the individual student.

ENP - Entrepreneurship

ENP 705 - ENTREPRENEURIAL FINANCE
This course is designed to expose students to the process of financing and investing in a new venture. The focus of the course is on the key analytical thinking and skills which are needed for financing of new venture and for making investment decisions. Students are introduced to the knowledge and financial tools needed by an entrepreneur for a successful business venture. Prerequisite: Graduate student in business administration. (3 crs.)

ESP - Special Education

ESP 602 - LIFE SKILLS PLANNING AND INSTRUCTION
This course prepares students to work with children and/or adults who require on-going support in order to participate in one or more major life activity. Students are required to design and implement an instructional program with a person who needs this type and level of support.

ESP 606 - TRANSITION PLANNING/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. Prerequisites: ESP 610 and 701

ESP 607 - EARLY INTERVENTION: SPECIAL EDUCATION
The course is designed to provide future educators with knowledge of history, theories, legislation and litigation associated with early childhood special education. In addition, students will develop learning environments, implement research-based curriculum, conduct developmental assessments, establish educational teams as well as enhance skills in communicating with team members and facilitate consultation with the targeted population and family members. [Professional Field Experience: 25 Hours]

ESP 610 - SPECIAL ED FOUNDATIONS COLLAB
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.

ESP 612 - EVIDENCE BASED PRACTICE ELEM INCL. EVIDENCE-BASED PRACTICES FOR ELEMENTARY
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.

ESP 620 - SPECIAL EDUCATION HISTORY, THEORY, AND EXCEPTIONALITY
This course is delivered using traditional classroom methodology. Each component of instruction is designed to actively engage students in learning course material through varied instructional modes that recognize individual differences in learning style. The different formats used to present material include: lecture, modeling and demonstration, guided participation in whole group discussion, small group, paired, and individual activities. In preparation for each class session, it is essential for students to complete the assigned readings. Written assignments and group projects emphasize critical thinking through analysis, synthesis, and appraisal of the course material. They are intended to be instructional as well as provide a means for determining a final grade for each student.

ESP 701 - INTRODUCTION TO BEHAVIOR ANALYSIS
The basic learning principles of operant and classical conditioning, with the application of these principles to individuals with disabilities. (3 crs.)

ESP 743 - NAVIGATING THE SOCIAL WORLD: ASD
This seminar is designed to provide preparation in methods to enhance socialization, communication and imagination in diverse learners with ASD. The course merges the theoretical understanding of the “triad of impairments” as defining features of autism with practical modes of assessment and intervention. (3 crs.)
ESP 750 - CONCEPTS, PRINCIPLES, ASSESSMENT ABA
This course covers behavioral principles and procedures including the assessment and training of verbal behavior. Participants learn to identify behaviors appropriate for change using behavioral assessment, selecting behavioral outcomes, and ethical and professional issues relevant to the practice of behavioral assessment. Content is drawn from the Behavior Analysis Certification Board (BACB) Fourth Edition Task List. This course serves as the second in a series of courses that prepares students to apply for the Board Certified Behavior Analyst exam. Prerequisite: ESP 701. (3 crs.)

ESP 753 - PROFESSIONAL ETHICAL PRACTICE BEHAVIOR ANALYST
This course prepares students for the ethical and professional practice of applied behavior analysis. Students will learn about the foundations of professional and ethical behavior needed to ensure a high quality of practice in behavior analysis. Included will be discussions of professional representation of oneself and the field of behavior analysis, dissemination of professional values, evaluating behavior change, collaborating with other professionals, and relationships with clients and colleagues. Content is drawn from the (BACB) Professional Disciplinary and Ethical Standards and the BACB Guidelines for Responsible Conduct for Behavior Analysts. This course serves as the fourth course in a series of six courses that prepares students to apply for the Board Certified Behavior Analyst exam. Prerequisite: ESP 701 (3 crs.)

ESP 754 - INTENSIVE PRACTICAL TRAINING IN APPLIED BEHAVIOR ANALYSIS
The purpose of this intensive practicum course is to ensure that each student learns and applies clinical skills to address problem behaviors of social importance and to teach prosocial, adaptive behaviors. Students may accrue no fewer than 10 hours but no more than 25 hours per week in the application of behavior analytic principles in a University-approved intensive practical training site under the supervision of a Board Certified Behavior Analyst. (3-9 crs.)

FIN 711 - CORPORATE FINANCE
An introduction to the role of the financial manager in executive decision-making. Topics include valuation models, financial planning, analysis and control, capital budgeting, cost of capital, capital structure, and dividend policy. (3 crs.)

GRA 800 - GRADUATE INTERNSHIP
Student interns are placed with an organization, which most nearly approximates employment goals. The intent of the internship is to provide students with practical work experience in an environment in which they will be addressing real problems requiring real solutions in a relatively short time frame. Advisor and Department Chairperson approval is required before course enrollment. (Variable 1-12 crs.)

LAW 609 - LAW, CULTURE AND SOCIETY
An interdisciplinary survey of the functions of law in society is the prime end of this course. The course not only analyzes law and legal theory, 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, censhorships, concepts of pornography and obscenity, sexual activity, association, and political action will also be analyzed. (3 crs.)

MAT 601 - ADVANCED DATA PREP & CLEANING
This course provides students with an introduction to the need for and methods for data cleaning. The course presents methods for locating and handling invalid values, out-of-range values, and missing values along with methods for managing datasets. The course uses SAS® software.

MAT 602 - DATA VISUALIZATION
This course explores techniques and tools for creating effective data visualizations. The course covers the creation and exploration of visualizations for categorical data, time series data, spatial and geospatial data. SAS® software will be used for this course.

MAT 603 - ADVANCED BIG DATA TOOLS
This course covers an introduction to big data analysis tools. The course provides an overview of SAS® Hadoop and other big data tools. The course covers the structure and framework of data analytic tools and covers the use of these tools to perform various analyses.

MAT 604 - ADVANCED BIG DATA ANALYTICS
This course is intended to provide the student with an introduction to big data, big data analytics and several methods useful in big data analytics such as clustering, association rules and various forms of regression. SAS® statistical software will also be introduced and used to solve data problems.
MAT605 - ADVANCED DATA ANALYSIS
CAPSTONE PROJECT
This course is designed for the certificate in Data Science to provide hands-on experience in the area of data science. This experience will enable students to apply their knowledge of data science and provide valuable experience in the application of methods studied within the program that should enhance their job opportunities upon graduation. Students will receive experience with real world data. Analysis will be completed using SAS®.

MGT 766 - HEALTHCARE INFORMATION SYSTEMS
This course describes the historical and current environment of healthcare information systems used to deliver cost-effective and high quality healthcare through a deeper understanding of information technology and management concepts. It concentrates on the theories behind data management, strategic planning, knowledge management, change management, decision support coupled with privacy and ethical aspects related to healthcare informatics and clinical information systems.

MGT 711 MANAGEMENT INFORMATION SYSTEMS
This course will utilize a managerial focus where students will learn the essential principles associated with implementation, strategic adoption, and the utilization of management information systems within an organization. It will employ information management concepts to real-world settings where students will discuss and analyze information needs using various approaches where students develop an effective information management plan. Covering the current and emerging trends of IT strategy and management, this course will provide students with an understanding of how to leverage IT within their organization to improve processes and drive organizational value for a competitive advantage.

MSE - Masters of Arts in Teaching

MSE 645 - TEACHING IN 7–12 EDUCATION
The purpose of this course is to help the 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.) Summer

MSE 646 - ASSESSMENTS AND INTERV 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. Pre-requisite: MSE 644. (3 crs.)

MSE 651 - 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.)

MSE 652 - 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.) Summer

MSE 653 - 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.) Summer

MSE 654 - METHODS OF SOCIAL STUDIES
TEACHING 7-12
This course is designed to provide insight into the teaching of general social studies, history, political science, geography, economics, anthropology, psychology and world cultures in grades 7-12. 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.)

MSE 655 - METHODS OF ART IN TEACHING K-12
This course is designed to provide insight into the teaching of general art, art history, ceramics, crafts, drawing, painting and printmaking in grades 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.) Summer

MSE 656 - METHODS OF FOREIGN LANGUAGE
TEACHING
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 only. Prerequisite: MSE 644. (3 crs.) Summer

MSE 740 - ADVANCED INSTRUCTIONAL TECHNOLOGY
This course will prepare the learner to integrate technology into instructional practices through development of skills, knowledge and dispositions. The course focuses an exploration of research, trends, tools, and models of integration. Through active participation, the learner will learn new technologies as well as develop instructional modules for classroom integration.

MSE 771 - 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.)
**PRF 700 - 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.)

**PRF 701 - ADVANCED TOPICS IN SAQ AND ENDURANCE TRAINING**
This course will provide students with advanced knowledge regarding the topics of speed, agility, and quickness (SAQ) and endurance training. Students will be prepared for the Speed and Explosion Specialist Certification offered by the National Association of Speed and Explosion (NASE). Advanced topics of training will be explored, including body mechanics, sports training protocols and program design. Detailed sport performance training programs, focused on SAQ and endurance, will be covered. (3 crs.)

**PRF 705 - INDUSTRIAL, CLINICAL AND CORPORATE WELLNESS**
This course is designed to develop knowledge and awareness of the major issues in the field of work site health promotion and clinical care. The focus of the course is on planning, administering and evaluating wellness and fitness programs based in clinical, industrial and corporate environments. The cost of unhealthy lifestyle choices for the individual and employer and their relationship to the workplace will be explored. Topics include “The Wellness Revolution,” “The Industrial Athlete Model,” benchmark programs and outcomes assessment strategies. (3 crs.)

**PRF 713 - SPECIAL TOPICS IN SPORT PSYCHOLOGY**
This course is designed to cover a diverse range of professional issues related to sport psychology. Various organizations (Division 47 of the American Psychological Association and the Association for the Advancement of Applied Sport Psychology) affiliated with sport psychology and ethical concerns will be addressed. (3 crs.)

**PRF 715 - BUSINESS AND ENTREPRENEURSHIP IN THE FITNESS INDUSTRY**
This course is designed to cover a diverse range of professional issues related to sport psychology. Various organizations (Division 47 of the American Psychological Association and the Association for the Advancement of Applied Sport Psychology) affiliated with sport psychology and ethical concerns will be addressed. (3 crs.)

**PRF 765 - NUTRITION FOR PEAK PERFORMANCE**
An in-depth examination of contemporary issues such as performance enhancement dietary supplements, dietary lipids and heart disease, dietary fiber and health, and influence of lifestyle factors on nutrition. Controversies in nutrition, ergogenic 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.)

**PRF 780 - 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.)

**PRF 781 - CURRENT TOPICS IN FITNESS AND WELLNESS**
The purpose of this course is to increase student understanding of various fitness and wellness issues facing America and the world today. This course introduces students to the field of exercise science as a discipline and profession with a specific focus on contemporary topics facing all fitness and wellness professionals. (3 crs.)

**PRF 782 - CURRENT TOPICS IN REHABILITATION**
The purpose of this course is to increase student understanding of various rehabilitation issues facing America and the world today. This course focuses students toward the ever-changing contemporary issues that impact direct and indirect client care. (3 crs.)
PSC 745 - CYBERSECURITY RISK MANAGEMENT AND ASSESSMENT
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.)

PSA 611 - OPTIMIZATION AND OPERATIONS RESEARCH I
A first course of a sequence to the applied field of operations research. The first course starts by giving a general and broad overview of operations research. The course focuses on deterministic models, especially linear programming, integer programming, network optimization and non-linear programming. Prerequisite: Must be enrolled in PSM in Applied Mathematics PSM program or permission of instructor. (3 crs.)

PSA 724 - ADVANCED NUMERICAL ANALYSIS AND EMPIRICAL MODELING
This course is designed to introduce students to the fundamentals of numerical analysis and empirical modeling. Topics will include methods for systems of linear equations, matrix eigenvalue problems, interpolation, methods for nonlinear systems, initial value problems, and experimental models. Prerequisites: Calculus III, Linear Algebra, and some programming experience required, and must be enrolled in PSM in Applied Mathematics PSM program or permission of instructor. (3 crs.)

PSY 702 - PSYCHOPATHOLOGY OF CHILDHOOD
Intensive study of cognitive, emotional and behavioral disorders in children and adolescents. Emphasis on etiology, early recognition and approaches to treatment or intervention in schools. (3 crs.)

PSY 712 - ADVANCED PSYCHOLOGY OF LEARNING
This course examines the diverse, intricate process of learning. Behavioral and cognitive views of learning are emphasized with special attention being given to the educational implications of learning theory. (3 crs.)

PSY 713 - PSYCHOLOGY OF GROWTH AND DEVELOPMENT
This course explores how people grow and develop from infancy through old age. Physical growth patterns, along with emotional, intellectual, and social development are emphasized. Maturation, learning, and their interrelationships are also examined in terms of their implications for the home, school, and community. (3 crs.)

PSY 721 - ADVANCED TESTS AND MEASUREMENTS
This course is designed to provide the graduate student with an understanding of the use of tests for diagnostic studies of children, adolescents, and adults in a diverse society. It explores the ways in which tests are constructed, evaluated, administered, and interpreted. In addition, the course provides a survey of some representative tests of achievement, aptitude, personality, intelligence, and occupational interests. Students also receive practice in administering, scoring and interpreting such tests through a practicum involving an evaluation of themselves and at least one other person. (3 crs.)

PSY 756 - 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.)
RES - Research

RES 800 - 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 being able to design and undertake basic research, an outcome of this course is to develop effective consumers of the research literature. (3 crs.)

RSP - Reading Specialist

RSP 703 - PRACTICUM: DIAGNOSTIC CASE STUDIES
The purpose of this course is to provide practical experience with determining, in a holistic manner, a child's reading needs, and making suggestions for individualized instruction for those needs in a case study format. Prerequisite: RSP 700 & RSP 702. (3 crs.)

RSP 704 - PRACTICUM: REMEDIAL CASE STUDIES
This course must be taken the semester immediately following the completion of RSP 703. The student applies knowledge of materials and methods gained in prerequisite classes to plan and implement a program of instructional intervention for a remedial reader. The course contains a seminar component in which the student utilizes modeling and communication skills to discuss and demonstrate plans for reading instruction with other students as well as with the practicing teacher. Prerequisites: RSP 700, RSP 702 & RSP 703. (3 crs.)

RSP 734 - 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.)

SLE - Edu Studies

SLE 705 - 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.)

SPT - Sport Management

SPT 700 - RESEARCH METHODS IN SPORTS 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.)

SPT 710 - SOCIO-CULTURAL ASPECTS OF SPORT
This course will analyze the sport industry as a social institution, using critical thinking skills to solve controversies and issues related to the sport culture. Discussion will center around the social, political and economic significance of sport in society. Emphasis will also be placed on understanding the positive and negative social effects of sport and physical activity on society. (3 crs.)

SPT 780 - CURRENT TRENDS AND ISSUES IN SPORT MANAGEMENT
This course is designed to identify, analyze, and evaluate current and future sport industry trends and issues that may affect a sport organization's ability to establish and maintain a competitive advantage.

SPT 781 - SPORT ANALYTICS
The class will discuss the theory, development, and application of analytics in sports. Students will learn about the application of analytics in sports for purposes of personnel acquisition and management, marketing, finance, communications, and team management among many other topics. The class will consist of lectures, quizzes, threaded discussions, and practical applications.

SPT 782 - ECONOMIC ANALYSIS IN SPORT
This course presents an application of economics concepts and issues relevant to the sports industry. Topics include: market structures and outcomes; barriers to entry; contraction and expansion; cooperative, competitive, and collusive behavior among participants; professional sports; collegiate and amateur sports: public policy, subsidies for new facilities, institutional rules, and tax policies, discrimination; and labor market imperfections.

SPT 783 - STRATEGIC SPORT MANAGEMENT
This course is designed to introduce the key concepts, tools, and principles of strategy formulation and competitive analysis. It is concerned with managerial decisions and actions that affect the performance and survival of sport industry organizations. It will focus on the theories of strategic management and their applicability to the sport industry, including strategic planning, decision making, implementation and controlling processes, understanding organizational effectiveness, and environmental analysis.

SPT 790 - 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.)

SPT 791 - SPORT COMPLIANCE
This course is designed to provide students with a knowledge and understanding of the necessary and mandatory compliance techniques of the major governing bodies of intercollegiate athletics to ensure institutional control. Emphasis will be placed upon an in-depth review and discussion of the various NCAA bylaw manuals, as well as NAIA rules and regulations. (3 crs.)

SPT 792 - LEGAL ASPECTS OF EQUITY IN INTERCOLLEGIATE ATHLETICS
This course is designed to provide students with 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.)
SPT 793 - DEVELOPMENT OF HUMAN RESOURCE STRATEGIES IN INTERCOLLEGIATE ATHLETICS
This course is designed to provide students with the latest human resource strategies to successfully address everyday problems that may arise with coaches, staff and personnel of an intercollegiate athletic department. The student will develop a working knowledge of complex organizations and how this may affect the employees that he/she supervises. (3 crs.)

SPT 799 - SPORT MENTORSHIP
The sport mentorship allows the student to practice sport management theory in the practical setting while under the direct supervision of a recognized leader in the student’s chosen area of specialty in the sport industry. Course requirements dictate that students complete a minimum of 300 contact hours. Students may not enroll in SPT 799 until all other coursework has been completed. (12 crs.)

SWK - Social Work
SWK 705 - HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT
This course provides the foundation for working with individuals, families, groups and communities. Basic concepts of human development throughout the life cycle are presented within the person-in-environment perspective. The framework is multidimensional, considering the impact of ability, age, aging, class, exploitation, ethnicity, gender, oppression, political belief system, race, religion, sexual orientation and the social environment on human behavior and development. Examples from social work practice integrating individual, family, groups, community, and organizational assessment and intervention strategies are taken from local, national and international rural and small communities. Prerequisite: Program admission or program director approval. (3 crs.)

SWK 715 - RESEARCH POLICY AND RURAL PRACTICE
Use of research designs to inform and evaluate practice and policy in small town and rural contexts. Development of knowledge and skills for understanding and conducting applied research, with emphasis on research related to social work practices and programs serving small towns, rural communities and diverse populations. Prerequisite: Advanced standing. (3 crs.)

TED - Technology Education
TED 702 - ASSESSMENT IN A CONSTRUCTIVIST CLASSROOM
Assessment is the key to understanding student learning. In this course, students analyze a variety of assessment techniques that are both authentic and traditional in nature. Topics such as formative and summative assessment, portfolios, rubrics, test development and analysis, interviews, simulations, and observations will be discussed. The second phase of the course examines how research techniques can be incorporated into the assessment process to gain a more robust understanding of student achievement. This course is part of a Global Online program. (3 crs.)

TED 775 - INTEGRATING TECHNOLOGY IN ELEMENTARY/MIDDLE SCHOOL 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.)

TED 807 - TECHNOLOGY PROGRAM DEVELOPMENT AND IMPROVEMENT
Students will engage in a process to develop or access a district-wide technology standards-based program. They will develop strategies to facilitate and enhance student learning in all areas of their program, including content, curricula, instruction, student assessment, learning environment and professional development. They will examine the current status of a district’s program, establish new goals, determine strategies to meet those goals, develop goals to enhance personnel knowledge and skills, and examine strategies to evaluate their success. This course is part of a Global Online program. (3 crs.)

TED 850 - TECHNOLOGY EDUCATION MAJOR PROJECT
Students will produce a major culminating piece of academic work that synthesizes contents from the technology education master’s program. This may take the form of a research activity of various types: a major curriculum development project, other extensive individually produced pieces, or work that is approved by the course instructor. All projects must follow a technological design process. This course is part of a Global Online program. (4 crs.)

THE - Theatre
THE 502 - ESTILL VOICE TRAINING: LEVELS 1 & 2 COMBINED INTENSIVE
This course will provide a focused experience for vocal performers to explore and optimize voice production for musical and theatrical performance utilizing the Estill Voice Model™. By examining the acoustic, physiologic, and perceptual correlates of voice and by learning to enhance control of the vocal structures that influence vocal quality, the students will acquire tools offered by the Estill Voice Training system for adding color, strength, clarity and stamina to the performing voice.
Payment Information Summer 2018

Payment methods:

- Students can authorize Parents or Guests to pay online by credit card or check at vip.calu.edu via the billing tab. Once authorized, parent/guest can make payment online through the CalU Family/Parent portal at calu.edu/families-parents/portal.

- Students can make payment by credit card or check on the VIP Portal via the billing tab.

- Mail check payment:
  California University of Pennsylvania (payable to CalU)
  Office of Student Accounts, Box 83
  250 University Avenue
  California, PA 15419

- Check (payable to Cal U) or Cash payment at the Office of Student Accounts – Dixon Hall Room 120.

CalU will bill all students enrolled for the Summer 2018 term May 3, 2018, in order to offer a payment plan option. A three-pay payment plan with a one-time $30.00 fee will be available for Summer 2018 with payment dates of May 13, June 13 and July 13, 2018. Enrollment is online through VIP until May 18, 2018 – first payment of the plan must be made at time of enrollment. (Only Federal Pell Grant and Federal Direct Stafford Loan amounts are included in payment plan calculations.)

Receiving financing from an outside source (not listed on your billing statement)? Student needs to submit official documentation of the award to the Office of Student Accounts.

Applying for Financial aid? Eligible students who complete the FASFA and who are enrolled at least half time for Summer will be awarded Stafford Loans for the full 2018-2019 academic year (Summer 2018; Fall 2018; and Spring 2019). For more information about the Financial Aid application process, see page 54. Federal Direct Stafford Loans require minimum part-time enrollment per semester to meet eligibility requirements (6 credits for Undergraduate and 5 credits for Graduates).

The decision about courses running or being canceled is based on the number of students enrolled. The Office of Academic Affairs determines if a class will be held or canceled (see Page 6 in this brochure for more information on cancellation for each session).
Summer 2018 Billing Schedule

<table>
<thead>
<tr>
<th>Course Session Dates</th>
<th>Billing Date</th>
<th>Due Date WITHOUT Payment Plan Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Trips/Field Experiences</td>
<td>5/03/2018</td>
<td>5/13/2018 (Holidays 5/28 &amp; 7/4)</td>
</tr>
<tr>
<td>or (6/4 – 8/10)</td>
<td>5/03/2018</td>
<td>5/13/2018 (Holidays 5/28 &amp; 7/4)</td>
</tr>
<tr>
<td>2nd 6 Weeks (7/2 – 8/10)</td>
<td>5/03/2018</td>
<td>5/13/2018 (Holidays 5/28 &amp; 7/4)</td>
</tr>
</tbody>
</table>

Registrations occurring after the May 3 initial billing will receive their first paper bill within one week of registering for classes. When registering after May 3rd payment is expected at the time of registration. Payments should be made through the California University of Pennsylvania website, vip.calu.edu.

Students enrolled in payment plan prior to the May 18 deadline will receive an electronic bill, not paper. Notification is sent to the student’s Cal U email address approximately two weeks prior to each due date.

For updates to your student account charges when registration changes occur, monitor your Account Detail for Term in the VIP portal.

IF YOU ARE REGISTERED FOR A SUMMER CLASS AND DO NOT PLAN TO ATTEND, YOU MUST OFFICIALLY WITHDRAW:

AFTER REGISTRATION
- A formal billing statement and schedule for the Summer semester will be mailed by May 3, 2018, with a due date of May 13, 2018. As soon as billing information is available a channel will be added to VIP from which you will be able to view your charges and make your payment online on the billing tab. Initial Student Account Statements will be mailed to your PERMANENT address on file. All future statements for term will be e-bills available on your VIP portal. To update your Permanent address, you must submit your request in writing to the Office of Academic Records.

- If you register for Summer classes but are unable to attend, you must cancel your registration by contacting the Office of Academic Records. If you do not cancel your class before it begins, you will be responsible for the payment of tuition and fees. ALL drops from class(es) must be completed before class begins for a full refund of any tuition and fees paid. You can drop all of your courses via VIP.

- After your class begins, withdrawal from a course, while remaining enrolled in an additional course in that session, will result in no reduction of charges (or refund). Charge adjustments will be prorated for COMPLETE Withdrawals ONLY. Total tuition and fee charges (with the exception of the technology fee, which is non-refundable) billed will be refunded (reduced) based on the chart on page 3. A portion or all of a student’s aid may be returned to the lender based upon loan eligibility, effective on the withdrawal date, as it may not be fully earned. The remaining balance will then become the responsibility of the student. Students who receive aid and are considering a withdrawal from the university, should speak to the Financial Aid office regarding the impact the withdrawal may have on aid eligibility. For exact information on prorated amounts and or information about withdrawals, please contact the Office of Student Accounts at StudentAccounts@calu.edu or 724-938-4431.
Summer 2018 Tuition Refund Schedule

REFUND OF TUITION AND FEES FOR STUDENTS WHO DROP OR WITHDRAW FROM CLASSES,
SHORT (SUB-TERM) ACADEMIC SESSIONS.

The PASSHE Tuition and Fee Refund Schedule utilize the percentage of time a student is enrolled in the term. Students are eligible for 100% tuition and fee refund during the Drop Period of each term (8.5% of the term period). After the Drop Period, tuition and fees (with the exception of the Pa Tech fee, which is non-refundable) are pro-rated for complete withdrawals only. The first class meeting is always at the 100% refund.

Drop period (100% refund of tuition) equals LESS THAN 8.5% of the session and varies by length of session.

COMPLETE WITHDRAWALS WITHIN SUB-TERM - Tuition refund ratios based on percentage of enrollment in sessions. PA Tech Fee and special fees associated with specific majors remain at 100 percent charge.

To determine the amount of tuition you must pay if you withdraw early from a short session, please contact the Office of Student Accounts at 724-938-4431 or StudentAccounts@calu.edu.

<table>
<thead>
<tr>
<th>Day of Session (Exclude Holidays)</th>
<th>2 wk</th>
<th>3 wk</th>
<th>4 wk</th>
<th>5 wk</th>
<th>6 wk</th>
<th>7 wk</th>
<th>8 wk</th>
<th>9 wk</th>
<th>10 wk</th>
<th>11 wk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Day 2</td>
<td>60%</td>
<td>60%</td>
<td>80%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Day 3</td>
<td>40%</td>
<td>50%</td>
<td>60%</td>
<td>80%</td>
<td>80%</td>
<td>80%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Day 4</td>
<td>0%</td>
<td>40%</td>
<td>50%</td>
<td>60%</td>
<td>60%</td>
<td>80%</td>
<td>80%</td>
<td>80%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Day 5</td>
<td>0%</td>
<td>50%</td>
<td>50%</td>
<td>60%</td>
<td>60%</td>
<td>80%</td>
<td>80%</td>
<td>80%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Day 6</td>
<td>40%</td>
<td>50%</td>
<td>50%</td>
<td>60%</td>
<td>60%</td>
<td>80%</td>
<td>80%</td>
<td>80%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Day 7</td>
<td>40%</td>
<td>40%</td>
<td>50%</td>
<td>50%</td>
<td>60%</td>
<td>60%</td>
<td>60%</td>
<td>80%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Day 8</td>
<td>0%</td>
<td>40%</td>
<td>40%</td>
<td>50%</td>
<td>50%</td>
<td>60%</td>
<td>60%</td>
<td>60%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Day 9</td>
<td>0%</td>
<td>40%</td>
<td>40%</td>
<td>50%</td>
<td>50%</td>
<td>60%</td>
<td>60%</td>
<td>60%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Day 10</td>
<td>0%</td>
<td>40%</td>
<td>40%</td>
<td>50%</td>
<td>50%</td>
<td>60%</td>
<td>60%</td>
<td>60%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Day 11</td>
<td>0%</td>
<td>40%</td>
<td>40%</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Day 12</td>
<td>0%</td>
<td>40%</td>
<td>40%</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 13</td>
<td>0%</td>
<td>40%</td>
<td>40%</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 14</td>
<td>0%</td>
<td>40%</td>
<td>40%</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 15</td>
<td>0%</td>
<td>40%</td>
<td>40%</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 16</td>
<td>0%</td>
<td>40%</td>
<td>40%</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 17</td>
<td>0%</td>
<td>40%</td>
<td>40%</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 18</td>
<td>0%</td>
<td>40%</td>
<td>40%</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 19</td>
<td>0%</td>
<td>40%</td>
<td>40%</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 20</td>
<td>0%</td>
<td>40%</td>
<td>40%</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PASSHE Refund Policy Percentages</th>
<th>&lt; 8.5%</th>
<th>8.51 - 12.5%</th>
<th>12.51 - 19.44%</th>
<th>19.45 - 26.39%</th>
<th>26.40 - 33.33%</th>
<th>GT 33.33%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0% charge</td>
<td>20% charge</td>
<td>40% charge</td>
<td>50% charge</td>
<td>60% charge</td>
<td>100% charge</td>
</tr>
</tbody>
</table>

Monday through Friday Business Days (5 days per week). Complete withdrawals submitted on Saturday & Sunday will calculate based on the following Monday’s refund percentage. Refunds are made to the amount of the charge, not the amount that has been paid to date. Room adjustments may not follow this schedule. Contact Residence Life Office for more details. Board & Dine Dollar adjustments may not follow this schedule. Contact CalCard Office for more details.
# Tuition & Fee Summary* Summer 2018

## Undergraduate Main Campus

| Credits | IN-STATE | | OUT--STATE | | |
|---------|----------|--|--| |--|--|
|         | Tuition  | Fees   | Total | Tuition  | Fees   | Total |
| 1       | $312.00  | $131.90| $443.90| $468.00  | $158.50| $626.50|
| 2       | $624.00  | $263.80| $887.80| $936.00  | $317.00| $1,253.00|
| 3       | $936.00  | $395.70| $1,331.70| $1,404.00| $475.50| $1,879.50|
| 4       | $1,248.00| $527.60| $1,775.60| $1,872.00| $634.00| $2,506.00|
| 5       | $1,560.00| $659.50| $2,219.50| $2,340.00| $792.50| $3,132.50|
| 6       | $1,872.00| $791.40| $2,663.40| $2,808.00| $951.00| $3,759.00|
| 7       | $2,184.00| $923.30| $3,107.30| $2,376.00| $1,109.50| $3,485.50|
| 8       | $2,496.00| $1,055.20| $3,551.20| $2,688.00| $1,268.00| $3,956.00|
| 9       | $2,808.00| $1,187.10| $4,005.10| $3,013.00| $1,426.00| $4,449.00|
| 10      | $3,120.00| $1,319.00| $4,439.00| $3,460.00| $1,567.00| $5,027.00|
| 11      | $3,432.00| $1,450.90| $4,882.90| $3,924.00| $1,704.00| $5,628.00|
| 12      | $3,744.00| $1,574.40| $5,318.40| $4,388.00| $1,842.00| $6,230.00|
| 13      | $4,056.00| $1,697.60| $5,753.60| $4,852.00| $1,980.00| $6,832.00|
| 14      | $4,368.00| $1,820.80| $6,188.80| $5,306.00| $2,118.00| $7,424.00|
| 15      | $4,680.00| $1,944.00| $6,624.00| $5,760.00| $2,256.00| $8,016.00|

## Graduate Main Campus

| Credits | IN-STATE | | OUT--STATE | | |
|---------|----------|--|--| |--|--|
|         | Tuition  | Fees   | Total | Tuition  | Fees   | Total |
| 1       | $500.00  | $198.18| $698.18| $750.00  | $249.48| $999.48|
| 2       | $1,000.00| $396.36| $1,396.36| $1,500.00| $498.96| $1,998.96|
| 3       | $1,500.00| $594.54| $2,094.54| $2,250.00| $748.94| $3,008.94|
| 4       | $2,000.00| $792.72| $2,792.72| $3,000.00| $997.92| $3,997.92|
| 5       | $2,500.00| $990.90| $3,490.90| $3,750.00| $1,247.40| $5,007.40|
| 6       | $3,000.00| $1,189.08| $4,189.08| $4,500.00| $1,496.88| $5,996.88|
| 7       | $3,500.00| $1,387.60| $4,887.60| $5,250.00| $1,746.36| $7,006.36|
| 8       | $4,000.00| $1,585.44| $5,585.44| $6,000.00| $1,995.84| $7,995.84|
| 9       | $4,500.00| $1,783.45| $6,283.45| $6,750.00| $2,245.15| $8,995.15|
| 10      | $5,000.00| $1,889.50| $6,889.50| $7,500.00| $2,402.95| $9,902.95|
| 11      | $5,500.00| $1,995.55| $7,495.55| $8,250.00| $2,559.85| $10,809.85|
| 12      | $6,000.00| $2,101.60| $8,101.60| $9,000.00| $2,717.20| $11,717.20|
| 13      | $6,500.00| $2,207.65| $8,707.65| $9,750.00| $2,874.55| $12,624.55|
| 14      | $7,000.00| $2,313.70| $9,313.70| $10,500.00| $3,031.90| $13,531.90|
| 15      | $7,500.00| $2,419.75| $9,919.75| $11,250.00| $3,189.25| $14,439.25|

*All tuition is assessed per credit, there is no flat tuition rate during the summer. Fee assessment is based on the total number of credits. All tuition and fees are subject to change without notice to student.
SUMMER COLLEGE

59

*All tuition is assessed per credit, there is no flat tuition rate during the summer. Fee assessment is based on the total number of credits. All tuition and fees are subject to change without notice to student.

<table>
<thead>
<tr>
<th>Credits</th>
<th>IN-STATE</th>
<th>OUT-STATE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tuition</td>
<td>Fees</td>
</tr>
<tr>
<td>1</td>
<td>$312.00</td>
<td>$53.20</td>
</tr>
<tr>
<td>2</td>
<td>$624.00</td>
<td>$106.40</td>
</tr>
<tr>
<td>3</td>
<td>$936.00</td>
<td>$159.60</td>
</tr>
<tr>
<td>4</td>
<td>$1,248.00</td>
<td>$212.80</td>
</tr>
<tr>
<td>5</td>
<td>$1,560.00</td>
<td>$266.00</td>
</tr>
<tr>
<td>6</td>
<td>$1,872.00</td>
<td>$319.20</td>
</tr>
<tr>
<td>7</td>
<td>$2,184.00</td>
<td>$372.40</td>
</tr>
<tr>
<td>8</td>
<td>$2,496.00</td>
<td>$425.60</td>
</tr>
<tr>
<td>9</td>
<td>$2,808.00</td>
<td>$478.80</td>
</tr>
<tr>
<td>10</td>
<td>$3,120.00</td>
<td>$532.00</td>
</tr>
<tr>
<td>11</td>
<td>$3,432.00</td>
<td>$585.20</td>
</tr>
<tr>
<td>12</td>
<td>$3,744.00</td>
<td>$638.40</td>
</tr>
<tr>
<td>13</td>
<td>$4,056.00</td>
<td>$691.60</td>
</tr>
<tr>
<td>14</td>
<td>$4,368.00</td>
<td>$744.80</td>
</tr>
<tr>
<td>15</td>
<td>$4,680.00</td>
<td>$798.00</td>
</tr>
</tbody>
</table>

*All tuition is assessed per credit, there is no flat tuition rate during the summer. Fee assessment is based on the total number of credits. All tuition and fees are subject to change without notice to student.

<table>
<thead>
<tr>
<th>Credits</th>
<th>IN-STATE</th>
<th>OUT-STATE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tuition</td>
<td>Fees</td>
</tr>
<tr>
<td>1</td>
<td>$500.00</td>
<td>$106.05</td>
</tr>
<tr>
<td>2</td>
<td>$1,000.00</td>
<td>$212.10</td>
</tr>
<tr>
<td>3</td>
<td>$1,500.00</td>
<td>$318.15</td>
</tr>
<tr>
<td>4</td>
<td>$2,000.00</td>
<td>$424.20</td>
</tr>
<tr>
<td>5</td>
<td>$2,500.00</td>
<td>$530.25</td>
</tr>
<tr>
<td>6</td>
<td>$3,000.00</td>
<td>$636.30</td>
</tr>
<tr>
<td>7</td>
<td>$3,500.00</td>
<td>$742.35</td>
</tr>
<tr>
<td>8</td>
<td>$4,000.00</td>
<td>$848.40</td>
</tr>
<tr>
<td>9</td>
<td>$4,500.00</td>
<td>$954.45</td>
</tr>
<tr>
<td>10</td>
<td>$5,000.00</td>
<td>$1,060.50</td>
</tr>
<tr>
<td>11</td>
<td>$5,500.00</td>
<td>$1,166.55</td>
</tr>
<tr>
<td>12</td>
<td>$6,000.00</td>
<td>$1,272.60</td>
</tr>
<tr>
<td>13</td>
<td>$6,500.00</td>
<td>$1,378.65</td>
</tr>
<tr>
<td>14</td>
<td>$7,000.00</td>
<td>$1,484.70</td>
</tr>
<tr>
<td>15</td>
<td>$7,500.00</td>
<td>$1,590.75</td>
</tr>
</tbody>
</table>

*All tuition is assessed per credit, there is no flat tuition rate during the summer. Fee assessment is based on the total number of credits. All tuition and fees are subject to change without notice to student.
Financial Aid Information

Application Process

In order to apply for federal and State financial aid for the 2018 Summer Semester, a student must complete the 2018-2019 Free Application for Federal Student Aid (FAFSA). This form will be used to determine eligibility for all aid processed for the Summer semester.

Please note: Any student who completes the FAFSA and who is enrolled at least half time for Summer will be awarded Stafford Loans for the full 2018-2019 academic year. The total loan amount will be divided into 1/3 for the summer, 1/3 for the fall and 1/3 for the spring semester. If you plan to graduate before the spring or do not want loans for summer, you will need to submit a Stafford Loan Adjustment form to the Financial Aid Office in order to reallocate your loans. You can access this form from our office or by downloading it from our website, calu.edu/financial-aid.

Loans

Federal Direct Loan

The Federal Direct Stafford Loan is a fixed rate education loan designed for both undergraduate and graduate students. The current interest rate is 3.76% (undergraduate students) and 5.31% (graduate students). The current origination fees are 1.069%. Rates and fees are subject to change each July. This loan is both funded and insured by the federal government. There are two types of Stafford Loans: Subsidized and Unsubsidized. Depending on financial need, a student may be eligible for one or both loans. The school will determine the loan type for which the student is qualified.

Federal Direct Subsidized Loan: Awarded on the basis of financial need and available to only undergraduate students. The government pays the interest while the student is in school, in deferment, and during the grace period before repayment begins.

Federal Direct Unsubsidized Loan: Available to all students regardless of need. Student is responsible for all interest that accrues while they are in school, in deferment, and during their grace period.

Listed below are the steps in the Loan processing cycle:

Step 1: File the 2018-2019 FAFSA on the Web. Information contained on the 2018-2019 FAFSA is used to determine the student’s Federal Direct Stafford Loan eligibility for the 2018 Summer Semester.

Step 2: The Financial Aid Office will determine your Federal Direct Stafford Loan eligibility. If you have not completed a Federal Direct Stafford Loan Master Promissory Note (MPN) before, you must proceed to Step 3 in order to finalize your Federal Direct Stafford Loan.

Step 3: Electronically complete your Federal Direct Stafford Loan MPN by logging on to studentloans.gov. Select “Sign Master Promissory Note,” and complete all steps. You will need your Federal Student Aid PIN number to complete this requirement.

Please Note: The MPN only needs to be completed once every ten years as long as you remain an active student.

Step 4: You will also need to complete Federal Direct Loan Entrance Counseling if you are a first-time borrower. Log onto studentloans.gov and select Entrance Counseling and follow the steps listed.

Step 5: Your loan proceeds will be sent directly to the school by the U.S. Department of Education and will be credited to your account.

Important Reminders:

• Stafford Loan monies borrowed during the 2018 Summer Semester will reduce the student’s loan eligibility for the Fall 2018 and/or Spring 2019 semester(s).
• Undergraduate students must be enrolled in at least six credits during the summer semester to receive Stafford loans. Graduate students must be enrolled for at least five credits. (See Financial Aid Disbursement for more details).
• As specified by federal law, students cannot exceed the aggregate (total loan amounts) loan limits of $31,000 (dependent undergraduate students), $57,500 (independent undergraduate students) or $138,500 (graduate students) for the Federal Stafford Loan Program.

Federal Direct PLUS Loan/Graduate PLUS Loan

The Parent Loan for Undergraduate Students (PLUS) is a credit-worthy fixed rate loan for the parent or legal guardian of a dependent student or graduate student who needs additional assistance to cover his/her educational costs. The current fixed interest rate is 6.31% and the current origination fees are 4.276%. Rates and fees are subject to change each July. Graduate PLUS borrowers should consider the Federal Direct Stafford Loan before borrowing funds from the PLUS Program. Parent(s) of a dependent student or a graduate student can request up to the cost of education less all other financial aid received. Repayment normally begins within 60 days after the second disbursement of this loan. The U.S. Department of Education is the lender for this
loan and will determine (based on credit approval) whether or not they will fund this loan. Listed below are the steps in the PLUS Loan processing cycle:

**Step 1:** Complete Federal Direct PLUS Loan/Graduate PLUS Loan Application at studentloans.gov. A credit check will be performed by the Department of Education and we will be notified of the loan’s approval/denial.

**Step 2:** If approved, please complete a PLUS Loan Master Promissory Note also at studentloans.gov. You will need your Federal Student Aid PIN to sign the promissory note. The Financial Aid office will determine the amount of your eligibility for those who qualify and transmit the information to the Direct Loan processor.

**Step 3:** The U.S. Department of Education will electronically transmit the Federal PLUS Loan funds to California University of Pennsylvania.

If your PLUS loan application is DENIED, the undergraduate student may be eligible to borrow additional loan funds through the Federal Direct Unsubsidized Stafford Loan program. Annual loan eligibility is determined by the student’s academic grade level and remaining Stafford Loan eligibility. During the freshman and sophomore year a student can receive up to $4,000 a year while a junior or senior student can receive up to $5000 a year. This additional money will automatically be added to the student’s Unsubsidized loan.

**Federal Direct PLUS Loan Endorser**
A PLUS Loan borrower may obtain an “Endorser/Co-signer” for the loan if they are ineligible because of an adverse credit history. The Endorser must be a creditworthy U.S. citizen or eligible noncitizen.

**Alternative Loans**
In addition to the Federal loan programs, there are also private sources of educational loans. These loans are sponsored by banks, state agencies or private guarantors and are available to credit-worthy students. Since these loans are not subsidized by the federal government, they are usually higher-cost loans (higher interest rate) to the borrower and should only be considered as a last resort after all other financial aid options have been explored. Most alternative loans require a co-signer. Repayment of principal and interest may be deferred in most cases.

Please view our website for an alphabetically arranged, comprehensive list of Alternative loan products that California University of PA students have utilized within the past three years. If you plan to apply for any alternative loan, please be sure to contact the lender directly. California University of PA and the Financial Aid Office do not endorse, promote, or recommend any of the loan products listed and their inclusion on this page is strictly informational. We process our alternative loans through ELM, a third party organization. In order to expedite the process, please send an email to finaid@calu.edu with notification of your approval.

Borrowers are encouraged to review the terms and conditions of each program prior to selecting a lender. You are not required to borrow from one of the loan programs listed on our website. Your choice of a lender other than those listed will not result in the denial or a delay of processing. Upon application, the lender of your choice will forward a certification request to the Financial Aid Office.

**Grants**
The summer semester is considered the beginning of the financial aid award year; therefore, students must complete the 2018-2019 FAFSA Form for the 2018 Summer Semester in order to be eligible for PHEAA and Pell Grants. **Only undergraduate students are eligible to receive grants.**

**PHEAA Grant**
A PHEAA Summer State Grant Application is required. This application can be completed on-line at the following PHEAA website: pheaa.org. The deadline for submission is approximately **August 13, 2018**. Students must register for at least 12 credits in order to be eligible for the maximum PHEAA Grant. Some students may be eligible for a reduced PHEAA Grant award if they are enrolled for at least 6 credits and meet certain income restrictions determined by AES/PHEAA. Students must also meet AES/PHEAA academic progress requirements. **PHEAA State Grant is a reimbursement program. Refunds are usually available in early-August.**

**Federal Pell Grant**
The Federal Pell Grant is an entitlement program that students may qualify for if they meet the grant’s eligibility guidelines. If a student does meet the eligibility requirements the Financial Aid Office will automatically award the student a Federal Pell Grant based on their enrolled credit hours for summer. In order for a student’s Federal Pell Grant to disburse for summer students must have all of their financial aid requirements completed. We advise students to check their VIP to verify they do not have any outstanding requirements. The summer Federal Pell Grant will begin to credit students accounts **July 1**. Students cannot receive a Federal Pell Grant award until classes have officially begun. For this reason students may have more than one disbursement during the summer semester. If a student is eligible for a Federal Pell Grant during the summer semester their award will be based on credit hours enrolled and those funds will reduce their grant eligibility for Spring 2019. To review the Federal Pell Grant eligibility requirements please refer to the Financial Aid Office’s webpage calu.edu/financial-aid.
**Student Employment**

Students seeking summer work-study employment must inquire with the Financial Aid Office and complete a 2018-2019 FAFSA. In addition, students must meet all federal Title IV eligibility requirements.

**Financial Aid Disbursement**

**THESE DATES ARE SUBJECT TO CHANGE.**

If you are enrolled at least half time for the first five week session (Summer I) or full ten week session, your Financial Aid estimated disbursement date will be **June 12, 2018**.

If you are enrolled at least half time for the second five week session (Summer II) your Financial Aid estimated disbursement date will be **July 17, 2018**.

Please note: If you are enrolled in the first five or ten week session (Summer I), but do not reach half-time status until the beginning of the second five week session (Summer II), your financial aid will disburse on **July 17, 2018**. This means that the loan funds will not be available during Summer I for your use, and you will have to pay your bill with your own funds.

Students enrolled in any of the “special sessions”, e.g., one-week, Saturdays, weekends, etc., will be eligible to receive Stafford Loan and/or PLUS Loan proceeds once the student is enrolled at least half-time (undergraduate 6 credits – graduate 5 credits).

Please Note: Students attending at least half-time during the May Special Session will not receive their Stafford and/or PLUS Loan proceeds until the June disbursement. Therefore, students attending this session must be prepared to cover all non-University charges without the assistance of financial aid funds. You can contact the Financial Aid Office at **724-938-4415** if you have any questions concerning your financial aid. Summer Financial Aid information and forms can be found at [calu.edu/financial-aid](http://calu.edu/financial-aid).

*Master Promissory Notes, Entrance Counseling, and any other requirements (i.e.: verification) must be completed before loans are disbursed*

**Satisfactory Academic Progress**

Students are reviewed for Financial Aid Satisfactory Academic Progress at the end of each semester of enrollment (including Summer).

**Overview**

Federal regulations require California University of Pennsylvania to establish Satisfactory Academic Progress (SAP) standards for students applying for and receiving financial aid assistance.

SAP policies review a student’s academic performance in terms of quantitative and qualitative measures to ensure the student is making progress towards the completion of the academic program. SAP policies apply to all Title IV financial assistance programs including Federal Work-Study, SEOG, Federal Perkins Loans, Federal Stafford Loans, and Federal Direct PLUS loans and Pell grants.

Students at California University of Pennsylvania must meet all of the requirements stated in the Satisfactory Academic Progress Policy regardless of whether or not they previously received financial aid. Cal U is responsible for ensuring that all students who receive Title IV assistance are meeting these standards.

**Policies**

The SAP policy for CAL U for Title IV students is the same as or stricter than the university’s standards for students enrolled in the same educational program who are not receiving Title IV aid.

Satisfactory Academic Progress standards include:

1. Qualitative (GPA)
2. Quantitative (credit hours earned)
3. Maximum Time Frame

For all degree-seeking students, SAP will be calculated at the end of each semester of enrollment, typically in January, June, and August.

**Qualitative**

Undergraduate students must maintain at least a 2.00 cumulative grade point average to remain in good academic standing.

Graduate students must maintain at least a 3.0 cumulative grade point average to remain in good academic standing.

**Quantitative**

Students must earn 67% of credits attempted to maintain good standing and be considered making Satisfactory Academic Progress.

The completed percentage is determined by dividing credits earned by the number of credits attempted.

- Withdrawals, incompletes, and failures are considered attempted but not earned.
- Repeated courses are included in the calculation of both attempted and earned units.
- Audited courses are not considered units attempted or earned.

**Maximum Time Frame**

Maximum Time Frame is defined as the required length of time it will take a student to complete his/her degree. A student will remain eligible for Federal Aid for up to 150% total attempted credits. For example, if you are pursuing a degree which requires 120 semester hours, you may not receive financial aid after you have attempted 180 hours. This includes transfer credits. Most majors require 120 credits for graduation.
**Undergraduate Admission Procedure**

**Visiting Student Applicants**
Visiting students (those students enrolled at another college or university) may enroll for credit classes at California University of Pennsylvania for one semester only. Complete the application form in this brochure, attach a completed Registration Form from this brochure, and mail both of these, with a $25 nonrefundable application fee*, to the Office of Academic Affairs, California University of Pennsylvania, 250 University Ave. Box 4, California, PA 15419. Transcripts are not required for visiting students in the summer. Once your application has been processed and accepted you will be registered for courses and a billing statement with your schedule will be sent to you. If you have any questions, contact the Office of Academic Affairs at 724-938-5962. Visiting students may also apply and register online at calu.edu.

May I attend Summer College if I am a high school student?
If you have completed the sophomore year of high school and are enrolled in a college preparatory curriculum, you may be eligible for admission to Cal U through our High School Early Admit Program. You must have a cumulative grade-point average of 3.00 for the past two years and have taken one of three standardized tests: PSAT, SAT or ACT. Contact the Office of Continuing Education for current test score requirements. If you meet the qualifications listed, you need to complete the admission application form, pay the $25 nonrefundable fee, submit your official high school transcript and the completed Authorization for High School Students form. Visit us at calu.edu for more details. Look under Information for Prospective Students and choose “Continuing Ed/Visiting.”

**New Degree Students**
If you are interested in applying for undergraduate admission to California University of Pennsylvania, you need to complete the application form in this brochure and mail it with a $25 nonrefundable application fee* to the Office of Admissions, California University of Pennsylvania, 250 University Avenue, California, PA 15419. Degree students may apply and register online at calu.edu. Please note the requirement on this form for transcripts. Once you have received a letter of acceptance you may register for Summer 2016 classes through the Office Academic Affairs or VIP Portal at calu.edu. See pages 65 and 66 in this brochure for a registration form and information on how to register for classes. If you have any questions on becoming a new degree-seeking student at California University of Pennsylvania, please contact the Office of Admissions at 724-938-4404.

**Non-Degree-Seeking Students**
If you are interested in taking undergraduate credit courses for personal enrichment, you may apply to become a non-degree-seeking student through the Office of Admissions. Complete the application form in this brochure and mail it with a $25 nonrefundable application fee* to the Office of Admissions, California University of Pennsylvania, 250 University Ave., Box 94, California, PA 15419. Please note the requirement on the application form for transcripts. Nondegree students may apply and register online at calu.edu.

**Readmission/Reinstatement Students**
If you previously attended California University of Pennsylvania and would like to be readmitted, you need to contact the dean’s office for the college into which you would like to be readmitted. If you were academically dismissed, or left the university in poor academic standing, you need to contact the Office of Student Retention at 724-938-1523.

**Nondiscrimination Policy**
California University of Pennsylvania admits students of any sex, race, color, national and ethnic origin to all rights, privileges, programs and activities generally accorded or made available to students at the university. The same policy is followed with respect to all employees, regardless of rank or classification. California University of Pennsylvania does not discriminate on the basis of sex, race, color, religion, ethnic and national origin in the administration of its educational policies, admissions processes, scholarship and loan programs, employment practices and athletic and other University administration programs. California University of Pennsylvania does not discriminate on the basis of handicap in admission or access to its programs. Inquiries regarding Title IX compliance and Section 504 of the Rehabilitation Act of 1973 may be directed to Title IX Coordinator 724-938-4351, Affirmative Action Officer 724-938-4014, or the Director of the Office of Civil Rights, Department of Health, Education and Welfare, Washington, D.C.

*No application fee is due if you have paid this fee and taken classes at California University of Pennsylvania within the past three years.*
Four Ways to Register

Beginning February 19, 2018

1. In Person:
   Bring your completed registration card to the Office of Academic Records, 122 Dixon Hall, on the California University of Pennsylvania campus from 8 a.m. to 4 p.m. Monday through Friday (except when the University is closed for holidays).

2. By Mail:
   Mail your completed and signed registration card to the Office of Academic Affairs, California University of Pennsylvania, Box 4, 250 University Ave., California, PA 15419-1394. Registration cards must be mailed in sufficient time to arrive prior to the start of the scheduled class(es).

3. By Email:
   Tell us which courses you wish to register for by sending email through your Cal U email account to summer@calu.edu at any time prior to the start of the scheduled class(es).

4. Online:
   If you are a current student at California University of Pennsylvania, you may register online at calu.edu through the VIP Portal from 7 a.m. to 11:30 p.m. until midnight the day before a class begins. (Note: times may vary due to occasional system upgrades.) In order to register online, your Internet browser must be either Internet Explorer or Netscape v6 (or higher). Follow the steps listed below to register:

Follow the steps listed below to register:

- Go to calu.edu
- Click “VIP Portal”
- Enter your Cal U Student ID and password
- Click “Academic Info” Tab
- Click “Add/Drop Classes”
- Select term
- Add CRN for courses
- Submit to enter your selections

If there are any closed classes, time conflicts, missing prerequisites or other problems with your registration, you will be given a message showing the problem. If you have any questions, please contact the Office of Academic Affairs at 724-938-5962 for more information.

Once you have registered, you may view or print a copy of your schedule by clicking on “Student Schedule” or “Detailed Schedule” at the bottom of the screen.

Note: If you have a registration hold, you will need to contact the office that placed the hold on your registration to make arrangements to clear it. You may obtain more information regarding your hold by clicking on the Student Services link at the bottom of the Registration Status screen and then clicking on HOLDS.

If you have any problems logging into the system, please contact the University Technology Services Help Desk at 724-938-5911, Monday through Friday, 8 a.m. to 4 p.m. If you wish to register for a closed section class, please contact the Office of Academic Affairs at 724-938-5962 for more information.

You may register up to the first day of classes in each of the sessions for those classes that have not been cancelled; however, early registration is highly recommended since classes fill quickly. Courses that do not meet the minimum enrollment, prior to the first class session, will be cancelled and students will be notified by phone (see the cancellation schedule on page 6). Undergraduate students are strongly advised to meet with their adviser prior to registering for Summer 2016 classes. Visiting students should get approval from their home institution prior to registering for classes at California University of Pennsylvania. Graduate students must contact their adviser or department chair, prior to registration, to discuss their summer session schedule.

Undergraduate students registering for more than 18 credits for the entire summer, or more than 9 credits at any one time, must complete an Overload Form, and it must be signed by their college’s dean. This form must be submitted with your registration to the Office of Academic Records. Overload Forms may be obtained from the undergraduate dean’s offices or the Office of Academic Affairs.

Payment must accompany all registrations received after the listed billing dates on page 50. If you have any questions or need additional information on Summer 2016 registration procedures, please contact the Office of Academic Affairs at 724-938-5962.
PLEASE PRINT IN UPPERCASE LETTERS WITH BLACK INK.

Term applying for (term, year)  □ Fall 20  □ Spring 20  □ Summer 20  □ Full-time  □ Part-time

Entering Cal U status:  □ Freshman  □ Transfer  □ Certification  □ Visiting Student  □ Re-admit

Major (See degree program choices)

Code Number  Program Name

□ Mr.  □ Ms.

First Name  Middle Name  Suffix

Last Name  Previous Last Name

Social Security Number

Permanent Address:

Number and Street  State  Zip

City  County

Country  Permanent Address From/To Dates (MM/YYYY)

Home Phone:  Cell Phone

Area Code  Number  Area Code  Number

Email Address:

Ethnicity/Race: This information is intended for statistical purposes only and will not be used as a factor in determining your admission to the University.

What is your ethnicity?  What is your race?  Mark one or more races to indicate what you consider yourself to be.

□ Hispanic or Latino  □ White

□ Not Hispanic or Latino  □ Black or African American  □ Asian

□ American Indian or Alaska Native  □ Native Hawaiian or Other Pacific Islander

Date of Birth: (MM/DD/YYYY)

Gender:  □ Male  □ Female

Religion (Optional)

Are you a U.S. Citizen?  □ Yes  □ No  If no:  □ Permanent Resident  □ Other (specify visa type)

Are you a Pennsylvania resident?  □ Yes  □ No  If yes, how long (yrs)?  □  If no, in which state or country do you reside?

Residential status:  □ Resident (living on campus)  □ Commuter (living off campus)

Have you ever been convicted of a felony offense?  □ Yes  □ No

If yes, please state the felony offense, the date of conviction and provide relevant information concerning the felony conviction:

The Federal Privacy Act of 1974 requires that you be notified that disclosure of your Social Security number is voluntary and is not required to determine admission. Your Social Security number will be used to match your application with your SAT/ACT test scores and/or Financial Aid information, so failure to provide it may affect your eligibility for financial aid and may delay decision of admission. Your Social Security number is also used to report your educational expenses to the Internal Revenue Service to verify any education-related deductions you may claim on your federal income taxes.
Military Information:
Are you currently serving on active duty in the military? ☐ Yes  ☐ No
Select Yes if you are a person who is currently serving in the military full time. This includes all branches of the U.S. Armed Forces (Army, Navy, Air Force, Marines or Coast Guard). Select No if you are a person who is currently serving in the Reserve or National Guard. Individuals in the Reserve or National Guard are not full-time active duty military personnel, although it is recognized that they can be deployed should the need arise.

Are you a veteran of the U.S. Armed Forces?  ☐ Yes  ☐ No
Select Yes if you are a veteran of the U.S. Armed Forces.
• Have engaged in active duty in the U.S. Armed Forces (Army, Navy, Air Force, Marines or Coast Guard), or are a National Guard or Reserve enlistee who was called to active duty for other than state or training purposes, or were a cadet or midshipman at one of the service academies, and
• Were released under a condition other than dishonorable.
Select No if you:
• Have never engaged in active duty in the U.S. Armed Forces,
• Are currently an ROTC student, a cadet or midshipman at a service academy,
• Are a National Guard or Reserve enlistee activated only for state or training purposes, or
• Were engaged in active duty in the U.S. Armed Forces but released under dishonorable conditions, or
• Never served in any capacity in the military.

Are you affiliated with the U.S. military?  ☐ No  ☐ Yes: Veteran  ☐ Reservist  ☐ Active Duty  ☐ National Guard  ☐ Spouse  ☐ Dependent
Which military branch of service?  ☐ Air Force  ☐ Army  ☐ Coast Guard  ☐ Marines  ☐ Navy
Do you plan on using Veteran Education Benefits?  ☐ Yes  ☐ No

High School Information:
FULL NAME OF HIGH SCHOOL (NO ABBREVIATIONS, PLEASE)  GRADUATION DATE (MM/YYYY)
HIGH SCHOOL CITY     STATE

Parent/Guardian 1 (Emergency Contact)
FIRST NAME  LAST NAME  OCCUPATION
HOME PHONE
CELL PHONE
PARENT EMAIL ADDRESS

Please indicate family members who have graduated from Cal U:  ☐ Father  ☐ Mother  ☐ Brother  ☐ Sister  ☐ Other
Have you indicated family members who have graduated from Cal U?  ☐ Yes  ☐ No

Have you attended any post-secondary institution(s)?  ☐ Yes  ☐ No
List all colleges/universities or post-secondary institutions you have attended. Add a separate sheet if additional space is necessary.

College activities/interests:

Office for Students with Disabilities
California University of Pennsylvania welcomes otherwise qualified students with disabilities. The University recognizes its responsibility to these students and is committed to providing reasonable accommodations to ensure equal access and full participation assigned by Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act. Requests for accommodation should be submitted directly to the Office for Students with Disabilities. Students requesting accommodations must provide the University with documentation to substantiate the request.

Students with disabilities follow the same admission procedures and standards as required by California University of Pennsylvania Admissions Office for all students. Questions regarding admission procedures and acceptance status should be directed to the Admissions Office, 724-938-4404. Questions regarding reasonable accommodations for students with disabilities and required documentation should be directed to the Office for Students with Disabilities, 724-938-5781.

I understand that the above statements are true to the best of my knowledge. Any false information may be used as grounds for denial or dismissal.

Signature:  ___________________________________________  DATE: ____________________
Last Day to Withdraw

Students may not withdraw from a class after 67% of the class has elapsed.

Last day to withdraw from a first 5-week course: .........................June 26, 2018  4 p.m.
Last day to withdraw from a ten-week course: .............................July 19, 2018  4 p.m.
Last day to withdraw from a 2nd five week course: ......................July 31, 2018  4 p.m.

Special Session classes are calculated separately. Contact the Office of Academic Affairs at 724-938-4407 for more information.

Important Telephone Numbers

Academic Affairs................................................................. 724-938-4407
Academic Records............................................................... 724-938-4434
Admissions............................................................... 724-938-4404
Bookstore .......................................................... 724-938-4324
Office of Student Accounts.......................... 724-938-4431
College of Education & Human Services........ 724-938-4125
College of Liberal Arts ........................................ 724-938-4240
Counseling Center .................................................. 724-938-4056
Daycare ........................................................... 724-938-7349
Eberly College of Science & Technology .......... 724-938-4169
Financial Aid .................................................. 724-938-4415
Graduate School ................................................ 724-938-4187
Housing Office ................................................... 724-938-4444
Internship Office ................................................ 724-938-1578
Library Services ................................................. 724-938-4091
Public Safety .................................................. 724-938-4299
Southpointe Center ............................. 724-873-2760
Office for Students with Disabilities (OSD) .............. 724-938-5781
Office of Web Based Programs ...................... 724-938-5958

Summer College........................................................................ 724-938-5962

Did you change your mind about taking classes?

Failure to submit written notice of withdrawal will result in a failing grade and a financial liability. Although you should check with your Instructor, academic advisor, or academic department before you withdraw from a course, a discussion with them will not get your course dropped. If you register for class(es) and then decide not to attend California University of PA, it is your responsibility to initiate the proper paperwork. Do not assume that you will be dropped from the class(es) because you have not made payment or because your financial aid was not approved. Please come to the Office of Academic Records in 122 Dixon Hall to complete the appropriate paperwork. The sooner you do, the more money you may save (refer to the refund policy on page 51). If the course has not started you may drop it online through the VIP Portal. You may also fax your signed request to drop a course to 724-938-5832 or email summer @calu.edu.
CLASSES OFFERED AT:

• California Campus
• Cal U Global Online (100% Online)