

CALUMET COLLEGE OF ST. JOSEPH

Website: www.ccsj.edu

**2400 New York Avenue
Whiting, Indiana 46394-2195**

**(219) 473-7770
Chicago: (773) 721-0202
Toll Free: 877-700-9100
Fax: (219) 473-4259**



Your University of Choice

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General Information

2011-2012 College Calendar

Semester I (Fall) Begins August 29, 2011

August 29-September 2	Accelerated Classes Begin
August 29-September 2	GENL 100A, College Survival: Orientation
September 5	Labor Day-School Closed
September 6	Traditional Classes Begin
September 6	Tuition payment due
September 13	Last day for class changes (add/drop)
	Opening Liturgy for New Academic Year
October 3	Last day to withdraw from a course without instructor approval
	Mid-term
October 10	Thanksgiving recess
November 24-26	Last day to withdraw from a course
December 9	Classes end
December 10	Semester examinations
December 12-17	
December 18	December graduation (ceremony in May)

NOTE: See published class schedule for registration information and graduation filing deadlines.

Semester II (Spring) Begins January 9

January 9-January 14	Accelerated Classes Begin
	GENL 100A, College Survival: Orientation
January 16	Martin Luther King Jr. Day-No Classes
January 17	Traditional Classes Begin
	Tuition payment due
	Opening Liturgy New Semester
January 24	Last day for class changes (add/drop)
February 13	Last day to withdraw from a course without instructor approval
	Mid-term
February 20	Spring Break
March 5-10	Easter Recess
April 6-7	Last day to withdraw from a course
April 27	Classes end
April 28	Semester examinations
April 30-May 5	
May 19	Commencement exercises

Semester III (Summer) Begin May 7

Session I:	May 7, 2012 to July 28, 2012 (12- week session)
Session II:	June 11, 2012 to July 28, 2012 (7- week session)
Session III:	May 7, 2012 to August 18, 2012 (14-week session)

General Information

2012-2013 College Calendar

Semester I (Fall) - 2012

August 27 – December 15	Accelerated Classes Begin
August 27 – August 31	GENL 100A, College Survival: Orientation
September 3	Labor Day-School Closed
September 4	Traditional Classes Begin
September 4	Tuition payment due
September 11	Last day for class changes (add/drop)
September 12	Opening Liturgy for New Academic Year
October 2	Last day to withdraw from a course without instructor approval
October 8	Mid-term
November 22-24	Thanksgiving recess
December 7	Last day to withdraw from a course
December 8	Classes end
December 10-15	Semester examinations
December 16	December graduation (ceremony in May)

NOTE: See published class schedule for registration information and graduation filing deadlines.

Semester II (Spring) - 2013

January 7 – April 27	Accelerated Classes Begin
January 7 – January 11	GENL 100A, College Survival: Orientation
January 14	Traditional Classes Begin
January 14	Tuition payment due
January 21	Martin Luther King Jr. Day-No Classes
January 22	Last day for class changes (add/drop)
January 23	Opening Liturgy New Semester
February 11	Last day to withdraw from a course without instructor approval
February 18	Mid-term
March 4-9	Spring Break
March 22-23	Easter Recess
April 19	Last Day to withdraw from a course
April 20	Classes End
April 22-27	Semester Examinations
May 18	Commencement exercises

Semester III (Summer) - 2013

Session I:	May 13, 2013 to August 3, 2013 (12-week session)
Session II:	June 17, 2013 to August 3, 2013 (7- week session)
Session II:	April 29, 2013 to August 16, 2013 (14-week session)

General Information

C.P.P.S. Mission Statement

We, the Cincinnati Province of the Missionaries of the Precious Blood, are an apostolic community founded in 1815 by St. Gaspar Del Bufalo. We are united by a bond of charity and rooted in the Spirituality of the Blood of Jesus.

We are called to participate in the on-going renewal of the Church and the realization of the Presence of God among ourselves and the people we serve. In our willingness to be flexible and responsive to changing needs, we fulfill our mission through:

- Supporting and nurturing one another;
- Embracing a life of prayer;
- Calling forth the gifts of the laity and working in collaboration with them;
- Preaching and witnessing to the Word of God;
- Promoting conversion and reconciliation; and
- Pursuing justice ever mindful of the poor and marginalized.

Calumet College of St. Joseph Mission Statement

Calumet College of St. Joseph is a Catholic institution of higher learning dedicated to the academic, spiritual and ethical development of undergraduate and graduate students. Informed by the values of its founding religious community, the Missionaries of the Precious Blood (C.P.P.S.), the College promotes the inherent dignity of all people, social justice, an ethic of service, student empowerment, opportunity, and lifelong learning.

Accreditation

Calumet College of St. Joseph is accredited to offer masters, baccalaureate and associate degrees, certificates, and diplomas by the Higher Learning Commission, a member of North Central Association, 30 N. LaSalle St., Suite 2400, Chicago, IL 60602-2504, and (800) 621-7440. The College has been approved by the Indiana Professional Standards Board for the training of elementary and secondary teachers and holds membership in a number of state, regional, and national educational and professional associations, including the Independent Colleges of Indiana, the Indiana Conference of Higher Education, and the National Catholic Educational Association.

History of Calumet College of St. Joseph

Calumet College of St. Joseph grew from humble origins. In 1951, St. Joseph's College of Rensselaer, Indiana opened an extension in Lake County, Indiana. It was known as the Calumet Center. Most of its courses were taught in borrowed classrooms provided by Bishop Noll Institute in Hammond and St. John the Baptist Church in Whiting. In 1960, the Board of Control authorized the expansion of this two-year extension into a full four-year, degree-granting college. In doing so, the institution became the first college in the Calumet Region to offer baccalaureate degrees. At that time, St. Joseph's College Calumet Campus moved into a new home, a former furniture store in East Chicago. Classes and administrative work were conducted in this building, which

General Information

served the College well for 15 years and later became the Administration Building.

The East Chicago Campus continued to grow throughout the 1960s. Buildings were donated or acquired on Indianapolis Boulevard and Olcott Avenue to provide classroom and office space, a Library, laboratories, a theater, a communications center, and student recreational facilities.

In the Summer of 1971, the College was renamed St. Joseph Calumet College. It officially separated from St. Joseph's College on November 15, 1973, when Articles of Incorporation were filed with the State of Indiana. On December 31, 1973, the American Oil Company deeded its research and development facilities and 256 acres of land to Calumet College. The College moved into its new facilities in January 1976 and is now using the largest of the 23 buildings on the site.

The building underwent an initial \$2 million renovation. That and ongoing improvement projects have resulted in a facility that provides an excellent learning environment. The building is efficient and comfortable, and houses a chapel, an art gallery, a Library, a bookstore, and numerous classrooms and meeting rooms. The building is fully accessible to the physically impaired.

Calumet College of St. Joseph's facilities can serve more than 2,000 students during any given semester. Library holdings have increased to more than 110,000 items. Parking is ample and free.

The curriculum continues to improve, and the College presently offers programs in some 20 fields of study. The College offers services designed to assist new students in adapting to the pressures and problems facing today's college students, and provides tutoring and mentoring services to ensure student success.

Years before it was fashionable, programs were practical and diverse, encompassing four-year baccalaureate degrees, two-year associate's degrees, and one-year certificates. Classes are offered during both the day and the evening. Recently, the College added master's degrees in Public Safety Administration, Education, Quality Assurance and Psychology.

The College is committed to eliminating time and space barriers that impede the pursuit of educational opportunities. Thus, it offers weekend classes, a credit for Life Experience Program, and course offerings at different sites in Northwest Indiana and Chicago. The College's Accelerated Programs, started in the late '80s, now flourish in communities throughout Northwest Indiana and Chicago. Adults with two years of college credit can attend class one night each week for approximately 18 months at locations near their homes or places of work to earn a B.S. degree in Organization Management, Public Safety Management, or Management Information Systems. Additionally, online and hybrid courses are now being offered in certain academic programs. The new School of Adult Learning now allows those with little or no college credit to earn their Bachelor's Degree in as little as five and a half years attending part-time.

General Information

Calumet College of St. Joseph has served as many as 1,900 students in a semester. The student population includes one of the largest percentages of minority students of any independent college in Indiana. Nearly half of the students in the College's master's, baccalaureate, and associate's degree programs are of African-American or Hispanic descent. U.S. News & World Report has named Calumet College of St. Joseph as one of the most diverse four-year institutions of higher learning in the Midwest every year since 2000.

In the Fall of 1997, the College launched a capital campaign with a goal of \$5 million over five years. The campaign exceeded this goal and significantly strengthened the College's ability to provide high quality educational programs for Northwest Indiana and Northeast Illinois. In the 2000-2001 academic year, the College launched its first intercollegiate athletic program and joined the National Association of Intercollegiate Athletics. The College now competes in 18 sports and has 180 student athletes.

In 2001, the College was reaccredited for 10 years. In 2007, the College was accepted into the Alternate Quality Improvement or AQIP accreditation process.

The first Master's Degree class in Law Enforcement Administration began in 2002 and graduated in May 2003. Master's Degrees in Education and Quality Assurance were initiated in 2006 and a Master's Degree in Psychology was added in 2011.

In 2006, the College initiated a \$7 million capital campaign "Changing Lives, Growing the Vision." There were three components to this campaign: the construction of a student/community activity center, renovation of the 2400 New York Avenue site to include new science and computer labs, and an increase in the College's endowment. Through the efforts of its family, alumni, and friends, the campaign was successfully concluded in 2011. The student/community activity center, dedicated in 2009, was the first new building in the College's history and testifies to the ongoing vitality and growth of the institution. Renovation of our vertical campus is scheduled to begin shortly, adding new science labs, art studios, a new bookstore, and other student areas, and the endowment fund has been increased as proposed. This campaign has changed the footprint of our campus.

Meeting the changing educational needs of the community with relevant, career-focused programs delivered in a friendly student-oriented environment is Calumet College of St. Joseph's formula for success. To this end, two new programs have recently been added to the curriculum: International Studies and Service and General Sciences with concentrations in Sports Science, Life Science, Restoration Ecology and Forensics.

No matter where you happen to be on your road in life, the College has a program for you. **Thank you for making us "Your University of Choice."**

General Information

Student Records and Privacy

Public Law 93-380 as amended, the Family Education Rights and Privacy Act of 1974, also known as the Buckley Amendment, protects the privacy of student records. Calumet College of St. Joseph is committed to full compliance with this legislation. All educational records shall be made available to students upon request in accordance with the General Education Provisions Act, Title IV, Public Law 90-247 and Public Law 93-380 as amended. Likewise, individually identifiable educational records will not be released to any party other than authorized individuals without the written consent of the student.

Educational records are found in the following offices: Enrollment Management and Financial Aid, the Registrar, Alumni, Enrollment Management, and Career Services. All other student records are deemed non-educational records and are regulated according to the policies of those individual offices as stipulated in the Act.

All student records are open to inspection and review by the individual student with the following exceptions: confidential letters written prior to January 1, 1975; records held by law enforcement personnel; counseling and other psychological records pertaining to a student; private records in the sole possession of the originator; and the financial records of parents. Student records are open to other school officials, including instructors who have been determined to have legitimate educational interests, and others specified in Sec. 438 (b) (1) (B) through (l). An appellate board can be convened to review documents withheld for any of the reasons stipulated above.

Calumet College of St. Joseph considers the following categories of information to be directory information, which may be released at the discretion of the administration in such forms as news releases, directories, or computer address lists: the student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities, dates of attendance, degrees and awards received, the most recent previous educational institution attended, and class schedule.

Questions and concerns pertaining to student records should be referred to the Registrar's Office.

Non-Discrimination Assurance

Calumet College of St. Joseph is an equal opportunity employer and educator. In compliance with Title IX of the Educational Amendments of 1972 and Title VII of the Civil Rights Act of 1964, no one will be denied admission or employment on the basis of sex, race, religion, color, or national origin. In addition, no student or employee will be excluded from participation in, be denied benefits of, or be subjected to discrimination in any college educational program or activity on the basis of sex, race, religion, color, or national origin.

General Information

Emergency Notification System

Calumet College of St. Joseph has implemented an Emergency Notification System effective with the 2009-2010 academic year. The system is a web-based unified emergency notification system that enables personnel at the College to send instant alerts of a critical nature to students, faculty and staff members, and administrators via text messaging, telephone, and e-mail.

Participation in this Emergency Notification Systems is voluntary, but highly recommended. To sign up, visit www.ccsj.edu/alerts and provide the required registration information. You will be notified instantly of school closings due to inclement weather, power outages, and any other emergencies that may occur at or around any of the College's campuses.

Organizational Structure

Board of Trustees

The Board of Trustees is responsible for the overall governance of Calumet College of St. Joseph. This includes:

- The determination of the institution's mission and the ongoing assessment of the College's performance vis-à-vis its mission;
- The development, approval, and oversight of the institution's strategic plan and all other decisions of strategic importance;
- The selection of the President and the ongoing assessment of the President's performance;
- The approval of budgets and all key financial decisions pertaining to the institution;
- The full representation of key stakeholders' views, including the perspectives of the Missionaries of the Precision Blood, alumni, and the community at large; and
- The ongoing monitoring of the College's academic programs and the various administrative and support structures that contribute to the achievement of the College's mission.

Office of the President

The President works with the Board of Trustees to advance and achieve the mission of the College. This includes the College's academic programs and all administrative and support structures. The President is assisted in this task by four Vice Presidents who are responsible, in turn, for Academic Affairs; Business and Finance; Development; Facilities and Technology; Human Resources; Marketing and Public Relations, and Student Life.

Office of Academic Affairs

The Office of Academic Affairs is responsible for the College's academic and continuing education programs. In this capacity, the Vice President of Academic Affairs collaborates with faculty members in developing and assessing programs of study in various academic fields and disciplines. The College's academic programs are organized into five departments: Business Management and Technology; Education; Liberal Arts; Natural and Social Sciences; and Public

General Information

Safety. Academic Affairs includes the following individual offices: Academic Support Services; Computer Services; Enrollment Management; Financial Aid; Institutional Research and Registrar.

Office of Business and Finance

The Office of Business and Finance is responsible for the College's accounting and budgeting functions and all business operations which also includes the Business Office. The Vice President of Business and Finance is responsible for the Auxiliary Enterprises (Bookstore/Café) departments as well.

Office of Student Life

The Office of Student Life interprets the mission of the College with respect to the development, implementation, and coordination of services supporting the academic and personal success of each student. Within this framework, the College provides a comprehensive, user-friendly approach to student services from admission through graduation. Student Life includes the following individual offices: Athletics; Campus Ministry; Career Services; Chaplain; Dean of Students; Disability Services; Rentals and Catering Services Student Activities.

Mission Advancement and Development

To help Calumet College of St. Joseph achieve its goals, the Mission Advancement and Development Office cultivates contributions from outside sources to fund scholarship programs, enhance educational services, and improve the College's physical plant. The Vice President of Mission Advancement and Development is also responsible for the College's public relations program and various initiatives pertaining to the College's social justice mission that are not immediately associated with the College's academic programs.

Finally, the Vice President for Mission Advancement and Development serves as a liaison to the College's Alumni Association. Organized on February 16, 1964, the Alumni Association unites the College's graduate in close bonds of fellowship and promotes the interests of Calumet College of St. Joseph. Membership includes all graduates of Calumet College of St. Joseph. There are no dues. The College publishes an alumni newsletter, which is mailed to all members without charge. The Association assists the College in its mission by participating in student recruitment, public relations, the placement of graduates, and the sponsoring of social and class activities.

Enrollment Management Policies and Procedures

General Information Pertaining to Enrollment Management

Calumet College of St. Joseph seeks to enroll students who meet minimum Enrollment Management requirements regardless of age, gender, race, religion or national origin. The College reserves the right to deny admission to any applicant who does not meet minimum entrance requirements.

All students seeking admission to the College must submit the following:

- A completed Application for Admission form (no application fee required); and
- All official transcripts and test scores required for admission that are specified for freshman, transfer, international, and graduate students.

Applicants are informed of admission decisions on a continuous basis. Prospective students are advised to apply and submit necessary documents as early in the enrollment cycle as possible. The Enrollment Management Office will inform applicants regarding their admission decisions by mail once their files have been completed.

Traditional Undergraduate Programs: First-time Freshmen

To be considered for admission, the student must submit a completed Application for Admission form and an official high school transcript or an official General Education Development (GED) test score.

Students are advised to take the SAT or ACT. It is also recommended that high school students have a minimum of 15 units in each of the following academic fields: English, Foreign Language, Social Studies, Mathematics, and the Natural Sciences.

The College reserves the right to require on campus assessment as a condition of admission for those students for whom the Enrollment Management Office determines it to be appropriate.

Incoming students may be granted credit for Advanced Placement Credit courses taken in high school. The following chart illustrates credit that may be awarded for all such courses.

<u>Subject Exam</u>	<u>CCSJ Equivalent</u>	<u>Required Score</u>	<u>Credit Granted</u>
Biology,	BIO 111	3, 4 or 5	4 Hours
Chemistry,	CHM 110	3, 4 or 5	4 Hours
Physics	PHY 221	3, 4 or 5	4 Hours
Calculus (AB)	MTH 220	4 or 5	3 Hours
English Composition	ENG 103	4 or 5	3 Hours
American History	HST 230, 240	4 or 5	6 Hours
American Government	PLS 220	4 or 5	3 Hours
Art History	MFA 280	3 or 4	3 Hours
	MFA 280, 281	5	6 Hours

Enrollment Management Policies and Procedures

Macroeconomics	ECO 210	4 or 5	3 Hours
Microeconomics	ECO 211	4 or 5	3 Hours
Psychology	PSY 100	4 or 5	3 Hours
Spanish	SPN 103, 104	3, 4 or 5	6 Hours

Traditional Undergraduate Programs: Transfer Students

To be considered for admission, transfer students must submit a completed Application for Admission form and official transcripts from all accredited colleges and universities attended. If the transcripts show less than 12 hours of credit transferable to Calumet College of St. Joseph, an official high school transcript or an official General Education Development (GED) test score must be submitted. Admission will be granted to transfer applicants who have attained a minimum cumulative grade point average (GPA) of 2.0; for transfer applicants who plan to study Elementary or Secondary Education, a minimum GPA of 2.5 is required. (Specific majors may require other minimum requirements for admission.) Applicants who do not meet these minimum GPA standards may still be admitted based on a review of the applicant's file by the Enrollment Management Office. The College reserves the right to require on-campus assessment as a condition of admission for transfer students whom the Enrollment Management Office deems it appropriate based on the information submitted in the application process.

Calumet College of St. Joseph will accept no more than 66 semester hours from a junior/community college, no more than 94 semester hours from a four-college, and no more than 12 hours of correspondence credit toward a bachelor degree.

Traditional Undergraduate Programs: Returning Students

Any student who has left Calumet College of St. Joseph to attend another college or university needs to apply for readmission to the College. The applicant will need to fill out a new application for admission and submit official transcripts from all colleges and universities attended since leaving Calumet College of St. Joseph. The student will also need to be in good academic and financial standing with the College in order to be considered for readmission.

Degree Completion Undergraduate Programs

The following Enrollment Management requirements pertain to Calumet College's four accelerated degree programs (i.e., Organization Management, Management Information Systems, Public Safety Management, and the Humanities):

1. Age 24 at time of admission to an degree completion undergraduate program;
2. A completed Application for Admission;
3. Submission of all official transcripts from regionally accredited colleges and universities;
4. Attainment of a minimum of 52 transfer hours from regionally accredited colleges and universities, from ACE credit evaluations, military training, police academic instruction, or from other sources deemed by the College to be acceptable for transfer credits;

Enrollment Management Policies and Procedures

5. A cumulative grade point average of 2.0 on a 4.0 scale for all previously completed coursework at the post-secondary level;
6. Successful completion of Enrollment Management testing if an applicant:
 - Has fewer than 52 semester hours of credit;
 - Has a cumulative grade point average of less than 2.0 on a 4.0 scale; or
 - Has not passed a for-credit English course at an accredited institution of higher learning with a grade of “C” or better.

School of Adult Learning

In support of the College mission, the School of Adult Learning is designed to help students with few or no college credits complete their degrees while attending on a part-time basis. Courses offered in the School of Adult Learning are offered in a mix of accelerated and traditional length classes on weekday evenings and weekends. Students attend classes two evenings/days per week, completing three classes per term. Enrollment Management requirements in the School of Adult Learning are determined on a case-by-case basis. Student admitted pursue an Associate of Science degree in General Studies. A mix of 8 or 16 week courses enable qualified students to graduate with an associate degree in as little as 28 months. They then have the option to complete work toward a bachelor degree in one of three degree-completion programs: Organization Management, Education, or Humanities. Students can also pursue any of the College’s other major courses of study that are offered in a traditional semester format.

A cohort model contributes to the success of this unique program. Students start and end the program as a group, thus forming relationships that engender support throughout the program.

The program’s accelerated approach seeks to reduce or eliminate time and space barriers for adult learners, allowing working adults to complete their educational objectives at an accelerated pace and apply knowledge gained from the classroom, work and other life experiences.

Graduate Programs

For Enrollment in any of the following Graduate Programs, secure an application packet from Enrollment Management Department or call 219-473-4215;

- Complete the application form and submit it with the \$25 application fee and appropriate accompanying documents two months prior to the cohort start date; and.
- Include the following accompanying documents: a written statement of purpose indicating interest in the program, three letters of recommendation and official transcripts reflecting all undergraduate coursework completed.

Enrollment Management Policies and Procedures

Master of Arts in Teaching

The requirements for admission into the Master of Arts in Teaching (MAT) Program are as follows:

- The applicant will complete the application process.
- The applicant must have a Bachelor degree from an accredited college/university with an overall GPA of 3.0 on a 4.0 scale for all undergraduate coursework or 2.5 on a 4.0 scale with at least one year of teaching experience.
- The applicant will submit two letters of recommendation.
- The applicant will submit a written statement of purpose indicating interest in the graduate program.

Psychology

The requirements for admission into the Master of Arts in Psychology (MAP) are as follows:

- The applicant must have a Bachelor degree in Psychology or have taken at least 18 undergraduate hours of psychology hours to include introductory psychology, introductory statistics, psychological testing, and research methods from an accredited institution of higher learning.
- The applicant must have attained at least a 3.0 grade point average on a 4.0 grading scale or the equivalent grade point average on an alternative scale.
- The applicant must submit a personal statement of purpose describing interest in the field and professional goals.
- The applicant will submit two letters of recommendation.
- The applicant will complete the application process.

Public Safety Administration

The requirements for admission into the Public Safety Administration (PSA) Program are as follows:

- Have graduated from an accredited post-secondary institution with a baccalaureate degree;
- Present evidence of a 3.0 grade point average on a 4.0 scale for all undergraduate course work;
- Submit a one page typed statement of purpose indicating interest in the graduate program; and submit two letters of recommendation and
- Complete the application process.

Quality Assurance

The requirements for admission into the Master of Science in Quality Assurance (MSQA) Program are as follows:

- The applicant must have a Bachelor degree from an accredited college/university with an overall GPA of 3.0 on a 4.0 scale for all undergraduate coursework.
- The applicant will submit two letters of recommendation.

Enrollment Management Policies and Procedures

- The applicant will complete the application process.

Those interested in participating in the program should do the following to complete the application process.

Non-Degree Seeking Students

Undergraduate students who wish to take classes and do not intend to seek a degree may be admitted as non-degree seeking students. A non-degree seeking student is required to submit an official high school transcript or GED test scores as proof of graduation. Non-degree seeking students are not eligible to receive financial or scholarship aid. Only the first 15 credits of undergraduate work earned at CCSJ as a non-degree seeking student may be accepted toward an associate or baccalaureate degree.

Students Pursuing a Second Bachelor Degree

Students who hold a baccalaureate degree from an accredited institution may earn a second bachelor degree. Students must be individually advised concerning this option.

Degree Candidacy

Upon acceptance into Calumet College of St. Joseph, students are notified of their degree candidacy status by the Enrollment Management Office. Upon entry, a student may be classified as one of the following:

- A baccalaureate degree candidate;
- An associate degree candidate;
- A certificate candidate in a specific field;
- Unclassified;
- Special;
- 2nd degree candidate; or
- Master's degree candidate.

International Students

The following admission requirements apply to international applicants to Calumet College of St. Joseph:

- A completed Application for Admission form;
- All official high school and college transcripts, which must be evaluated and translated;
- Statement of Financial Resources and supporting documentation verifying the applicant's ability to fund college costs and living expenses; and
- Official Test of English as a Second Language (TOEFL) results.

Once admitted to the College, a Form I-20 will be mailed to the applicant. The applicant should then take the Form I-20 to the nearest United States Consulate to apply for a student visa.

Enrollment Management Policies and Procedures

Honorable Separation

A student in good standing may be granted honorable separation. This means that the student is eligible to continue, return, or to transfer to another institution of higher learning.

Graduation Policies and Procedures

General Information Pertaining to Graduation

Although academic and faculty advisors provide counseling services, each student is responsible for his or her own program of study and for meeting the following degree requirements by the time of graduation.

1. The candidate has been admitted to the College in a degree program and all records from other previously attended institutions are in order. Students are generally held to the degree requirements enforced at the time of matriculation. If a student is readmitted after attendance at another college or university, he or she will be subject to the requirements in effect at the time of readmission. Students can revise their programs of study in accordance with a subsequent Catalog. The student, however, must fulfill all requirements listed in the Catalog selected.
2. The candidate must file a graduation application in the Enrollment Management Office or with an appropriate advisor by the date stipulated in the course schedule. An application remains on file for only one semester after the term for which it applies.
3. Students receiving master, baccalaureate, or associate degrees are encouraged to attend graduation exercises.
4. All transfer credit for degree candidates must be on file four weeks before the student's last term.
5. No more than 66 hours of junior/community college work or 60 hours of off-campus extension work, including 12 hours of correspondence work, will be accepted toward a bachelor degree.
6. All students must demonstrate computer literacy or enroll in a class designated by his or her division to meet this requirement.

Traditional Academic Programs

The following requirements pertain to the College's traditional academic programs.

Bachelor Degrees

1. The student must have completed a minimum of 124 semester hours. The student must have a scholastic index of 2.00 or higher for all work completed at Calumet College of St. Joseph.
2. A student must complete the requirements of his or her major with a scholastic index score of at least 2.00 in his or her major courses.
3. The same courses may not be used to satisfy the College's residency requirements for a first baccalaureate degree and another major or a second degree.
4. The student can ordinarily satisfy the College's residency requirements by registering for and passing:
 - The final 30 semester hours of scheduled course work at Calumet College of St. Joseph;
 - One-half of the major requirements in scheduled courses at Calumet College of St. Joseph; or
 - 15 semester hours in the student's major area of study in cross-disciplinary programs.

Graduation Policies and Procedures

5. No more than 42 upper-level hours in a single discipline may be counted toward the total number of credit hours required for graduation.
6. The student must demonstrate computer literacy.

Graduates with double majors will only be awarded one diploma on which both majors will be noted; they will not receive a second diploma.

Note: There may be some variations from the above regulations in certain majors. Students should consult the Enrollment Management Office if they have specific questions pertaining to their majors.

Associate Degrees

1. The student must have completed a minimum of 60 semester hours.
2. The student must have a scholastic index score of 2.00 or more for all work completed at Calumet College of St. Joseph.
3. The student can ordinarily satisfy the College's residency requirements by registering for and passing:
 - The final 15 semester hours of work at Calumet College of St. Joseph; or
 - 12 hours of scheduled work in the student's area of concentration.
4. Courses used to fulfill one area of concentration cannot be used for a second associate degree.
5. The student must demonstrate computer literacy.

Certificates

1. A minimum of 30 semester hours are required.
2. The quality points must equal at least twice the number of graded hours (2.00).
3. The student must complete the College's residency requirements or a minimum of 12 hours in the area of concentration.
4. Courses used to fulfill one area of concentration cannot be applied toward a second certificate. General Education courses can count toward more than one certificate, however.
5. The student must demonstrate computer literacy.
6. The student must complete English 103.

Degree Completion Undergraduate Programs

In order to graduate from an Accelerated Degree Program, students must:

- Have successfully completed the program's required number of courses with a GPA of 2.0 or above;
- Have fulfilled all requirements, including having achieved a minimum of 52 accredited traditional credit hours, which can either be transferred to or be completed at Calumet College of St. Joseph;
- Have demonstrated competency with respect to each of the identified core ability requirements; and
- Have earned a total of at least 124 college credit hours.

Graduation Policies and Procedures

Graduate Programs

For enrollment in any of the following Graduate Programs, secure an application packet from Enrollment Management or contact us at 219-473-4215;

- Complete the application form and submit it with the \$25 application fee and appropriate accompanying documents two months prior to the cohort start date; and.
- Include the following accompanying documents: a written statement of purpose indicating interest in the program, three letters of recommendation including one from the applicant's building administrator), and official transcripts reflecting all undergraduate coursework completed.

Psychology

The requirements for admission into the Master of Arts in Psychology (MAP) Program are as follows:

- The applicant must have a Bachelor degree in Psychology or have taken at least 18 undergraduate hours of psychology hours to include introductory psychology, introductory statistics, psychological testing, and research methods from an accredited institution of higher learning.
- The applicant must have attained at least a 3.0 grade point average on a 4.0 grading scale or the equivalent grade point average on an alternative scale.
- The applicant must submit a personal statement of purpose describing interest in the field and professional goals.
- The applicant will submit three letters of recommendation.
- The applicant will complete the application process.

Public Safety Administration

The requirements for admission into the Master of Science in Public Safety Administration (PSA) Program are as follows:

- Have graduated from an accredited post-secondary institution with a baccalaureate degree;
- Present evidence of a 3.0 grade point average on a 4.0 scale for all undergraduate course work;
- Submit a one page typed statement of purpose indicating interest in the graduate program; and
- Complete the application process.

Quality Assurance

The requirements for admission into the Master of Science in Quality Assurance (MSQA) Program are as follows:

- The applicant must have a Bachelor degree from an accredited college/university with an overall GPA of 3.0 on a 4.0 scale for all undergraduate coursework.
- The applicant will submit three letters of recommendation.
- The applicant will complete the application process.

Graduation Policies and Procedures

Teaching

The requirements for admission into the Master of Arts in Teaching (MAT) Program are as follows:

- The applicant will complete the application process.
- The applicant must have a Bachelor degree from an accredited college/university with an overall GPA of 3.0 on a 4.0 scale for all undergraduate coursework or 2.5 on a 4.0 scale with at least one year of teaching experience.
- Successful passing of Praxis II content area (secondary only)
- The applicant will submit two letters of recommendation.
- The applicant will submit a written statement of purpose indicating interest in the graduate program.

Second Degrees

Calumet College of St. Joseph offers students with associate or baccalaureate degrees from accredited institutions the opportunity to obtain a second associate or bachelor degree. Second bachelor degrees in some majors have specific requirements. For this reason, a student interested in pursuing a second associate degree or bachelor degree should see their enrollment specialist.

The final 12 hours of any second degree program must be completed at Calumet College of St. Joseph in order to satisfy the institution's residency requirements.

Academic Honors

Calumet College of St. Joseph recognizes high levels of academic performance as follows:

- Students earning a baccalaureate degree may graduate with honors upon completion of at least 60 hours in graded courses at Calumet College of St. Joseph. Cum Laude honors are awarded with a cumulative index of at least 3.50. Magna Cum Laude honors are awarded with an index score of at least 3.70. Summa Cum Laude honors apply to students graduating with an index score of 3.90 or higher.
- Students earning a baccalaureate degree with fewer than 60 hours in graded courses taken at Calumet College of St. Joseph will be awarded the honor "With Distinction" if the cumulative index score is at least 3.50.
- August graduates who are candidates for graduation with honors will be acknowledged in the graduation program as honors candidates based upon their current overall GPA.

A valedictorian of the graduating class is selected from among each year's December and May baccalaureate graduates. Second degreed students are not eligible.

Academic Programs: Overview

Tuition and Fees

All students who attend Calumet College of St. Joseph are accountable for payment in full of their student account. Students are encouraged to actively pursue all financial assistance for which they may be eligible. Calumet College of St. Joseph accepts personal checks, money orders, cash, Visa, MasterCard, and Discover as payment. Payments may be made on-line, through the U.S. mail, by telephone, or in person at the Business Office.

All tuition and fees are due paid-in-full by the first day of class each term, including balances that exist after financial aid has been applied. Students who have a balance on their account will not be allowed to register for future terms until the balance for the current semester has been paid in full. Financial obligations include tuition and fees, bookstore charges, and library fines.

Degrees, transcripts and letters of honorable separation are withheld from those students who have not settled their financial obligations to the College, which may include attorney, court, and collection fees.

The College reserves the right to refer a delinquent student account to an attorney or collection agency. Should this action take place, the student will be responsible for all collection costs, including court costs, interest, agency fees and attorney fees incurred in the collection of monies due Calumet College of St. Joseph.

Tuition Reimbursement Policy

Students whose employers provide a tuition reimbursement benefit should verify this information with the Business Office at the time of registration. Any tuition or fees that the student's employer will not reimburse (e.g., differential in tuition attributed to grade received, graduation and technology fees, etc.) are the responsibility of the student.

Payment Plan Policy

Students who are unable to pay for their tuition and fees through outside funding sources must enroll in a College sponsored payment plan by visiting the Business Office (219-473-4394). The balance is to be paid over the course of the semester, including: a tuition plan establishment fee; tuition plan interest; and semester-specific tuition and fees. Students who fail to fulfill the terms of the payment plan will not be allowed to enroll in future classes and may have their account turned over to collection for asset recovery.

Returned Check Policy

The return of a check issued to Calumet College of St. Joseph will result in a \$50 service charge per check placed against the account of the student on whose behalf the check was presented. Each account will be allowed two returned checks, after which payment by check will not be accepted. Returned checks will be forwarded to collection if the amount of the check and the service fee has not been paid within ten business days of the non-payment occurrence.

Academic Programs: Overview

Error on Account

Students are responsible for the payment of any additional tuition charges and fees resulting from class changes or any errors in calculations identified in audits.

Federal Refund Policy Financial Aid Requirements

Refunds for students who receive federal aid are calculated based on a federally-mandated formula. This formula determines the amount of aid earned based on the percent of time the student attended. All unearned aid must be returned to the federal government. The College or the student may be required to return some of the federal funds awarded.

The student's withdrawal date is the date he or she began the withdrawal process, or otherwise provided official notification to the school, or the mid-point of the semester. The federal formula is applicable to a student receiving a Pell Grant, Supplemental Education Opportunity Grant (SEOG), or other federal aid other than Federal Work Study, if the student withdraws on or before 60 percent of the semester is completed.

State Refund Policy Financial Aid Requirements

Students who receive state funds, but withdraw from classes within the first four weeks of the semester, will not be eligible for any state aid. All state monies will be returned to the state.

Student Refunds

All financial aid funds that remain on a student's account will be mailed to the student. To this end, students should ensure that the Registrar's Office has their current addresses on file.

If a student has a credit balance and would prefer that funds remain on his or her account for the current school year, he or she can authorize the Business Office to hold the balance. To do so, the student should see a cashier in the Business Office.

On the last day of each school year, all credit balances on a student's account will be refunded. This action will be taken regardless of any authorizations to hold funds on a student's account.

Tuition and Fee Schedule for the 2011-2012 School Year (Effective July 1, 2011)

Tuition (Fall and Spring Semester) Traditional Program	\$14,680
Tuition (part-time per credit hour) Traditional Program	\$465
Tuition (per credit hour) Degree Completion Program	\$515
Transition-to-Teaching/MAT Programs	\$515
Tuition (per credit hour) MSQA and PSA Programs	\$630
Technology Fee (per semester/term)	\$100
Orientation (GENL: 100)	\$85
CLEP (per credit hour)	\$70
Credit by Exam (per credit hour)	\$70
Education Seminar Fee (includes EDUC 299)	\$40
Honors Learning Community Seminar Fee (HLC 299)	\$40

Academic Programs: Overview

International Studies & Services Seminar Fee (ISS 299)	\$40
International Studies & Services Fee (Immersion Experience)	\$600
LEAP Portfolio Processing	\$100
LEAP Credit Granted (per credit hour)	\$70
Returned Check Fee	\$50
Transcript of Credits (after initial copy, fax or mail)	\$8
Video-assisted Instruction Fee (per course)	\$60
Deferred Payment Plan (1 term)	\$45
Deferred Payment Plan (multi-term)	\$60
Graduation Fee	\$100
CPR Fee (optional)	\$25

Lab Fees

Biology Courses 101, 111, 112, 240	\$100
Chemistry Courses: 110	\$100
Education Courses 494, 495 - Student Teaching Fee:	\$250
Geology Course: 100	\$100
Media and Fine Arts Courses: 270, 310, 330, 350, 360, 361, 410, 430, 450, 463, 464, 465	\$75
Psychology Course: 260	\$50
MAP Courses: 110, 250, 251	\$100
MAP Courses: 512	\$50
MAP Courses: 550, 555	\$75
MAP Courses: 553	\$100

Refund Schedule for 2010-2011

Traditional Program (Fall 2011)

- 100% through September 13, 2011
- 75% through September 20, 2011
- 50% through September 27, 2011
- 25% through October 4, 2011
- 0% after October 5, 2011

Traditional Program (Spring 2012)

- 100% through January 24, 2012
- 75% through January 31, 2012
- 50% through February 7, 2012
- 25% through February 14, 2012
- 0% after February 15, 2011

Summer 2011 Term (12-Week Term)

- 100% through May 15, 2012
- 75% through May 21, 2012
- 50% through May 28, 2012

Academic Programs: Overview

Weekend Courses

- 100% prior to first day of class;
- 75% through Monday after the 1st class weekend;
- 0% after Monday following the 1st class meeting.

Accelerated, Elementary Education (Day Cohort), Graduate, Summer Short Session Programs are unique and their refund schedules differ. Refer to the appropriate Program Handbook for more information.

Financial Aid

Calumet College of St. Joseph (CCSJ) is a private not-for-profit, 4 year sector college with the lowest net price (cost of attendance minus grants and scholarships). According to the U.S. Department of Education Reports on College Cost and Net Price, CCSJ is in the bottom 10% for net price cost for 2008-2009. Nevertheless, we recognize that many students need financial support. In fact, approximately 74% of our student body receives some form of financial aid and scholarship assistance. We encourage all students who need help in meeting their college expenses to apply for financial aid and scholarship opportunities.

Students at Calumet College of St. Joseph can apply for federal and state grants, federal student loans, and work study opportunities to assist in meeting their college costs. In addition, the College will award approximately \$2,200,000 in institutional grants and scholarships this year. While most awards are "need based"; a number of aid options are also available to students who show academic promise. In most cases, the aid package awarded is a combination of grants, scholarships, loans, and/or employment benefits. Staff in the Office of Financial Aid is committed to assisting in the completion of all required forms and to meeting financial need as fully as possible given constraints of program regulations and funding availability.

How to Apply for Financial Aid

To be considered each year for federal, state or institutional aid, students must:

1. Be academically eligible for enrollment at the College;
2. Be degree seeking and enrolled in an eligible program;
3. Complete the Free Application for Federal Student Aid (FAFSA). The State of Indiana requires the FAFSA to be completed before March 10 for state awards, which are described below;
4. Supply all required verification documents to the Office of Financial Aid;
5. Not be in default on any federal loan or owe a refund on any federal or state grant made under the Title IV Higher Education Act of 1965 as amended at any institution; (For more information on rehabilitating a defaulted loan or paying an overpayment, contact the Office of Financial Aid)
6. Be a U.S. citizen or eligible non-citizen and be making satisfactory academic progress as defined by the College and the U.S. Department of Education. (The Satisfactory Academic Progress Policy is explained below)

Academic Programs: Overview

If a student is concurrently attending another institution, staff in the Office of Financial Aid must be informed.

Students are encouraged to apply as early as possible in order to ensure that their financial aid packages are sufficient. The U.S. Department of Education encourages the use of their Internet product, "FAFSA ON THE WEB." It is available at www.fafsa.ed.gov. The application requires the College's school code, which is 001834. There is no charge for filing the FAFSA. This is the only website that should be used for this purpose. Other websites are privately owned and charge fees for processing FAFSA forms.

Federal Financial Aid

The U.S. Department of Education offers several types of student financial aid. The determination of eligibility for each of these programs begins with the accurate and timely submission of the FAFSA.

The **Pell Grant** represents federal gift aid and helps pay for undergraduate classes. Unlike loans, this grant is not repaid. The actual amount that a student receives is based on enrollment status and Expected Family Contribution (EFC), which is determined from information submitted on FAFSA as verified by the Office of Financial Aid.

The **Federal Supplemental Education Opportunity Grant (FSEOG)** is federal gift aid for exceptionally needy undergraduate students. It is not repaid. The amount of an award is dependent upon need and the availability of funds.

Calumet College of St. Joseph participates in both **Federal Work Study** and **State Work Study** programs. Students who demonstrate financial need may work 10 to 20 hours per week in a variety of positions on and off-campus. The amount of Work Study hours awarded is based on the student's need and the College's Work Study budget. To apply, a student must indicate their interest on the FAFSA and, if awarded estimated work study eligibility, complete a work study application to be considered. The rate of pay is at least equivalent to the current federal minimum wage. Students receiving state-funded work study must also be recipients of Indiana State Financial Aid.

All students applying for **Federal Stafford Loans** must first complete the FAFSA. Procedures on how to apply for loans are available from the financial aid link on the College's website or in the Office of Financial Aid. Students can apply for loans online from any computer with internet access. They can also complete the requirements for Loan Entrance Counseling, a Master Promissory Note, and Loan Exit Counseling through CCSJ's website. Two types of Stafford Loans are available to students: Subsidized and Unsubsidized. Both loans require that students enroll in at least 6 credit hours. These loans are offered at low variable interest rates and with repayment options between 10 and 25 years. A 6-month grace period, during which no payments of the principle are due, begins when the student graduates, stops attending College for any other reason, or is enrolled for less than six credit hours.

Academic Programs: Overview

Subsidized Loans are available to students who demonstrate a financial need based on their EFC. The U.S. Department of Education pays the interest on this type of loan while students attend college at least half-time (i.e., 6 credit hours), during deferments, and during grace periods. The interest rate for an undergraduate subsidized loan is 4.5% for loans disbursed on or after July 1, 2010, and before July 1, 2011. For undergraduate subsidized loans disbursed on or after July 1, 2011, and before July 1, 2012, the interest rate is 3.4%. For undergraduate subsidized loans disbursed on or after July 1, 2012, the interest rate is 6.8%. Graduate subsidized loans have a fixed 6.8% interest rate.

An **Unsubsidized Loan** is not need-based and repayment options are the same as for subsidized loans, **but the student is responsible for interest accrued while in school, starting on the date the loan is first disbursed.** Interest payments are billed twice a year. If they are not immediately paid, however, the amount of the interest is added to the student's bill when he or she starts repaying. The interest rate for all unsubsidized loans (both undergraduate and graduate) is 6.8%.

A **Federal Parent PLUS Loan** permits parents to borrow funds to meet a child's educational expenses. The maximum loan amount is based on the student's cost of attendance minus any other forms of financial aid. The interest rate is 7.9% and eligibility for a PLUS Loan is based on the applicant's credit rating. Repayment on the interest and principle can be deferred until the dependent student graduates and has used his or her six month grace period. Parents can apply for their loans online from the financial aid link on the College's website or in the Office of Financial Aid.

State of Indiana Financial Aid – Frank O'Bannon Grant Program

The State Student Assistance Commission of Indiana (SSACI) awards five financial aid opportunities through the College: the Indiana Higher Education Award (HEA); the Freedom of Choice (FOC) award; the Part-Time Grant Program; the 21st Century Scholars Program; and the Minority Teacher/Special Services Scholarship. SSACI notifies eligible recipients by e-mail of their eligibility for the HEA, FOC, Part-Time Grant Program, and 21st Century Scholars Program. With the exception of the Minority Teacher/Special Services Scholarship, all of these grants and scholarships only provide tuition assistance. State grants and scholarships are available to students only during the Fall and Spring terms, with the exception of State Work Study assistance.

To qualify for state aid, general requirements include that a student must be: an undergraduate student, a U.S. citizen, a high school graduate or hold a GED, attend or plan to attend an eligible college or university, and be a resident of Indiana by December 31st the year prior to applying (if the student is a dependent student, the student's parents must also be residents of Indiana). Additionally, the student must complete a FAFSA between

Academic Programs: Overview

January 1 and March 10 of each year. **The March 10 “Received By” date is rigidly enforced.**

The **Higher Education Award (HEA)** requires full-time enrollment with initial awards based on an enrollment of 12 or more credit hours. The award amount is also based on a student’s EFC.

The **Freedom of Choice (FOC)** award is available only to students attending private colleges and has the same requirements as the HEA.

The **Part-Time Grant Program** is available to eligible Indiana residents enrolled in a degree-seeking program, including associate degrees. It is limited to 3 to 11 credit hours and the minimum award is \$50 per term.

The **21st Century Scholars Program** is awarded to students who registered for the program and were income-eligible in 6th, 7th and 8th grade. Students must have fulfilled their pledge of good citizenship to the state. Recipients are guaranteed the cost of four years of undergraduate college tuition up to the maximum award.

The State of Indiana also provides the **Minority Teacher/Special Services Scholarship**, which is limited to African-American and Hispanic students who pursue a degree in elementary education or secondary education; or a certification in Special Education, Occupational Therapy, or Physical Therapy. Minimum qualifications for CCSJ students include Indiana residency, full-time undergraduate attendance, U.S. citizenship or permanent residency, a sophomore standing, completion of the FAFSA, not being in default on a state or federally funded student loan, meeting all minimum criteria established by SSACI, maintaining a GPA of 3.0 or higher, and committing to teach 3 out of their first 5 years after graduation in an accredited elementary or secondary school in Indiana. Applications and additional information are available in the Office of Financial Aid.

For more information regarding state aid, visit the state’s website at www.in.gov/ssaci.

Calumet College of St. Joseph Grants and Scholarships

A list of all grants and scholarships available to students attending the College follows. This information can also be found in the publication, *Your Guide to Scholarships, Grants, and Loans*, which is available in the Office of Financial Aid and on our website, www.ccsj.edu.

Please consult the Office of Financial Aid for more complete details relating to these CCSJ scholarships and grants. Some restrictions apply.

Academic Programs: Overview

Scholarships for First Time Freshman

- The **Presidential Scholarship** is based on a minimum 1200 SAT (or 27 ACT) and 3.5 high school GPA on a 4.0 scale. The scholarship is renewable for 8 semesters (Fall and Spring only) upon attainment of a 3.0 GPA while enrolled at CCSJ and full-time enrollment status.
- The **Trustee Scholarship** is based on a minimum 1100 SAT (or 24 ACT) and 3.25 high school GPA on a 4.0 scale. The scholarship is renewable for 8 semesters (Fall and Spring only) upon maintenance of a 3.0 GPA while enrolled at CCSJ and full-time enrollment status.
- The **C.P.P.S. Scholarship** is based on a minimum 1000 SAT (or 22 ACT) and 3.0 high school GPA on a 4.0 scale. The scholarship is renewable for 8 semesters (Fall and Spring only) upon attainment of a 3.0 GPA while enrolled at CCSJ and full-time enrollment status.
- The **St. Joseph Scholarship** is targeted towards graduates of Catholic High Schools who have a minimum 900 SAT (or 18 ACT) and a 3.0 high school GPA on a 4.0 scale. The scholarship is renewable for 8 semesters (Fall and Spring only) upon attainment of a 3.0 GPA while enrolled at CCSJ and full-time enrollment status.
- The **St. Gaspar's Honors Scholarship** is a merit based scholarship for participants in the honors learning community.
- The **Creative Performance Scholarships** are awarded to students interested in Art, Theater, or Library Science.
- The **GED Grant** is for students who have a minimum score of 250(0) on the GED test. This grant is renewable for 9 semesters upon attainment of a 3.0 GPA while enrolled at CCSJ.

Completion of the FAFSA is required for all scholarships even though they are non-need based. Students cannot combine these scholarships with other types of gift aid.

Scholarships for Transfer Students

- The **Transfer Scholarship** requires 30 or more transferable college credits from all colleges previously attended. Applicants must also have a GPA of 3.0 or higher on a 4.0 scale. This scholarship is renewable for 6 semesters.
- The **Accelerated Program Scholarship** requires 52 or more transferable credit hours toward an accelerated degree. Applicants must also have a GPA of 3.25 or higher on a 4.0 scale. The student must have transferred within the past 12 months and the scholarship is renewable for 3 semesters.
- The **Associate Degree Grant** requires a student to enroll at the College within 12 months of attaining an associate degree from a regionally accredited college or university with a minimum 3.0 GPA on a 4.0 scale. The scholarship is renewable for 4 semesters.

Completion of the FAFSA is required for all scholarships. Eligibility criteria must be met at the time of admission to CCSJ. Award amounts are based on

Academic Programs: Overview

credit hours of enrollment at the College. Students must maintain a 3.0 GPA while enrolled at the College in order to renew the scholarship.

Grants for both First Time Freshman and Transfer Students

- The **CCSJ Grant** is available to Indiana residents who do not receive state aid. Students must be enrolled full-time and the grant is for Fall and Spring semesters only. It is also based on financial need.
- The **Summer Grant** requires enrollment during the Summer semester. It is based on the financial need of the student.
- The **Lefko Grant** is for part-time students during the Fall and Spring semesters who do not receive state aid. It is also based on the financial need of the student.
- An **Athletic Grant** is available to students who participate in at least one NAIA sport each academic year. This grant is available for Fall and Spring semesters only.
- The **Illinois Grant** is available to Illinois residents who enroll full-time. The grant is available for Fall and Spring semesters only and is based on the financial need of the student.
- The **Adult Learner Grant** is available to students who are 55 or older with an EFC of 0-15,000.
- The **Alumni Grant** is for undergraduate courses only. Eligible students must have received a Bachelor's degree from CCSJ.
- The **Diocesan Grant** is available to full-time employees of the Diocese of Gary or the Archdiocese of Chicago.
- The **Student Participation Grant** is available to students who complete requirements as specified while serving as a CCSJ mentor, tutor, club President, club Vice President or member of the drama group.
- The **Monsignor Joseph Semencik Developmental Grant** is available to cover the cost of preparatory/developmental courses during the summer term.
- The **CCSJ Legacy Grant** is for students whose parents received a CCSJ Bachelor or Master's degree. Full-time enrollment is required and the grant is available for Fall and Spring semesters only.

Completion of the FAFSA is required for all grants. All of the above grants are awarded exclusively for courses at Calumet College of St. Joseph, are limited in number, and are awarded on a first come, first served basis. These grants are renewable based on need and availability of funding, unless noted otherwise. All grants are based on the number of credit hours enrolled.

Other Grants and Scholarships Available to Students at CCSJ

There are a number of endowed and outside scholarships administered through the Office of Financial Aid. These are financial aid awards whose funds are provided by an external organization or individual benefactor who is interested in advancing the cause of higher education at Calumet College of St. Joseph. These endowed scholarships require the submission of an application form and essay. Check the College's Office of Financial Aid website for more details on the application process for these scholarships.

Academic Programs: Overview

Community Resources

Many public and private sources offer scholarships, loans, and grants to students annually. Employee tuition reimbursement and Veteran's benefits can also be explored.

Veterans/Service Personnel Assistance

Specific academic programs offered at Calumet College of St. Joseph are approved for veterans and their dependents.

The College has also been designated as a Service Member's Opportunity College, a program benefiting current or prospective military service personnel. For more information on these programs, contact the Registrar.

Vocational Rehabilitation

Under the provision of Public Law 96-466, the federal government and the state jointly provide funds for grants to students who have a physical or mental impairment that constitutes a vocational handicap. The State Vocational Rehabilitation Division is responsible for determining these grants which pay tuition and some fees.

Other Financial Arrangements

Information about the payment of tuition through a budget plan or through Academic Management Services is included in the Tuition and Fees section of this Catalog.

Satisfactory Academic Progress Policy

Federal legislation governing all federal financial aid programs requires that students receiving federal financial aid make satisfactory academic progress (SAP) toward a degree in order to maintain eligibility for this aid. It is the policy of Calumet College of St. Joseph that all recipients of all financial aid programs, including state and institutionally funded programs, are subject to the same satisfactory academic progress standards as those for federal financial aid.

Satisfactory academic progress at CCSJ is monitored at the end of each semester. The Minimum Grade Point Average (GPA) Standard, Percentage of Credits Completed Standard, and Maximum Time Frame Standard are reviewed based on all classes in all semesters taken at CCSJ, and all accepted transfer credits from regionally accredited colleges and universities. (Please note: SAP standards are the *minimum* criteria for maintaining financial aid eligibility. Certain forms of financial aid may carry other requirements for renewal.)

Minimum Grade Point Average Standard: You must maintain a minimum cumulative GPA of 2.0 while enrolled at CCSJ. Minimum cumulative GPA includes GPA from accepted transfer credits, as well as grades received while enrolled at CCSJ. Cumulative GPA will be monitored at the end of each term.

Academic Programs: Overview

Percentage of Credits Completed Standard: You must successfully complete (with a grade of “D” or above) at least 67% of all credits attempted while enrolled at CCSJ. All transfer hours accepted are also included in the calculation of hours completed and hours attempted. Cumulative credits attempted and completed will be monitored at the end of each term.

*For the purposes of calculating the Percentage of Credits Completed Standard (and the Maximum Time Frame Standard listed below), credits attempted include any class for which a grade is assigned. Grades include (besides A, B, C, D, F) “I” (incomplete), “W” (withdrawn), “P” (pass), “S” (satisfactory) and “E” (failing in a pass/fail course).

All repeated courses will be counted during the review of satisfactory academic progress. Also, courses taken at another institution under a consortium agreement while enrolled in a degree program at CCSJ will be used when calculating SAP.

Maximum Time Frame Standard: You are expected to complete all academic requirements for your degree within 150 percent of the published length of the educational program in which you are enrolled. Accepted transfer credit hours are included in the calculation of the Maximum Time Frame Standard.

Below are examples of maximum time frame requirements:

<u>Required</u>	<u>Hrs. to Complete Degree</u>	<u>Maximum Attempted Hours</u>
Certificate	30-33	45-50
Associate	60-63	90-95
Bachelor	124	186
Master	30-39	45-59

If it is determined that you cannot complete your program within the maximum time frame, all Title IV aid will cease.

Financial Aid Warning: If, at the end of a given term, you have failed to meet the GPA or credits completed standard, you will be placed on financial aid warning. You will be notified of your warning status by mail and/or email as soon as possible after all final grades have been submitted to the CCSJ Office of the Registrar. While on financial aid warning, you may still receive financial aid for one term.

However, at the end of your warning term, if you have still failed to meet the minimum standards required by the GPA or Credits Completed Standards, or if you have exceeded the Maximum Time Frame Standard, your financial aid will be suspended. You will be notified of your financial aid status by mail and/or email as soon as possible after all final grades have been submitted to the CCSJ Office of the Registrar.

Academic Programs: Overview

Financial Aid Probation or Academic Plan: If your financial aid has been suspended due to not meeting the SAP standards after your financial aid warning term, you have the right to appeal your financial aid status by submitting an electronic appeal form to the Office of Financial Aid. This form can be accessed via the CCSJ website (www.ccsj.edu/finaid/sap.html). The form must be completed electronically and submitted along with appropriate documentation. You are urged to complete this appeal as soon as possible after receiving notification of your financial aid suspension so that a decision may be rendered prior to the start of classes for the following term.

Once your appeal has been submitted, the Satisfactory Academic Progress Committee will review your documentation. Approval of your appeal will either change your status to probation, allowing you to receive aid for one term; or you will be placed on an academic plan in which you will continue to receive aid as long as you meet the conditions of your academic plan. You will be notified of your appeal decision by mail and/or e-mail once a decision has been made. If your appeal is approved and you do not meet the conditions of your appeal, your financial aid will be suspended.

If your appeal of financial aid is denied, then you have the option of enrolling at CCSJ without eligibility to receive financial aid. If you enroll at CCSJ without the benefit of financial aid and subsequently meet satisfactory academic progress standards, you can then regain financial aid eligibility.

Please note: You are limited to a maximum of 2 financial aid appeals while enrolled at CCSJ.

Contact the CCSJ Office of Financial Aid:

It is the goal of the Calumet College of St. Joseph Office of Financial Aid to help make your experience at CCSJ as successful as possible. Contact us at 219-473-4296 or visit us in Room 116 of the CCSJ Building (2400 New York Avenue; Whiting, Indiana) if you have any questions regarding the financial aid satisfactory academic progress standards.

It is also recommended that you contact your Enrollment Specialist if you feel you need help with a study plan to improve your academic performance while enrolled at CCSJ.

Orientation

To facilitate a smooth transition to college life, Calumet College of St. Joseph conducts an orientation program for all new students each semester. Participation is required. A 2-hour credit course (GENL 100, College Survival) is provided for all full-time and part-time students who register for classes as new college students. Please note: students who do not successfully complete GENL 100, College Survival, will not be allowed to register for a second term of classes.

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A separate orientation program is provided for all transfer students who have 15 or more hours of course work at other institutions.

New Calumet College of St. Joseph students must receive a photo ID, which also serves as their Library ID, during Student Orientation or shortly thereafter at the Library. There is a \$10 fee for replacing a lost ID. Students must present a receipt from the Business Office to the Library in order to obtain a replacement ID.

Registration for Classes

No student will receive credit for any courses taken without official registration. After a student has registered, changes in courses or class sections must be approved and processed in the Enrollment Management Office (*or the Education Department if he or she is an Education major*).

Current and returning students are encouraged to use the registration form found in the back of the class schedule. The completed form must be mailed, faxed, or hand-delivered prior to the deadline.

A student registering for the first time should obtain a registration form from the Enrollment Management Office (*or the Education Department if he or she is an Education major*), complete the top portion of the form, contact an academic advisor for assistance with course selection, and visit the Office of Financial Aid.

Class Schedules

Publication of Class Schedules

A class schedule is published before the beginning of each semester. It shows the courses offered, class times, and the names of instructors. The College reserves the right to withdraw an announced course in which insufficient numbers of students have registered. It also reserves the right to assign students to class sections and to limit the number of students who select a course in the event that a class becomes unduly crowded or is of such a nature that limited enrollment is advised.

Students in accelerated degree program are provided with schedules specifically designed for the cohorts to which they are assigned.

Schedule Planning

Academic advisors and advisors in the Education Department assist students in planning their programs of study. Students are advised to select a major by the end of their sophomore year and to consult with an advisor in planning a program of study. Checklists are also available in the Enrollment Management Office and the Education Department.

A student's schedule of classes will not be considered final until it has been processed through the Registrar's Office each semester. The opportunity to adjust a class schedule is provided to students during the first week of class each semester.

Academic Programs: Overview

Schedule Changes and Drop/Add

Traditional students are permitted to drop courses during the standard add/drop period (i.e., the first week of the semester). Traditional students who have **never attended any classes in any of their courses** during the first three weeks of a semester will be ***administratively dropped*** from their entire course load. This process will take place between the third and fifth week of the semester based on a verification of non-attendance provided by faculty members. For example, a student who is enrolled for 15 credit hours (i.e., five courses), but is only attending classes in one course will not be dropped. Students are permitted to ***withdraw*** from their courses through the Registrar or to be administratively withdrawn at the discretion of individual faculty members. (See below.)

Accelerated Degree Program students should consult their program handbook for policies pertaining to course changes.

Withdrawal from Classes

After the last day established for class changes and/or adding/dropping courses, students may withdraw from a course in which they are registered with permission from the course instructor. A written request detailing the reason(s) for the withdrawal must be filed with the Registrar. Written requests for withdrawal must be received by the Registrar by the last day of classes prior to the final examination date specified in the Catalog. The request is forwarded to the instructor who then decides to accept or deny the request. If the request is honored, the student will receive a notification of official withdrawal. If it is denied, the notification will indicate why the withdrawal was disallowed.

An official withdrawal is recorded as a “W” grade on the student’s transcript. Discontinuing a course without written permission automatically incurs a grade of “F.” See Refund Schedule.

Accelerated Degree Program students should consult their program handbook for withdrawal procedures pertaining to their specific programs.

Administrative Withdrawal Policy

A faculty member may recommend an administrative withdrawal to the Vice President of Academic Affairs when a student fails to attend two or more sequential weeks of classes.

Course Load and Class Standing

Class Load

Full-time students carry a minimum of 12 semester hours of graded courses in regular, 15-week term, or a minimum of six credit hours in a 6-week session.

Part-time students carry fewer than 12 semester hours of graded courses in a regular 15-week term or less than six credit hours in a 6-week session.

Class Standing

Undergraduate students are classified according to the number of credit hours they have earned.

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- 1st Semester Freshman: 0 to 12 credit hours.
- 2nd Semester Freshman: 13 to 27 credit hours.
- Sophomore: 28 to 57 credit hours.
- Junior: 58 to 91 credit hours.
- Senior: 92+ credit hours.

For purposes of probation and dismissal, a student is considered a second semester freshman upon completion (passed or failed) of 12 semester hours. A student is considered a sophomore upon completion of 24 semester hours.

Auditing a Course

Students who do not wish to incur the obligation of regular attendance, outside class work, tests, or examinations may audit a course if space permits. Students register to audit a course in the same manner as for a credit course. The total number for credit and audited hours combined may not exceed 18 each semester. The regular tuition rate applies to audited courses. For full-time students, the fee for auditing a course is \$15 for each semester hour **in excess of 12 hours** of credit and audit work combined. Auditing is available only to students who have been admitted to the College.

Course Credit

Definition of a Credit Hour

The unit of academic credit is the semester hour. It represents the work of a semester course that meets once weekly for a 60-minute time period and which requires the equivalent of two periods of preparation. Thus, a class which meets twice weekly for an hour carries two hours of credit, and a class that meets three times weekly, three credits. One laboratory period (2 to 4 hours) is equivalent to one class meeting.

The minimum passing grade required to receive credit is D-.

Advance Placement Courses

Calumet College of St. Joseph grants credits based on appropriate National Advance Placement test scores. Program directors determine if an approved exam will meet the College's General Education requirements, program requirements, or elective course requirements.

Alternative Credit

Students can earn up to 45 semester hours of credit at the baccalaureate level through Credit by Examination, the College Level Examination Program (CLEP), New York University Foreign Languages Proficiency Tests, and the Life Experience Assessment Program (LEAP).

International Baccalaureate (IB) Credit

Calumet College of St. Joseph grants credits awarded through the International Baccalaureate Program. Acceptable IB scores are determined by program directors on a subject-by-subject basis.

Academic Programs: Overview

College Level Examination Program Credit (CLEP)

Calumet College of St. Joseph serves as an official test center for the College Level Examination Program (CLEP), a national testing program sponsored by the College Board. Students may earn credits for successful performance on a variety of CLEP tests. See the Office of Academic Support Programs for additional information.

Cooperative Education

The Cooperative Education Program provides opportunities for students, employers, and College personnel to collaborate in developing career-related experiences. Through practical, “hands on” experience, students apply knowledge gained in the classroom to real life situations, develop additional knowledge and skills, network with professionals in the field, and earn academic credit. Students may pursue these experiences by completing a coordinated practicum and/or an internship.

At the conclusion of a practicum, students will be able to:

- Demonstrate an understanding of how concepts and principles in their area of study are applied in their practicum site;
- Use elements of critical thinking to make connections and/or analyze discrepancies between course concepts and practices as they appear in their practicum;
- Relate program area concepts and principles to social justice issues;
- Discuss ethical relationships and/or dilemmas as they manifest themselves in the practicum site; and
- Evaluate their performance as a professional in their area of practice. (Performance indicators include judgment, initiative, communication skills, time management skills, capacity for self-reflection, and composure.)

Internships are arranged for students who must complete some form of experiential learning as part of the degree requirements for their major. (Refer to specific areas of study for details.)

Students who complete an entire semester (100 hours) of cooperative education are eligible for three semester hours of academic credit. Part-time work (33 hours or 66 hours) entitles the student to either one or two semester hours of academic credit. A maximum of six semester hours will be credited toward an associate degree and twelve semester hours toward a baccalaureate degree. Credit is allowed only for elective courses. For more information, see the Career Services Office.

The following courses are used to assign credit in the case of cooperative education courses.

CED 230. Coordinated Practicum

ARR 1-3 hours

The student works as a trainee under the supervision of College personnel and a supervisor in a participating organization. The supervisor will provide work of increasing responsibility and training pertinent to both the student’s class and work experience. Students will be required to maintain a journal of their activities

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and write a final paper. A performance appraisal will be made by the supervisor. This course is limited to associate degree students and approved special program students. It may be repeated for a total of six credit hours.

CED 240. Coordinated Practicum in Leadership **ARR 1-3 hours**

Exemplary students work intensively with new students in providing direction for academic success. Mentors/tutors participate in orientation, if applicable, and training sessions such as student leadership, team building, goal-setting, time management, problem-solving and critical thinking, and scheduled activities under the direction of a coordinator. Individualized scheduling of mentoring/tutoring service hours is arranged. Mentors/tutors receive either academic credit hours or tuition credit. Enrollment in this course requires the approval of the support area coordinator.

CED 430. Coordinated Practicum **ARR 1-3 hours**

The student works as a trainee under the supervision of College personnel and a supervisor in a participating organization. The supervisor provides work of increasing responsibility and training pertinent to both the student's class and work experience. Students are required to maintain a journal of their activities and write a final paper regarding their experience. A performance appraisal of the student will be made by the supervisor. This course is limited to baccalaureate degree students. It may be repeated for a total of twelve hours of CED 230 and CED 430 credit combined.

Credit by Examination

A student in good standing may receive credit for most courses, excluding lab courses, by passing an examination in the subject matter of the course with a grade of A or B. The credit and grade earned are entered on the student's academic record and count toward his or her requirements for graduation. Courses earned through credit by examination are not computed in the semester index, but are included in the cumulative index.

Applications for credit by examination must be directed to the Office of the Vice President of Academic Affairs during the first month of each regular semester. Examinations drawn from the courses for which the student is seeking credit are administered shortly after the end of each semester. The tests are prepared and graded by a faculty member appointed by the Vice President of Academic Affairs. No student may receive credit by examination for a course in which he or she is currently enrolled or has been previously enrolled for credit or audit. Courses that require lab experience or a practicum cannot be taken through credit by examination.

A record is kept of all tests taken through credit by examination. Only those courses in which the student receives a grade of "A" or "B" are entered on the student's permanent scholastic record. If the student fails to achieve a grade of "A" or "B," a test may be taken again.

Academic Programs: Overview

Directed Study

Requests for directed study are selectively granted to senior students for upper level (300+) courses in their major when there is a demonstrated need. To qualify for a directed study course:

- The senior student must have a 2.00 GPA or higher;
- The course must be required for the major;
- The course must not be projected to be offered prior to the student's anticipated graduation; and
- The chairperson of the student's major division must have determined that a substitution is not advised or appropriate.

Directed study applications are available in the Enrollment Management Office and in the Education Program Office. Completed applications should be turned in by the end of the regular registration period prior to start of semester

Experiential Learning

Calumet College of St. Joseph recognizes that learning can take place outside of the traditional classroom setting. Accordingly, students may earn college credit by examination and/or the submission of a detailed experiential learning portfolio. A maximum of 30 semester hours of credit may be earned through the submission of an experiential learning portfolio. In total, a student may not earn more than 45 semester hours of academic credit toward a baccalaureate degree through a combination of examinations and an experiential learning portfolio. Refer to the Alternative Credit section of the Catalog for more information.

Life Experience Assessment Program Credit (LEAP)

Students can earn credit for college-level knowledge and skills they have acquired through a variety of life experiences. A maximum of 30 semester hours of credit can be awarded through the Life Experience Assessment Program. Students must submit a life experience (LEAP) portfolio documenting their life experiences as they pertain to college-level courses. Further information may be obtained by consulting the *LEAP Handbook*. Students interested in obtaining semester credits through LEAP must attend a LEAP workshop. These workshops focus on college-level learning the student has acquired through life experiences. The final product of the workshop is a life experience (LEAP) portfolio. The student is charged a processing fee as well as a per credit fee for this service.

In order to qualify for this credit option, a student must have earned 12 credit hours, including a college-level English course.

New York University (NYU) Foreign Language Proficiency Tests Credit

Students who believe they can demonstrate college-level proficiency in foreign languages may arrange to take a NYU Foreign Language Proficiency Test. The College will grant credit for successful performances on NYU foreign language examinations.

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Class Attendance

The faculty believes that intellectual growth and success in higher education is reinforced through interaction in the classroom. Students reach their goals through regular attendance in classes and assigned laboratory periods.

However, the faculty also recognizes that students should not be penalized for required participation in officially sanctioned College-sponsored events. Students participating in said events are responsible for all missed work and must give notification to the instructor in advance of the said absence. Each instructor will clearly designate on his/her syllabus what type of notification (e.g., verbal, written, etc.) is required for classes missed due to College-sanctioned events.

The implementation of this policy remains the responsibility of each individual instructor within the context of any clearly stated program policies with respect to attendance. Note: faculty in some programs have adopted policies that pertain to all instructors who teach in these programs. Additionally, program-specific attendance policies have been adopted in all of the College's accelerated undergraduate and graduate programs. See the relevant *Program Handbook*.

Missing an announced test usually incurs a grade of "F." At the discretion of the instructor, a failing grade may be removed by passing a make-up test.

Grades

Grading System

Grades are given in the form of letter symbols; no numerical value is indicated. An "A" indicates excellent achievement; "B," above average; "C," average; "D," acceptable, but poor; "F," failing; "P," passing (pass-fail); "E," failing (pass-fail); "I," incomplete; "W," withdrawal; and "Z," audit.

Quality Points

A grade of "A" represents greater accomplishment in a four-credit hour course than does the same grade in a two- or three-credit hour course. Quality points are assigned to indicate the degree of success achieved on the basis of both the amount of work included in the course and the grade received. Quality points are assigned to grades according to the following scale. The quality points assigned to a grade multiplied by the credits allowed in a subject render the total number of points that accrue to the student.

<u>Grades</u>	<u>Meanings</u>	<u>Quality Points</u>
A	Excellent	4.000
A-		3.667
B+		3.333
B	Above Average	3.000
B-		2.667
C+		2.333
C	Average	2.000
C-		1.667

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D+		1.333
D	Below Average, but poor	1.000
D-		.667
F	Failing	0
E*	Failing	0**
I	Incomplete	0**
N*	Not accepted into Education program	0**
P*	Passing	0**
W	Withdrawn	0**
Z	Audit	0**

* For pass/fail courses

** Not calculated in cumulative index

Incomplete Grade

A grade of "I" (Incomplete) is granted upon the request of the student when he or she is unable to complete class requirements due to unavoidable circumstances near the end of the semester. A request for an "Incomplete" must be submitted to the instructor, who may require that it be submitted in writing. If the instructor grants the request, he or she will determine the amount of time to be allowed, not to exceed the last class day of the following academic term, for the completion of all required work. An Incomplete Grade Form specifying the work required for completion of the course and the due date will be submitted by the instructor to the Registrar's Office. A copy will be forwarded to the student. If the instructor does not submit a change of grade within one week of the due date, the Registrar will automatically assign a grade of "F." A course in which the grade of "I" is received will not be considered in computing the index.

Scholastic Index

The index or grade point average (GPA) represents the ratio of a student's total quality points to total hours attempted. This ratio can be calculated by dividing the sum of the student's quality points by the sum of all hours attempted. For example, if a student earned two "A's" and two "B's" in four different three credit-hour courses, the scholastic index would be 3.5 or $[(4 \times 3) \text{ plus } (4 \times 3) \text{ plus } (3 \times 3) \text{ plus } (3 \times 3)] \text{ divided by } 12 \text{ total credit hours.}]$

Repetition of Courses

If a student repeats a course, only the higher of the two grades received for the course will be counted in computing the cumulative index. Both grades remain on the student's permanent record, with the lower grade marked as having been superseded by a second grade for the same course.

Academic Recognition

Dean's List

Students with at least 12 consecutive hours in graded courses with an index between 3.25 and 3.99 are placed on the Dean's List, which is published at the end of each term.

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President's List

Students with at least 12 consecutive hours in graded courses with an index of 4.00 are placed on the President's List, which is published at the end of each term.

Poor Academic Performance, Probation, and Dismissal

Academic Alert Forms

A notification of unsatisfactory work is sent to students at the midpoint of each term by the Enrollment Management Office. In addition, individual faculty members may send out Academic Alert Forms at any point in time at which they determine that a student's performance warrants such action.

Traditional Academic Programs: Probation

At the end of each grading period (i.e., 12 consecutive hours in graded courses), first semester freshmen with scholastic indices below 1.50, second semester freshmen with indices below 1.75, and sophomores, juniors, and seniors with indices below 2.00 are placed on probation. This probationary status may be removed by improving the student's indices to a point above the stipulated cut-off in the next grading period.

Traditional Academic Programs: Dismissal, Appeal, and Readmission

If probationary status is not removed over the course of the next 12 consecutive hours of graded courses or if a student fails in one-half or more of his or her coursework in that time, he or she will be dropped for poor scholarship. These 12 consecutive credit hours may take place over more than one term. A dismissal may be appealed to the Vice President of Academic Affairs, but must be filed within two days of having received notification to this effect.

Accelerated Degree Programs: Probation and Dismissal

Students who fail to maintain a 2.0 or better grade point average may be subject to academic penalties, including placement on probation or dismissal from any Accelerated Degree Program.

Readmission

A student dropped for poor scholarship may apply in writing for readmission to the Vice President of Academic Affairs after the lapse of a full semester. A detailed written self-assessment explaining why the student encountered difficulty in pursuing his or her academic goals and why a different outcome can be expected if the student is readmitted is required in all such cases. Students requesting readmission may be tested for academic readiness in the Center for Assessment and Student Support. A decision to readmit the student or to deny his or her readmission will then be made by the Vice President of Academic Affairs based on the recommendation of a committee formed to assess the circumstances involved. If the request is approved, the student will be readmitted on probation and must maintain the scholastic index required by the student's classification. Additional stipulations may be added as well. If the

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student is dropped for poor scholarship a second time, he or she will be ineligible for readmission.

Permission to Study Elsewhere

Students in good standing who wish to take courses at another institution must first secure permission from the Registrar. If the student is in the final 30 hours of a baccalaureate program or the final 15 hours of an associate program, permission must be secured from the Vice President of Academic Affairs.

Computer Use

Computer use is an essential part of many Calumet College of St. Joseph activities. This policy applies to all users of computer data networks and stand-alone computers owned and administered by the College. It also represents the general ethical principles of the College community and indicates what privileges and responsibilities are characteristic of the College's computing environment. The Computer Services Department is responsible for providing and maintaining all of the College's computing tools. General policies regarding resources provided by the College are outlined below.

General Policy Pertaining to Computer Use

College computing resources are to be used for purposes related to the College's mission of education. All classes of users (faculty, staff, and students) may use computing resources only for purposes related to their studies, their instruction, the discharge of their duties as employees, their official business with the College, or other sanctioned activities. Commercial use for personal gain is prohibited. Blackboard accounts are to be used for authorized educational use only.

Censorship

Free expression of ideas is central to the academic process. The computer system administrator will not remove any information from individual accounts or from electronic bulletin boards maintained on them unless the administrator finds that:

- The presence of the information involves illegality (e.g. copyrighted material, software in violation of a license agreement, etc.);
- The information in some way endangers computing resources or the information of other users (e.g. a computer worm, virus, or other destructive program); or
- The information is inconsistent with the mission of the College, involves the harassment of others including the use of obscene, bigoted, or abusive language or images, or is otherwise not in compliance with legal and ethical use policies described below.

Confidentiality

Information stored on computers is considered confidential unless the owner intentionally makes the information available to other groups or individuals. Computer Services will maintain the confidentiality of all information stored on

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the College's computing resources. However, there are legitimate reasons for persons other than the account holder to access computer files or computers or network traffic (e.g., ensuring the continued integrity, security, or effective operation of the College's computing systems; to protect user or system data; to ensure effective departmental operations; to ensure appropriate use of the College computing systems; or to satisfy a lawful court order). Requests for disclosure of confidential information will be reviewed by the administrator of the computer system involved. Such requests will be honored only when approved by College officials or when required by state or federal law. Except when it is inappropriate to do so, computer users will receive prior notice of all such disclosures.

Every user is assigned an individual account on the computer network. These accounts are restricted for the exclusive use of the owners. E-mail and any other type of electronic message transmitted to other users should always identify the sender. Obscenities should not be transmitted. The College reserves the right to inspect, copy, and store the contents of electronic mail messages at any time. However, it will do so only to prevent or correct improper use, to satisfy a legal obligation, or to ensure proper use of electronic mail facilities.

Facilities Usage

College computing resource users can facilitate computing in many ways. Collegiality demands the following:

- The regular deletion of unneeded files from one's accounts on central machines;
- Refraining from overuse of connect time, information storage space, printing facilities, or processing capacity;
- Refraining from overuse of interactive network facilities;
- Refraining from the unauthorized or unlicensed use of personal software; and
- Attempting to modify or remove computer equipment, software, or peripherals without proper authorization.

Ethical Standards

Computing resources should be used in accordance with the high ethical standards of the College community. The following uses are prohibited:

- Violation of computing system security;
- Unauthorized use of computer accounts, access codes, or computer identification accounts assigned to others;
- Intentional use of computer telecommunication facilities in ways that unnecessarily impede the computing activities of others (e.g., randomly initiating interactive electronic communications or e-mail exchanges, overuse of interactive network utilities, etc.);
- Use of computing facilities for personal or private business purposes unrelated to the mission of the College or College life;
- Academic dishonesty (e.g., plagiarism, cheating, etc.);
- Violation of software license agreements;

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- Violation of network usage policies and regulations;
- Violation of another user's privacy; and
- Attempts to harm or thwart the operations or business of the College or College activities.

Legal Standards

Computer resources may not be used for purposes that violate federal, state or local statutes. Examples of illegal purposes include:

- Intentional harassment of other users;
- Intentional destruction of or damage to equipment, software, or data belonging to the College or other users;
- Intentional disruption or unauthorized monitoring of electronic communications; and
- Unauthorized copying of copyrighted material.

Computer Accounts and E-mail Messaging

All users are issued accounts consisting of a username and a password. Users are prohibited from sharing their account information with others for the purpose of allowing them access to the College's computing resources. Users are not allowed to log others onto the network.

User's names and user-IDs are included in each message. Users are responsible for all electronic mail originating from their user-ID. The following practices are not allowed:

- Forgery or attempted forgery of electronic messages;
- Attempts to read, delete, copy, or modify the electronic messages of other users;
- Attempts at sending harassing, obscene and/or other threatening messages to other users;
- Attempts at sending unsolicited junk mail, "for-profit" messages, or chain letters; and
- Attempts to harm or thwart the operations or business of the College or College activities.

Students and employees are expected to check their CCSJ e-mail on a frequent and consistent basis in order to stay current with campus-related and or class-related communications and activities. Through the use of these accounts, students and employees have an inherent responsibility to recognize that certain communications may be time-critical. "I didn't check my e-mail" or e-mail returned to CCSJ with "mailbox full" or "user unknown" messages are not acceptable excuses for missing official campus communications.

The College will not support the redirecting of e-mail to offsite e-mail systems such as Hotmail, Yahoo, MSN, etc.

Users may not under any circumstances use the College's e-mail address(es) or any College e-mail account(s) to impersonate a campus office, faculty/staff member, or student.

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Users of the College's e-mail accounts should exercise extreme caution in using e-mail to communicate confidential or sensitive matters. It should not be assumed that College e-mail is private and confidential. It is especially important that users send messages only to intended recipient(s). Particular care needs to be taken when using the "reply" command in e-mail correspondence.

Network Security Policy

In order to promote ethical and facilitative computing, Calumet College of St. Joseph's network users must adhere to the following guidelines:

- Use of systems and/or networks in attempts to gain unauthorized access to CCSJ's network systems or remote systems is prohibited and is a punishable disciplinary offense.
- Use of systems and/or networks to harm or thwart the operations or business of the College or College activities is prohibited.
- Decryption of system or user passwords is prohibited.
- The copying of system files is prohibited.
- The copying of copyrighted materials, such as third-party software, without the express written permission of the owner or the proper license, is prohibited.
- Intentional attempts to "crash" network systems or programs are punishable disciplinary offenses.
- The running of unauthorized services is strictly prohibited on client machines.
- The willful introduction of computer "viruses" or other disruptive/destructive programs into the organization network or into external networks is prohibited.

Sanctions

Violations of the College's Computer Use Policies will be dealt with seriously. Violators will be subject to the established disciplinary procedures of the College, and the loss of computing privileges may result. Illegal acts involving the College's computing resources may also be subject to prosecution by state and federal authorities.

Bookstore

The Calumet College of St. Joseph Bookstore provides textbooks, learning resources, supplies, as well as services needed to support the needs of students, faculty, staff, alumni, and campus visitors.

Degree Completion and Graduate Program Textbook Delivery

Students enrolled in Accelerated and Graduate Programs receive their first course textbooks at their orientation/registration meetings. The textbooks for all subsequent classes are delivered to students in class.

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Check Cashing Policy

Students paying by check for textbooks/supplies or clothing will be asked to include the following information in the memo section of the check: name; driver's license number; and date of birth. Non-students, including parents and guardians who purchase books/supplies for a student, must provide the student's name, telephone number, and date of birth in the memo section of the check.

Return Book Policy

The Bookstore at Calumet College of St. Joseph will honor a full refund on dropped classes through the fourth week of the term. After the fourth week of classes, no refunds will be issued. All students must present drop/add slips from the Enrollment Management Office. Any student dropping a class after the fourth week of the term can sell his or her textbooks back during a "Buyback" period, which occurs during finals week each semester. A receipt must accompany any refunds or exchanges.

Career Services

The Career Services Office maintains a wide range of current occupational information, internship and job listings, and career assessment materials designed to help students and recent alumni prepare for and explore career opportunities. Books, videos, articles, and web resources pertaining to particular fields of study, job markets, job search skills, and graduate schools are available. Job preparation workshops and consultations are offered along with general internship and career guidance.

Computer Help Desk

The Computer Help Desk is located in Room 414. Help Desk technicians are available to assist students who experience technical or software issues including a need for assistance in creating or reactivating their user or email accounts or connecting to the campus wireless network. Help Desk technicians can also assist students who need access to web services such as the College's Blackboard Learning System and Student Online Services. Students who require assistance with homework or software use will be directed to the Tutoring Center which is located nearby. Help Desk technicians also respond to calls and e-mail requests for assistance. The Help Desk can be contacted by calling 473-4366 or e-mailing cservices@ccsj.edu. Additional information can be obtained at the Computer Services web page at www.ccsj.edu.

Computer Labs

The Computer Services Department maintains computers for students to use both for homework and internet access. An Open Lab is located in Room 416. The computers in the Open Lab are loaded with all of the software used in the College's instructional labs. The Computer Services Department also maintains computers located throughout the Specker Memorial Library, including the Library Writing Lab. They provide internet access as well as MS Office Professional software. These computers are generally available from 9:00 a.m. to 9:00 p.m. Monday through Friday and from 9:00 a.m. until noon on Saturdays.

Academic Programs: Overview

Hours may change because of holidays or maintenance schedules. Wireless internet access is available on the second, third, and fourth floors of the College and in the Specker Memorial Library as well.

Disability Services

Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans Disability Act (ADA) guidelines. Students must meet with the Coordinator of Disability Services to complete an intake form in order to request an accommodation and/or an auxiliary aid (e.g., additional time for tests, note taking assistance, special testing arrangements, etc.). It is the student's responsibility to contact the Academic Support Programs Office to request an accommodation at least one month prior to enrollment for each academic term. Students who are requesting an accommodation and/or an auxiliary aid must submit documentation from a professional health care provider to verify eligibility under Section 504 of the Rehabilitation Act of 1973 and/or the Americans with Disabilities Act of 1990. The cost of obtaining the professional verification is the responsibility of the student. All questions and inquiries pertaining to disability services should be directed to the Coordinator of Disability Services at 219-473-4349.

Enrollment Management

Calumet College of St. Joseph promotes a one point of contact for prospective and current students. When a student meets with a Recruitment and Enrollment Specialist, he or she will not only learn about the College, but also develop a contact and mentor available throughout their educational experience. Each Recruitment and Enrollment Specialist is responsible for recruiting, guiding students through the admission process, assisting assigned students with the selection of a major (majors), ensuring each student is enrolled in appropriate courses and assisting students in other college related issues.

Students are also strongly encouraged to consult with the program chair in their major for supplemental advising in academics and careers. All full-time faculty members are available for consultation. Their office hours are normally listed in course syllabi and posted on their office doors located on the 5th Floor. The Office of Career Services also provides guidance and information regarding career path.

First Time Freshmen

Unconditional Enrollment Management

- High School Diploma with minimum GPA of 2.00 or passed GED test
AND
- ACT score of 18 on English Composite or SAT score of 430 on Writing
OR
- Minimum Compass score of 38 in Writing and 61 in Reading

Conditional Enrollment Management

- High School Diploma with minimum GPA of 1.75 **OR**

Academic Programs: Overview

- No ACT or SAT testing or does not meet minimum ACT or SAT scores listed above
 - Student is required to take full Compass Test
 - If the student scores between 18 and 37 in Writing; referred to Pace Program
 - If the student scores between 30 and 60 in Reading; referred to Pace Program

The Office of Enrollment Management is located in Room 116 and is open Monday, Thursday and Friday from 8:30 am - 5:00 pm and Tuesday and Wednesday from 8:30 am - 7:00 pm. Persons interested in seeking admission to Calumet College of St. Joseph are urged to visit the campus. Visitors will be able to meet privately with a Recruitment and Enrollment Specialist and will be given a tour of campus. Appointments are encouraged but not required.

All transcripts and correspondence related to Enrollment Management should be addressed to: Office of Enrollment Management; Calumet College of St. Joseph; 2400 New York Avenue; Whiting, IN 46394-2195.
Phone: 219-473-4215 or 773-721-0202. Ext. 215
Fax: 219-473-4336
Web Site: www.ccsj.edu

[www.ccsj.edu/enrollmentmanagement/Enrollment Management](http://www.ccsj.edu/enrollmentmanagement/Enrollment%20Management) or
www.ccsj.edu/enrollmentmanagement/advising

Graduate Programs

The Masters of Arts in Psychology is a two-tiered program incorporating current theoretical and clinical practices. Completion of the Terminal Project course will prepare students to sit for professional licensure or certificates offered by the states of Indiana and Illinois. The program's design will enable students to create their own professional development plan while gaining expertise in the fields of research and practice.

The Master of Science in Public Safety Administration is an innovative and practitioner oriented degree offering. The program complements and expands the institution's historic commitment to addressing the educational needs of individuals engaged in law enforcement and related fields. Structured as an accelerated, adult-learning initiative, the degree program removes the time and space barriers that often prevent working professionals from competing graduate level education.

The Master of Science in Quality Assurance is a broad-based, practitioner-oriented degree designed for mid-career professionals and is structured to address the needs of working adults. It is competency based and adheres to the principles and practices of adult learning with respect to instructional strategies, curricular design and student services.

Academic Programs: Overview

The Masters of Arts in Teaching (MAT) Initial Phase: is an alternative route to receiving a teaching license. This program provides people who currently possess a Bachelor's or Master's degree and are already skilled in their specialty the opportunity to make a smooth, efficient transition to the education profession. Classes are delivered in an accelerated, adult-learning format on Saturdays. The program is divided into two phases: the initial phase results in an elementary education or secondary education certification and the final phase completes the Master's degree.

The Master of Science in Teaching (MAT) Final Phase: The Final Phase of the MAT is an action research based program designed for certified teachers who are currently working in the P-12 classroom. The 36 credit hour, 18-month program is delivered in a cohort format with an online component. Courses examine the research findings on effective schools, instruction, leadership, and professional development while building competence in the use of applied research methodologies. There are three major strands to the curriculum; research, teaching, and leadership. This field-based program is designed to work in conjunction with an individual teacher's professional growth plan in order to establish a relationship between research and practice to effect academic achievement.

Students can contact the Enrollment Management Office at 219-473-4215 or 877-700-9100, extension 215 for further information or email [Enrollment Management@ccsj.edu](mailto:EnrollmentManagement@ccsj.edu).

www.ccsj.edu/academics/graduate

Lost and Found

Lost and found articles are turned in at the Library Circulation Desk where they are kept for three months. The College is not responsible for loss of property in its building or on its grounds.

Ministry/Chaplain Services and Student Advocacy

The Offices of Campus Ministry and Chaplain offer services and encouragement in keeping with an ecumenical spirit and the College's Catholic identity. The Chaplain celebrates Mass daily in the Chapel. Both Offices offer personal counseling and can direct students to other sources of assistance.

In addition, the Office of Campus Ministry can advocate on behalf of a student seeking counsel or procedural advice relating to a complaint or grievance.

PACE Program

The Personal Academic Career Excellence (PACE) program at Calumet College of St. Joseph is a conditional admission program designed to meet the needs of students who have the potential to do college work, but who need additional support as they transition into college.

The PACE Program is a first year college transition program designed to assist students in improving the skills they will need to persist through to graduation.

Academic Programs: Overview

The program creates a prescriptive education plan for students. Students participate in the following: one-on-one tutoring; group study sessions; academic and life skills workshops; and social activities. In addition, during the first semester it is mandatory for the students to register for the GENL 095 Learning Strategy I class and successfully pass the course. Those students who do not successfully complete GENL 095 will be required to repeat the class the second semester.

Registrar's Office

The Registrar's Office serves as the official repository of all student records. Services include processing and verifying registrations, the posting of grades, recording transfer credit, determining grade point average and class rank, providing grade report sheets, issuing transcripts, offering Veteran's Assistance, verifying eligibility for degree conferral, issuing student grade reports, and determining qualifications for the College's Dean's and President's lists. Students are urged to contact the Registrar's Office if questions arise concerning any of these matters.

Specker Memorial Library

Calumet College of St. Joseph's Specker Memorial Library provides information resources and services that support the College's mission and educational programs. The Library makes a wide range of materials and services available to students, faculty and staff. Its collection currently includes more than 110,000 items. Pegasus, the Library's online catalog, lists all of the materials owned by the Library, including books, periodicals, newspapers, DVDs, videocassettes, and reserve materials. Those with access to the CCSJ network may also use the extensive array of online periodicals and online indexes, many with full-text articles. The Library fully subsidizes interlibrary loan services (ILLiad) to obtain books and articles not on the Library's shelves or in its databases. Sign up for a free account as soon as possible so there's no delay once you begin doing research.

Specker Memorial Library is open more than 60 hours per week when traditional classes are in session. The Library's online resources can be accessed from campus computers or offsite locations at any time via the internet using your CCSJ ID number, found at the bottom of your photo ID card. These cards are created in the Library – no appointment is needed to get your picture taken and have an ID card created.

At the CCSJ homepage, click on "Library" or go to www.ccsj.edu/library/index.shtml. There you'll also find lists of new titles, Book Club and Archives information, and pathfinders in specific disciplines, as well as staff contact information. A screening and Educational Resources room is in the southeast corner of Specker Library.

Students are encouraged to seek assistance from professional staff and student workers. This can include simply pointing out where various resources materials are located, locating current or historical factual information, or launching comprehensive research on a particular topic. Reference assistance is provided

Academic Programs: Overview

to class groups or on an individual basis. Library staff can be contacted in person, by telephone at 219-473-4372 or by e-mailing library@ccsj.edu.

Student Complaints

Written complaints from students can be filed in the Office of Academic Affairs. A log includes the date the complaint was submitted, the nature of the complaint, steps taken by the College to resolve the complaint, the institution's final determination regarding the complaint, and other external actions initiated by the student to resolve the matter if known. Individual identities are shielded in all such reports.

Student Life

Athletics

The Athletic Department provides co-curricular opportunities for student-athletes who have the skill and ability to compete in athletics at the intercollegiate level. Calumet College of St. Joseph is a member of the National Association of Intercollegiate Athletics (NAIA) and competes in the Chicagoland Athletic Conference (CCAC). The Crimson Wave Athletic Department officially sponsors 19 varsity male and female teams. The Athletic Department supports the mission of the College by promoting high quality levels of competition in a broad range of intercollegiate sports while emphasizing academic excellence in the classroom.

Discipline

Student policies are published in the Student Handbook, which can be found in the Academic Student Planner. The Planner is provided to all students. The College encourages student freedom and self-government within the limits in the Student Handbook. Students subject themselves to disciplinary action if their conduct is in conflict with these stipulations.

Employment

Students seeking employment at the College as a means of partial self-support should inquire at the Office of Financial Aid. (See Financial Aid.)

Religious Exercises

Students of all faiths are warmly welcomed at daily Mass in the College Chapel.

Student Government

All members of the student body of Calumet College of St. Joseph are members of the Student Union and are governed by its constitution. The Student Union's elected and/or appointed members constitute the Student Government. The Student Government, representing the Student Union, serves as a channel of communication and consultation among the student body, the faculty, and the administration.

Student Organizations

Student organizations at Calumet College of St. Joseph are as diverse as the student body. They provide opportunities for students to meet new people and

Academic Programs: Overview

enhance a student's college experience. Scholarship opportunities are available for student leaders who serve as president or vice president of a student organization or who hold an office in Student Government.

Student organizations are supported by the Director of Student Activities, who provides leadership, technical support, and co-curricular educational programming that complements students' formal experiences in the classroom. All questions and inquiries pertaining to student organizations should be directed to Student Activities Director at 219-473-4222.

Student Publications

The College newspaper, *Shavings*, and its literary magazine, *Against the Grain*, provide students with opportunities to publish their written work.

Tutoring Center

The Tutoring Center supports Calumet College of St. Joseph students through an interactive learning experience. Students work with tutors to develop course competencies and study skills such as time management, test preparation, and note taking. In addition, students are provided with tutoring support to help pass courses, to improve grade point average, and to promote continuing education and career advancement. Tutors have a specific charge: to help students learn how to master specific subject matter and to develop effective learning skills. Tutoring is open to all students at Calumet College of St. Joseph at no charge and is available to support most introductory courses. Tutoring in support of some other courses is available as well.

The Supplemental Instruction (SI) Program is an academic support program designed to increase student performance and retention. The SI Program provides peer-assisted study sessions to aid students in academic courses that often prove challenging. Weekly study sessions are led by a supplemental instructor, a "peer facilitator" who helps students master the course content and practice effective study skills. In SI sessions, students are provided with an opportunity to review lecture notes, clarify difficult concepts, discuss ideas, and study for tests in group settings. SI sessions are for students who need or want supplemental instruction in courses in which SI support is provided. Students may attend as many sessions as they deem helpful. For more information regarding the SI Program, contact the Academic Support Programs Office.

Academic Programs: Overview

Academic Program Designs and Delivery Models

Traditional Academic Programs

Calumet College of St. Joseph has offered bachelor and associate degrees and certificates for over 50 years. The College's traditional academic programs are designed to serve high school graduates and transfer students as well as adults who have not attended school for some time. Classes are offered during the day, during the evening, and on Saturdays. Class schedules have been designed to meet the needs of full-time and part-time students. All of the College's traditional programs are delivered in classroom, hybrid, and/or video-assisted formats conducted over the course of a conventional term.

The College's traditional academic programs are comprised of two components:

- A General Education curriculum that (a) exposes students to an intellectual heritage integral to the liberal arts tradition to which the College has long been committed and that (b) develops foundational knowledge and skills students need to succeed in their major programs of study; and
- Major and minor courses of study that prepare students for professional work and graduate school.

Accelerated Undergraduate Programs

Calumet College of St. Joseph's accelerated degree programs provide tailored baccalaureate degrees for mid-career professionals in the fields of Organization Management, Public Safety Management, Management Information Systems, and the Humanities. Completion of a baccalaureate degree in a particular field of study requires both General Education courses and courses in a major field of study.

The College accelerated undergraduate programs serve two different audiences.

- A **Degree Completion Track** is provided for mid-career professionals who have substantial hours of college credit but who have not completed – for one reason or another – sufficient coursework to earn a bachelor degree.
- An **Adult College Track** is designed for adults with major life responsibilities pertaining to work and family who have little or no college credit. On a part-time basis, students in the *Adult College Track* take the same General Education courses prescribed for students in the College's traditional academic programs. Once completed, students who meet the eligibility requirements associated with the College's accelerated degree programs may transfer to the Organization Management Program, the Management Information Systems Program, the Public Safety Management Program, and the Humanities Program. Students in the *Adult College Track* can thus earn a bachelor degree in as little as five and one-half years.

For students in the *Degree Completion Track*, the College's General Education requirements are stipulated as eight core abilities: English Composition; College Math; Speech; History; Humanities; Science; Social Science; and Computer

Academic Programs: Overview

Literacy. Each core ability reflects a determination as to what constitutes college-level learning. The requirements contained in these eight core ability statements may be satisfied through a variety of routes. Many students can apply previously completed course work to address these core ability requirements. Students should contact their Academic Advisor for information concerning the College's core ability requirements and the various ways in which they can be satisfied.

Graduate Degree Programs

In 2002, Calumet College of St. Joseph launched its first graduate program: Master of Science in Law Enforcement Administration. Since that time, the College has added four additional graduate programs: Master of Science in Education, Master of Arts in Teaching, Master of Science in Quality Assurance, and Master of Arts in Psychology and Master of Science in Public Safety Administration. The College's five master's programs provide students with the skills, knowledge, and dispositions needed to confront challenges associated with the respective disciplines they address as well as to promote positive change in their respective professions.

Structured as accelerated degree programs targeted to adult learners, the College's graduate programs remove the time and space barriers that often prevent working professionals from pursuing graduate level education.

Undergraduate Learning Objectives Narrative and Model

Calumet College of St. Joseph's undergraduate program provides students with the education they need to pursue a successful career with a commitment to ongoing, life-long learning, enjoy a meaningful personal life, and contribute to the well being of their community. Our academic programs offer professional education in a liberal arts context, developing students into well-rounded, liberally educated, entry-level professionals. The General Education component of our undergraduate program provides students with the core cultural knowledge and intellectual skills demanded of all professionals. The undergraduate program also offers a wide variety of major areas of study that prepare students for entry-level professional employment and successful completion of a graduate degree. Energized by a Catholic vision of social justice, both our General Education Program and our major programs seek to develop students who are committed to working for a more just society.

At the center of the CCSJ experience is a General Education Program that provides students with a *core of knowledge, skills, and attitudes* needed to successfully complete the chosen major. Throughout the pursuit of their degrees, students work to develop competencies in six foundational areas: reading, writing, critical thinking, mathematics, science, and technology. When they complete their degree, students will be able to speak and write at a professional level; recognize specious reasoning and formulate sound arguments; make proficient use of electronic technology; understand the

Academic Programs: Overview

principles of inquiry in the natural, social, and behavior sciences; demonstrate basic proficiency in quantitative analysis; demonstrate the mastery of their major needed for an entry-level and advanced professional employment; and apply their broad knowledge of religion, the arts, psychology, philosophy, and history to understanding their local, national, and increasingly global world. To ensure that every student experiences his/her highest level of attainment, Calumet College of St. Joseph gives specific attention to the student's earliest experiences as an undergraduate. Students encounter a support structure designed to meet the needs of all students regardless of their entry-level readiness, including:

- *Learning Communities* that link academic courses, build social solidarity among classmates, and encourage cooperation among instructors;
 - *Honors Learning Community* is a merit-based program that provides incentive and opportunity for students to demonstrate leadership ability and academic excellence while making significant service contributions to the university and the community.
- A *college orientation course* that acclimates students to the college environment and teaches the skills needed to be self-directed, independent learners; and
- A *general education capstone course* that concretely assesses the effectiveness of the general education curriculum and allows students to apply their education in a real-life, social justice internship.

In the course of their general education and majors programs, students experience a wide range of teaching methods and learning activities, from traditional lecture to engagement-oriented work on small group and individual projects. All courses at the College are founded, however, on a competency-based approach to educational learning and assessment, which means that all teaching and learning activities are designed to help students master a set of clearly stated learning objectives which can be measured through a variety of assessment tools such as traditional tests and work portfolios. Each course is built on a full range of competencies: from the knowledge and understanding of principles and concepts, the application of knowledge in new situations, and the analysis of complex data and texts to the synthesis of widely divergent perspectives and the evaluation of work in students' areas of study.

Calumet College of St. Joseph is a faith-based institution, driven by the Catholic Church's mission to bring all people to a knowledge and love of God. Our undergraduate program seeks to encourage spiritual growth, a commitment to a life in the spirit, and the development of values that will guide students throughout their lives. It offers an education informed by a Catholic vision of social justice: faculty members bring a concern for social justice to bear on the study of all subjects. Thus, students develop the moral discrimination needed to recognize injustice, the emotional capacity to empathize with the victims of social injustice, and the personal discipline, intellectual power, and career training needed to work effectively for a more just society.

Academic Programs: Overview

High Impact Practices

Calumet College of St. Joseph General Education Program is an integrated experience closely tied to our institutional mission, providing a strong foundation in the liberal arts and sciences designed to promote flexible, agile, lifelong learning. A liberal education is one that prepares us to live responsible, productive, creative lives in a dramatically changing world, fostering a well-grounded intellectual resilience and an acceptance of responsibility for the ethical consequences of our ideas and actions. The general education program at CCSJ requires that students understand the foundations of knowledge and inquiry about nature, culture and society; that they master core skills; that they cultivate a respect for truth and recognize the importance of historical and cultural context; and that they explore connections among formal learning, citizenship, and service to our communities.

The program utilizes the following Liberal Education and America's Promise (LEAP) High-Impact educational practices established by the Association of American Colleges and Universities, a national initiative that champions the importance of a twenty-first-century liberal education—for individual students and for a nation dependent on economic creativity and democratic vitality.

LEAP Promotes:

[Essential learning outcomes](#)—as a guiding vision and national benchmarks for college learning and liberal education in the 21st century

[Authentic Assessments](#)—probing whether students can apply their learning to complex problems and real-world challenges

[Inclusive Excellence](#)—to ensure that every student gets the benefits of an engaged and practical liberal education.

[High-Impact educational practices](#)—that help students achieve essential learning outcomes:

1. First Year Seminars and Experiences
2. Common Intellectual Experiences
3. Learning Communities
4. Writing-Intensive Courses
5. Collaborative Assignments and Projects
6. Undergraduate Research
7. Diversity/Global Learning (Study Abroad)
8. Service Learning, Community-Based Learning
9. Internships
10. Capstone Courses and Projects

The program provides time to acquire contextualized knowledge across the disciplines, along with a variety of opportunities to reflect and act upon that knowledge. The program also strongly encourages students to explore interests through electives early in their college career.

Academic Programs: Overview

Undergraduate Learning Objectives

Academic Goals:

- Our Graduates Are Prepared for Lifelong Learning
- Our Graduates Are Prepared to Enter Engaging and Meaningful Careers or to Pursue Graduate Studies
- Our Graduates Are Prepared to Pursue Fulfilling and Meaningful Personal Lives
- Our Graduates Are Prepared to Contribute in a Positive Way to the Communities in Which They Live

Learning Competencies:

Cognitive Domain

- Evaluation
- Synthesis
- Analysis
- Application
- Understanding

Affective Domain

- Internalizing
- Organization
- Valuing
- Responding

Psychomotor Domain

- Origination
- Adaptation
- Complex Overt Response
- Mechanism
- Guided Response
- Readiness to Act
- Perception

Knowledge and Skills Associated with Particular Academic Programs

- | | |
|--|---|
| <ul style="list-style-type: none"> ▪ Accounting ▪ Business Management ▪ Communication ▪ Computer Information Systems ▪ Computer Information Applications ▪ Criminal Justice ▪ Elementary Education ▪ Secondary Education ▪ Middle School Education ▪ English and Professional Writing ▪ General Studies | <ul style="list-style-type: none"> ▪ Healthcare Management ▪ Human Services ▪ Humanities ▪ Management Information Systems ▪ Media and Fine Arts ▪ Organization Management ▪ Paralegal Studies ▪ Psychology ▪ Public Safety Management ▪ Religious Studies |
|--|---|

Course Level

400



Knowledge and Skills Associated with Particular Co-curricular Programs

Foundational Knowledge and Skills

- Reading
- Writing
- Critical Thinking
- Mathematics
- Science
- Technology

100

Academic Programs: Overview

General Education Program

Calumet College of St. Joseph has instituted a competency-based General Education Program. The College's General Education requirement includes 56 credit hours of course work, which includes a 3-credit hour course in Social Justice.

Students who started at Calumet College of St. Joseph in Fall 2010 or later, either as new or transferring students, are subject to these requirements. Students admitted prior to Fall 2010 may either continue under the 2001 General Education Program or transfer to the 2010 General Education Program.

General Education Courses

The College's General Education baccalaureate degree course requirements are as follows:

- General Education 100 and 110 (not required for transfer students with 15 or more hours of transferable credit)
- General Education (Honors) 290
- Computer Information Systems 115 or Higher
- Economics 160
- English 103, 104, 106(Honors),107(Honors), 111 and 112 (Honors)
- Humanities 110
- History 110, 115 or 120
- Humanities 112 (Honors)
- Media and Fine Arts 200 or 270
- Mathematics 103 or Higher
- Philosophy 200
- Political Science 220 **or** Sociology 210
- Psychology 100
- Religious Studies 110 and 130
- Science 110/111 and PHYS 110, CHEM 111 or BIOL 111
- General Education Capstone 299

Courses in the General Education curriculum must be taken in an established sequence. Four distinct sequences have been developed to meet the needs of different groups of students.

Full-time Traditional Students with Few or No College Credits

Prior to 1 st Semester:	GENL 100
1 st Semester:	GENL 110 (learning community)
	ENGL 103 (learning community)
	HUM 110 (learning community)
	RLST 110 (learning community)
2 nd Semester:	CMIS 115
	ENGL 104
	HIST 110, 115 or 120
	MATH 103

Academic Programs: Overview

3 rd Semester:	ECON 160 PHIL 200 SCIE 110 and 111
4 th Semester:	ENGL 111 PHYS 110, CHEM 110 or BIOL 111 PSYCH 100 RLST 130
5 th Semester:	MFA 200 or 270 PLSC 220 or SOCL 210
6 th Semester:	GENL 299

Transfer Students with 15 or More Hours of Transferrable Credit

Within 27 Credit Hours:	ENGL 103 HUM 110 RLST 110 CMIS 115 ENGL 104 HIST 110, 115 or 120 MATH 103
28 to 57 Credit Hours:	ECON 160 PHIL 200 SCIE 110 and 111 ENGL 111 PHYS 110, CHEM 110 or BIOL 111 PSYCH 220 RLST 130
58 to 91 Credit Hours:	MFA 200 or 270 PLSC 220 or SOCL 210 GENL 299

Students Enrolled in the School of Adult Learning

1 st Semester:	CMIS 115 (traditional) GENL 100 and GENL 110 (accelerated)
2 nd Semester:	ENGL 103 (traditional) PSYC 100 (accelerated) RLST 110 (accelerated)
3 rd Semester:	ENGL 104 (traditional) MFA 270 (accelerated)
4 nd Semester:	ENGL 111 (traditional) SOCL 210 (accelerated) HIST 110 (accelerated)
5 th Semester:	MATH 103 (traditional) RLST 130 (accelerated) PHIL 200 (accelerated)
6 rd Semester:	SCIE 110 and SCIE 111 (traditional) ECON 160 PHIL 200

Academic Programs: Overview

7 th Semester:	HUM 110 Environmental Science (accelerated) GENL 299
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The General Education requirements for students not admitted to the School of Adult Learning who do not intend to pursue a baccalaureate degree are as follows:

- English 103 and 104
- History 110, 115 or 120
- Computer Information Systems 115
- Mathematics: any college level mathematics course of at least 3 credit hours, numbered 100 or above
- Media and Fine Arts 150
- Political Science 220 **or** Psychology 100 **or** Sociology 210
- Religious Studies 110 or 210; **and** 130
- Science: any college level science course with a laboratory component of at least 4 credit hours, numbered 100 or above

Requirements for Majors and Minors

Major

In most instances, a minimum of 24 semester hours of upper-level credit in a major is required. Students should observe special regulations pertaining to each discipline, particularly with respect to any lower-level prerequisites that may apply.

Minor

An academic minor is a structured sequence of courses available to undergraduate students in one or more disciplines outside of their major. Each program includes specific requirements for a minor. Students should consult with their enrollment specialists and the appropriate program director. In most instances, a minimum of 12 semester hours of upper-level credit in a major earned at Calumet College of St. Joseph is required for a minor. A minor is not required for graduation. However, if a student completes a minor sequence of courses, it will be noted in his or her permanent record at the student's request.

Checklists

Course checklists are available in the Enrollment Management and Education Offices. Transfer students can obtain a statement of equivalency for transferred courses from the Registrar. Students should not fill in their checklists until the grades and credits are actually approved for transfer. All students should consult their checklists periodically and fill them in as they complete courses.

Academic Programs: Overview

Academic Offerings

<u>Undergraduate Majors and Concentrations</u>	<u>Degrees Offered</u>
Accounting <i>Concentration: Forensic Accounting</i>	B.S./A.S./Certificate
Business Management	B.S./A.S./Certificate
Computer Information Systems Concentration <ul style="list-style-type: none"> ▪ Computer Networking Systems <i>Post-baccalaureate Concentration</i> <ul style="list-style-type: none"> ▪ <i>Computer Networking</i> 	B.S./A.S.
Computer Information Applications	A.S.
Criminal Justice <i>Concentrations:</i> <ul style="list-style-type: none"> ▪ <i>Pre-Law and Professional Studies</i> ▪ <i>Parole, Probation and Courts</i> ▪ <i>Forensic Science</i> 	B.S./A.S./Certificate
Elementary Education	B.S.
Secondary Education – <u>FOR MAT ONLY!</u> <i>Licensure:</i> <ul style="list-style-type: none"> ▪ <i>Business</i> ▪ <i>English/Language Arts</i> ▪ <i>Journalism</i> ▪ <i>Science</i> ▪ <i>Social Sciences</i> ▪ <i>Visual Arts</i> 	B.S.
English and Professional Writing <ul style="list-style-type: none"> ▪ <i>Business and Organizational Writing</i> ▪ <i>Creative Writing</i> ▪ <i>Literature</i> 	B.A.
English	A.A.
General Studies	B.S./A.S.
Human Services <i>Concentrations:</i> <ul style="list-style-type: none"> ▪ <i>Social Services</i> ▪ <i>Counseling</i> 	B.S.
Humanities	B.A./A.A.
Integrated Marketing Communications	B.A.
Management Information Systems (Accelerated)	B.S.
Media and Fine Arts <i>Concentrations:</i> <ul style="list-style-type: none"> ▪ <i>Fine Arts</i> ▪ <i>Media Arts</i> ▪ <i>Interdisciplinary Arts</i> 	B.A./Certificate
Organization Management (Accelerated) <i>Concentrations:</i> <ul style="list-style-type: none"> ▪ <i>Computer Networking</i> 	B.S.

Academic Programs: Overview

- *Human Resources Management*
- *Management Information Systems*
- *Quality Assurance*
- *Working Class Studies*

Paralegal and Pre-law Studies	B.S./A.S./Certificate
Psychology	B.S.
Public Safety Management (Accelerated)	B.S.
Religious Studies	B.A./A.A./Certificate
Religious Studies and Pastoral Care	B.A.
Social Sciences	B.S.

Minors

Accounting
Business Management
Computer Information Services
Drama
English
General Studies
Humanities
Media and Fine Arts
Religious Studies
Human Services
Psychology
Social Sciences
Political Science
Sociology
Paralegal Studies

Master Degrees

Master of Arts in Teaching	M.A.
Psychology	M.A.
Public Safety Administration	M.S.
Quality Assurance	M.S.

Student Responsibility

Every approved sequence of courses leading to a bachelor degree is based on the assumption that the student will accept an increasing share of the responsibility for his or her own education. Keeping this minimum requirement in mind, students are encouraged to select advanced courses that best fit their personal needs, interests, and vocational aspirations. Students are advised to select fields of concentration by the end of their sophomore year and to consult an advisor regarding the pattern of courses pertaining to their major and minor sequences and elective courses.

Academic Programs: Undergraduate Curriculum

General Education Courses

General Education Coordinator Joseph Kovach, Psy.D.

The following three courses in the General Education curriculum are not assigned specifically to an academic program. They are designed to meet the needs of students majoring in any of the College's traditional academic programs as well as students who intend to pursue the *Adult College Track* as majors in one of the College's four accelerated undergraduate programs.

GENL 095. Learning Strategies I

1 hour

This support course covers student study skills, study habits, and retention of information. The course is designed to assist students in developing and using effective study strategies on a consistent basis by incorporating these skills into other courses in which students are enrolled. This course may be taken simultaneously with MATH 095, ENGL 095, and ENGL 096 as part of a learning community. The credit hours earned in this course are not applicable toward a degree.

GENL 100. College Survival

2 hours

The student is introduced to the learning experience at Calumet College of St. Joseph. Focus will also include: learning competencies; identifying the student's strengths and weaknesses; and developing the students study, critical thinking and writing skills.

GENL 110. Master Student

1 hour

In this course, students encounter the basic learning attitudes and skills necessary for success in college. Students will engage in reflective self-assessment of their unique strengths and weaknesses in order to set and achieve goals for academic and personal growth. Students will learn the basics of communication, reading, writing, thinking and speaking with a practical emphasis on note-taking and test-taking.

GENL 290. Honors Seminar

3 hours

Honors Seminar is a 0-credit hour course with a pass/fail grade required for all students enrolled in the St. Gaspar's Honors Learning Community. Taught by faculty from across the university as well as scholars from the region, these seminars, which meet for two hours each month, supplement existing curriculum in a co-curricular fashion, deepening students comprehension of the breadth and depth of human intellectual and creative expression in the liberal arts while utilizing LEAP high impact practices and drawing from themes in art, art history, history, literature, music, philosophy, science and technology, and social and cultural studies. The themes of the seminars vary from term-to-term in order to provide exposure to the professional and scholarly works of CCSJ faculty, to regional scholars, and to scholarly works from a variety of disciplines. Pre-requisites: Admission into Honors Learning Community

Academic Programs: Undergraduate Curriculum

GENL 299. General Education Capstone

3 hours

The General Education Capstone at Calumet College of St. Joseph is designed to focus on: integrative learning experience focusing on the foundational knowledge and skill sets associated with the College's General Education Program; an in-depth service-learning experience; and data gathering for academic counseling, self-reflection, and planning purposes.

All of General Education courses except ENGL 232, 233, and/or 234; Phil 200 and junior standing.

The following optional course offerings are available to all students in the *Degree Completion Track* of the College's accelerated undergraduate programs. They are delivered in a similar format to other accelerated courses, usually 5 weeks long, 4 hours one evening or Saturday per week, and reflect the same tuition rate charged for all of the College's accelerated classes. These courses are designed to assist students in meeting their credit hour requirements. Contact the Accelerated Academic Advisor for more information regarding the optional course offerings currently available. They are listed as topics courses in the College's several degree completion programs.

Environmental Science (without lab for non-science majors)

3 hours

This course provides the student with a foundation in scientific approaches to environmental problems and their solutions. Basic principles of environmental science will be covered. Global environmental issues, as well as those concerning the Calumet Region will be investigated. This course is geared to the non-science major who will be exposed to applied biological techniques in the area of environmental studies. This course meets the Accelerated Program Science graduation requirement.

Leadership and Power: Perspectives from the Humanities

3 hours

Students will examine the nature of power, the characteristics of effective leadership, and the relationship between the two. These topics will be viewed through the lens of the humanities, providing students with the opportunity to develop deeper familiarity with expressions of leadership and power in drama, film, historical texts, biography, and narrative.

Art Appreciation

3 hours

This course is an overview of the visual arts beginning with prehistoric art and ending with modern art. It will provide a greater understanding of the visual arts through the various topics that will be discussed. Topics that will be discussed are visual perception, art and society, current trends, the role of the artist, and critical analysis of art.

American History

3 hours

This course provides an historical analysis of the development of the United States as a political, social and economic entity. U. S. history will be charted from the Civil War to the present. Emphasis will be given to the major defining events that have shaped our nation into the America we live in today. Also, the role that American cultural and ethnic diversity has played in these defining events will be examined in our readings. The experiences and parts played by

Academic Programs: Undergraduate Curriculum

members of America's diverse communities in climactic periods and in events such as World War II will be investigated. The purpose of this examination is to give students knowledge of the major events in America's past as well as a perspective on the relationship between these historical events and current events. (American History would meet the Accelerated Program History graduation requirement.)

Topics in Management

1-3 hours

This course will examine topics of special interest in the field of management. Topics courses (but not specific topics) can be repeated for a total of six credit hours.

Academic Programs: Undergraduate Curriculum

Department of Business Management and Technology

**Department Chairperson
Roy Scheive, M.S.**

<i>Program</i>	<i>Directors/Coordinators</i>	
Baccalaureate		
Accounting	B.S.	George Grzesiowski, M.B.A., C.P.A.
Business Management	B.S.	Terry Ferrari, M.B.A.
Computer Information Systems	B.S.	George Schaefer, M.S.
Management Information Systems	B.S.	Kurt Jordan, M.S.
Organization Management	B.S.	Roy Scheive, M.S.
Associate		
Accounting	A.S.	George Grzesiowski, M.B.A., C.P.A.
Business Management	A.S.	Terry Ferrari, M.B.A.
Computer Information Systems	A.S.	George Schaefer, M.S.
Computer Information Applications	A.S.	George Schaefer, M.S.
Certificate		
Accounting		George Grzesiowski, M.B.A., C.P.A.
Business Management		Terry Ferrari, M.B.A.
Support Areas		
Economics		Terry Ferrari, M.B.A.
Masters in Quality Assurance	M.S.	Steven Schuelka, M.S., M.S.E.

Business programs at Calumet College of St. Joseph offer degrees in Business Management and Accounting. These programs provide the student with an understanding of the role of business in the United States and international economic systems. Business programs develop students who are well prepared for careers in business management, entrepreneurship and accounting as well as advancement into graduate programs.

Program Advisory Panel

James Fattore, M.B.A., Emeritus; Edward Furticella, M.E., M.A., M.B.A., C.P.A., C.M.M., Executive Vice-President and C.F.O., Peoples Bank, SB; Paul Fuscoe, M.S., National Training Manager, Praxair Corporation; Dave Kasper, M.B.A., President, Seminar Computer Education; Frank Lowry, M.S.T., C.P.A., Lowry & Weston, PC; Kenneth Taylor, C.P.A. Managing Partner; Davidson Anderson and Co.; and Alan Valente, M.B.A., Market Manager, 7-Eleven Corporation.

Academic Programs: Undergraduate Curriculum

Accounting

Department Chairperson
Roy Scheive, M.S.

Program Director: George Grzesiowski, M.B.A., C.P.A.

Faculty: Mary Anderson, M.B.A., C.P.A.; Kenneth Taylor, M.B.A., C.P.A.

Mission Statement of the Program

In support of the College mission, the Accounting Department is comprised of creative, highly qualified professionals dedicated to preparing our students for entry-level opportunities and long-term career success, providing a fulfilling experience for members of our faculty, and making meaningful contributions to the professional and academic communities we serve.

The Accounting Program offers a B.S., an A.S., and a Certificate in Accounting. The program is committed to providing a wide range of tools necessary for successful admission to graduate school. The program seeks to develop professional and practical scholarship through exploration of fundamental and contemporary concerns, including those dealing with ethical issues. Such an education provides the graduate with a background suited to meeting the needs of a challenging job market.

Program Outcome Objectives

Upon completion of this program, it is expected that students will:

1. Have developed the analytical competencies to understand the application of accounting procedures, statements and systems to the measurement of the financial well-being of organizations;
2. Demonstrate awareness of contemporary issues pertaining to accounting information in local, national, and world economies;
3. Meet the requirements for entry-level careers in accounting such as auditing, corporate accounting, governmental and non-profit organizations, and taxation; and
4. Demonstrate the capability to critically and reflectively engage ethical issues in accounting, particularly questions pertaining to social responsibility and professional practice.

B.S. in Accounting (125 hours)

The following courses are required for a baccalaureate degree:

1. 56 hours: General Education
2. 21 hours: Requisites for the Major (common body of knowledge)
 - ACCT 210 Principles of Accounting I
 - ACCT 211 Principles of Accounting II
 - ACCT 225 Microcomputer Applications in Accounting
 - ECON 210 Macroeconomics

Academic Programs: Undergraduate Curriculum

- BSMT 220 Management Thought, Principles and Practice *or*
- BSMT 380 Organizational Leadership
- MATH 103 Intermediate Algebra *or*
- MATH 104 Algebra and Trigonometry *or*
- MATH 160 Business Mathematics
- MATH 170 Statistics *or*
- PSYC 230 Statistics for Behavioral Science

3. 36 hours: Upper Level Courses in Major

- ACCT 300 Intermediate Accounting I
- ACCT 301 Intermediate Accounting II
- ACCT 320 Advanced Accounting
- ACCT 330 Cost Accounting I
- ACCT 331 Cost Accounting II *or*
- ACCT 475 Fraud Examination
- ACCT 332 Law and the Manager I
- ACCT 415 Government and Non-profit Accounting
- ACCT 450 Income Tax Accounting I
- ACCT 470 Auditing
- ACCT 499 Senior Seminar in Accounting
- BSMT 360 Business Communications
- BSMT 375 Business and Professional Ethics

4. 12 hours: Electives

The student is encouraged to build a minor in a complementary field such as Business Management or Computer Information Systems. Students are encouraged to take CMIS 252 (Applications in Spreadsheets – Excel) as a part of their elective package.

Concentration in Forensic Accounting

The Forensic Accounting major is designed to provide students with the knowledge necessary to investigate financial and “white collar” criminal activities.

Course selection and design ensure that graduates acquire a thorough and systematic knowledge of agencies and institutions in the public and private sector, have a firm perception of law and its role in the delivery of American justice, and are aware of the social, psychological, and political aspects of crime and punishment.

Forensic accountants work in most major accounting firms and are needed to investigate mergers and acquisitions, tax investigations, economic crime investigations, all kinds of civil litigation support, specialized audits, and even terrorist investigations.

Forensic Accountants work throughout the business world, in public accounting, corporations, and in all of units of government, from the FBI and CIA to the offices of local authorities.

Academic Programs: Undergraduate Curriculum

B.S. in Accounting with a Forensic Accounting Concentration (125 hours)

The following courses are required for a baccalaureate degree:

1. 56 hours: General Education
2. 45 hours: Required Courses in Accounting
 - ACCT 210 Principles of Accounting I
 - ACCT 211 Principles of Accounting II
 - ACCT 225 Micro Computer Applications
 - ACCT 300 Intermediate Accounting I
 - ACCT 301 Intermediate Accounting II
 - ACCT 332 Law and the Manager I
 - ACCT 333 Law and the Manager II
 - ACCT 330 Cost Accounting I
 - ACCT 450 Income Tax Accounting I
 - ACCT 451 Income Tax Accounting II
 - ACCT 470 Auditing
 - ACCT 475 Fraud Examination
 - ACCT 496 Topics: Forensic Accounting
 - ACCT 499 Senior Seminar
 - BSMT 375 Ethics
3. 24 hours: Required Courses in Criminal Justice
 - CRIJ 100 Introduction to Criminal Justice
 - CRIJ 300 Criminology
 - CRIJ 310 Criminal Law
 - CRIJ 311 Criminal Procedures
 - CRIJ 320 Laws of Evidence
 - CRIJ 330 Scientific Criminal Investigation
 - CRIJ 435 White Collar Crime
 - CRIJ 497 Research in Criminal Justice

A.S. in Accounting (67 hours)

The following courses are required for the Associates degree:

1. 34 hours: General Education
2. 24 hours: Requisites for the Major
 - ACCT 210 Principles of Accounting I
 - ACCT 211 Principles of Accounting II
 - ACCT 225 Micro Computer Applications in Accounting
 - BSMT 220 Management Thought, Principles and Practice
 - CMIS 225 Business Microcomputer Applications

Academic Programs: Undergraduate Curriculum

- ECON 210 Principles of Economics I
 - MATH 160 Business Mathematics
3. 9 hours: Upper Level Courses in Major
- ACCT 300 Intermediate Accounting I
 - ACCT 301 Intermediate Accounting II
 - ACCT 330 Cost Accounting I

Minor in Accounting (15 hours)

The following courses are required:

1. ACCT 210 Principles of Accounting I
2. ACCT 211 Principles of Accounting II
3. ACCT 225 Micro Computer Applications in Accounting
4. Choice of the following tracks depending on interest:
 - ACCT 300-301 Intermediate 1 & 2 (financial track)
 - ACCT 450-451 Income Tax 1 & 2 (taxation)
 - ACCT 330-331 Cost Accounting 1 & 2 (Management Accounting)
 - ACCT 415-496 Government & Non-Profit

Second Degree in Accounting (39 hours)

The following courses are required:

1. ACCT 210 Principles of Accounting I
2. ACCT 211 Principles of Accounting II
3. ACCT 225 Micro Computer Applications in accounting
4. CMIS 225 Business Microcomputer Applications
5. ACCT 300 Intermediate Accounting I
6. ACCT 301 Intermediate Accounting II
7. ACCT 320 Advanced Accounting
8. ACCT 330 Cost Accounting I
9. ACCT 331 Cost Accounting II *or* ACCT 475 Forensic Accounting
10. ACCT 415 Government and Non-Profit Accounting
11. ACCT 450 Income Tax Accounting I
12. ACCT 470 Auditing
13. ACCT 332 Law and the Manager I *or*
ACCT 333 Law and the Manager II *or*
ACCT 451 Income Tax Accounting II

Certificate in Accounting (33 hours)

The following courses are required:

Academic Programs: Undergraduate Curriculum

- | | |
|--------------|---|
| 1. ACCT 210 | Principles of Accounting I |
| 2. ACCT 211 | Principles of Accounting II |
| 3. ACCT 225 | Micro Computer Applications in Accounting |
| 4. ACCT 300 | Intermediate Accounting I |
| 5. ACCT 301 | Intermediate Accounting II |
| 6. ACCT 330 | Cost Accounting I |
| 7. BSMT 220 | Management Thought, Principles and Practice |
| 8. CMIS 225 | Business Microcomputer Applications |
| 9. ECON 210 | Principles of Economics I |
| 10. ECON 211 | Principles of Economics II |
| 11. MATH 160 | Business Mathematics |

Requirements for the CPA Examination

The State of Indiana requires all students wishing to sit for the CPA examination to have obtained a bachelor degree and have completed 150 hours of college credit. Students who plan to take the CPA Examination outside the State of Indiana should see the Accounting Program Director for the particular requirements of the state in which they plan to sit.

Students with bachelor degrees in accounting may choose one of the three options detailed below. Care should be taken that students complete a minimum of 32 hours in accounting, of which no more than six hours are in business law, for a total of 70 hours in accounting, business, economics and computer information systems.

CPA Track Option I (Accounting Degree with a Second Major in Management)

1. Completion of all current B.S. Accounting Requirements.
2. Completion of the following courses (21 hours):
 - ACCT 333 Business Law II
 - ACCT 451 Income Tax Accounting II
 - BSMT 320 Human Resources
 - BSMT 379 Small Business Management/Entrepreneurship
 - BSMT 400 Marketing
 - BSMT 440 Financial Management
 - BSMT 489 Strategic Management and Decision Making
3. Two electives (6 hours) from upper level Business Management or Accounting.

Academic Programs: Undergraduate Curriculum

CPA Track Option 2 (Accounting Degree with Second Major in Computer Information Systems)

1. Completion of all current B.S. in Accounting Requirements
2. CMIS 125 Business Programming Logic
3. Choice of one of the two programming sequences:
 - CMIS 210 Visual Basic.Net Programming I *or*
CMIS 221 C++ Programming I *or*
CMIS 321 C++ Programming II **OR**
 - CMIS 210 Visual Basic.Net Programming I *or*
CMIS 221 C++ Programming I *or*
CMIS 310 Visual Basic.Net Programming II
4. CMIS 230 Introduction to Systems Analysis and Design
5. CMIS 265 Hardware and Software Concepts
6. CMIS 275 Data Base Management Systems
7. Six additional hours chosen from:
 - CMIS 240 Data Communications and Networking Theory
 - CMIS 380 Information Systems in Organizations
 - CMIS 496 Topics in Computer Information Systems

CPA Track Option 3 (Graduates Wishing to Pursue a Master's Degree)

Graduates wishing to meet requirement for the CPA examination may want to pursue a master's degree in accounting. Currently Indiana University Northwest in conjunction with Purdue University Calumet is offering a program in which students can earn master's degree in accounting upon successful completion. This degree fulfills the requirements to sit for the CPA.

Please note: Students wishing to sit for the Certified Public Accounting Examination who wish to earn an advanced degree from a different institution may transfer to do so.

Course Guide for CPA Preparation

To varying degrees, content in the CPA examination is covered in the following courses:

1. Principles of Accounting (ACCT 210-211)
2. Intermediate Accounting (ACCT 300-301)
3. Advanced Accounting (ACCT 320)
4. Governmental and Not-for-Profit Accounting (ACCT 415)
5. Cost or Managerial Accounting (ACCT 330-331)
6. Federal Income Tax (ACCT 450-451)
7. Quantitative Methods (MATH 103-104, or MATH 160)

Academic Programs: Undergraduate Curriculum

8. Auditing (ACCT 470)
9. Statistics (PSYC 230 or MATH 170)
10. Accounting Information Systems (ACCT 225)
11. Business Law (ACCT 332-333)
12. Business Communications (BSMT 360)

Non-Accounting Graduates

Students with a bachelor degree in a field other than accounting may wish to pursue a second degree in accounting. Successful completion of a second degree in accounting, with the requisite additional 34 hours in management, computer information systems, and/or economics, would meet the requirements for CPA candidacy. Please see the Accounting Program Director regarding eligibility.

Accounting Courses (ACCT)

ACCT 210. Principles of Accounting I **3 hours**

This course prepares the accounting student in the theory and techniques of accounting necessary for the advanced courses and provides a basic introduction to accounting for those students pursuing an accounting degree. Students will be introduced to financial statements and the accounting cycle for a service and merchandise business.

ACCT 211. Principles of Accounting II **3 hours**

This course is a continuation of ACC 210. Students are introduced to the accounting requirements of the partnership and corporate form of business. Topics also include financial statement analysis and the preparation of a cash flow statement.

Prerequisite: ACCT 210

ACCT 215. Personal Finance **3 hours**

This course examines the process of setting and achieving financial goals. Emphasis is placed on personal financial planning, managing investments, and protecting you with insurance, retirement, estate planning, and planned borrowing.

ACCT 225. Micro Computer Applications in Accounting **3 hours**

This course will introduce the student to computerized accounting applications. Students will be instructed in the use of Peachtree for Microsoft Windows, one of the most popular commercial micro-computer accounting packages now in use. A series of sample companies with step-by-step instruction will introduce the features of the software. This course is intended to integrate the knowledge gained in the accounting and computer information systems courses. By

Academic Programs: Undergraduate Curriculum

learning these skills, it is expected that the student will be better prepared to enter the accounting workplace. Emphasis will be placed on computer-based projects.

Prerequisites: ACCT 210, CMIS 225

ACCT 300. Intermediate Accounting I **3 hours**

This course is an in-depth study of accounting concepts and principles. The accounting process, the balance sheet, and income statement are discussed. Certain asset categories are scrutinized.

Prerequisites: ACCT 210-211

ACCT 301. Intermediate Accounting II **3 hours**

As a continuation of Intermediate Accounting I, additional asset categories and equity accounts are discussed in depth. The statement of financial position is explained.

Prerequisite: ACCT 300

ACCT 320. Advanced Accounting **3 hours**

This course presents an in-depth analysis of advanced accounting topics. The student is introduced to partnerships, the consolidation of financial statements, purchase and pooling combinations, the reporting requirements of business segments, branches, estates and trusts. International aspects of accounting are also covered.

Prerequisites: ACCT 210-211

ACCT 330. Cost Accounting I **3 hours**

This course consists of a discussion of cost accounting concepts and objectives, an in-depth study of cost accounting systems and accumulation procedures, and a search into the elements of material, labor and factory overhead costs.

Prerequisites: ACCT 210-211; MATH 103 or MATH 160 or concurrent registration.

ACCT 331. Cost Accounting II **3 hours**

Emphasis is placed on planning and controlling costs and profits. Topics include budgeting standard costs, cost and profit analysis techniques, direct costing and other specialized topics.

Prerequisite: ACCT 330

ACCT 332. Law and The Manager I **3 hours**

This course is designed to acquaint the student with the role of law in society and specifically in business. Areas of study include contracts, personal property, bailment and sales.

Cross-listed: BSMT 330, PAR 331

Academic Programs: Undergraduate Curriculum

ACCT 333. Law and The Manager II

3 hours

This course is designed to acquaint the student with law in the areas of commercial paper, debtors' and creditors' rights, agency, legal forms of organization, real property and estates.

Cross-listed: BSMT 331, PAR 332

ACCT 415. Government and Non-profit Accounting

3 hours

This course will acquaint the student with accounting theory and principles for non-profit entities, governmental entities, schools and hospitals. The course examines the differences between for-profit and not-for-profit accounting concepts.

Prerequisite: ACCT 210-211

ACCT 450. Income Tax Accounting I

3 hours

These courses are designed to familiarize the student with the federal income tax laws through lectures and practical problems. They are devoted to an intensive study of the income tax laws as they apply to individuals, partnerships, and corporations.

Prerequisites: ACCT 210, 211

ACCT 451. Income Tax Accounting II

3 hours

This course is a continuation of ACC 450. The course familiarizes the student with federal income tax laws as they apply to corporations and partnerships.

Prerequisite: ACCT 451

ACCT 470. Auditing

3 hours

This course is a study of the standards, principles, practices and procedures of auditing. Students are required to integrate and apply prior accounting coursework.

Prerequisites: ACCT 210-211, 300-301

ACCT 475. Fraud Examination

3 hours

This course reviews strategies and tactics essential to the fraud examination process. Students should have a basic knowledge of accounting. The course guides the student into specialized applied settings, indicative of forensic accounting. Coverage includes: financial statement analysis, interpretation and scrutiny of financial records and documentation, trace techniques, reporting irregularities, fraud examination approaches, legal rules and statutory construction pertinent to accounting practices. Common fraud cases are reviewed such as bankruptcy, insurance, employee/employer reporting, covert examinations, trading practices, and money laundering schemes.

Prerequisites: ACCT 210-211 or BSMT 300

ACCT 496. Topics in Accounting

1-3 hours

This course will examine topics of special interest in the Accounting field. Topics courses (but not specific courses) may be repeated for a total of 6 hours.

Academic Programs: Undergraduate Curriculum

ACCT 499. Senior Seminar in Accounting

3 hours

This capstone course is designed to assist students in the integration and critical examination of the various concepts, theories, and methods of inquiry presented both in general education and the major. Learning outcomes for both the general education program and the major are reviewed. Course assignments assist students in assessing the degree for which learning outcomes have been mastered. Senior standing is required.

Academic Programs: Undergraduate Curriculum

Business Management

Department Chairperson
Roy Scheive, M.S.

Program Director: Terry Ferrari, M.B.A.

Faculty: Thomas Daniels, M.B.A.; James Fattore, M.B.A. (Professor Emeritus); Joseph Ferrallo, M.B.A.; Tony Franco, M.B.A.; Paul Fuscoe, M.A.; Philip Gelato, M.S.; George Grzesiowski, M.B.A., C.P.A.; Desila Rosetti, M.S.A.; Alan Valente, M.B.A.

Mission Statement of the Business Management Program

In support of the College mission, the Business Management Program helps students develop knowledge, skills, and values related to becoming competent managers and successful candidates for entry into graduate school. Further, the faculty aspires to be on the leading edge in providing quality, relevancy, and innovation in its preparation of students.

Program Outcome Objectives

Upon completion of this program, it is expected that students will:

1. Demonstrate mastery of the theories, principles and practices of management and the ability to apply qualitative, quantitative, and information technology tools for effective decision-making;
2. Be able to engage the methods of inquiry and analysis of the liberal arts and sciences in relationship to the specific situations and problems of management in order to become reflective practitioners;
3. Have developed a general understanding and appreciation of the role of business and management in local, national, and world economies; and
4. Demonstrate the capability to engage critically and reflectively ethical issues in management, particularly questions of social responsibility and professional decision-making.

B.S. in Business Management (124 hours)

The following courses are required for a baccalaureate degree:

1. 56 hours: General Education
2. 21 hours: Requisites for the Major
 - BSMT 220 Management Thought, Principles and Practice
 - BSMT 300 Accounting for Managers *or*
 - ACCT 210 Principles of Accounting I *and*
 - ACCT 211 Principles of Accounting II
 - CMIS 225 Microcomputer Applications
 - ECON 210 Principles of Economics I
 - ECON 211 Principles of Economics II
 - MATH 160 Business Math
 - MATH 170 Statistics for Business and Sciences *or*

Academic Programs: Undergraduate Curriculum

PSYC 230 Statistics for Behavioral Science

3. 30 hours: Upper Level Courses in Major
 - ECON 480 International Business
 - BSMT 320 Human Resources in Management
 - BSMT 360 Business Communications
 - BSMT 375 Business and Professional Ethics
 - BSMT 378 Supervision *or*
 - BSMT 380 Organizational Leadership
 - BSMT 379 Small Business Management/Entrepreneurship
 - BSMT 400 Marketing Management
 - BSMT 440 Financial Management
 - BSMT 489 Strategic Management and Decision Making
 - BSMT ____ (upper level course only)
4. 17 hours: Electives

Although the baccalaureate degree in Business Management does not require a concentration *per se*, five concentrations are available to students. All of the courses included in these concentrations are housed in other academic programs. All are offered in an accelerated format.

Computer Networking Concentration (CISCO) (12 hours)

The following four courses are required:

- CMIS 113 Introduction to Computer Networks
- CMIS 213 Internetworking and TCP/IP
- CMIS 313 Network Switching and VLANS
- CMIS 413 WANs and Network Services



Human Resources Concentration (15 hours)

The following five courses are required:

- ORMN 467 Employment Law in the Workplace
- ORMN 470 Compensation and Benefits
- ORMN 473 Labor Relations
- ORMN 476 Training and Development
- ORMN 480 Strategic Management of Human Resources

Management Information Systems Concentration (18 hours)

The following six courses are required.

- MIS 335 Relational Database Systems
- MIS 338 Planning, Acquisition and Control of Information Systems
- MIS 434 IT Project Management
- MIS 437 Electronic Commerce and the Internet
- MIS 441 Security and Disaster Recovery
- MIS 443 Decision Support and Expert Systems

Academic Programs: Undergraduate Curriculum

Quality Assurance Concentration (12 hours)

The following four courses are required:

- ORMN 471 A Survey of Quality
- ORMN 475 Measurement and Testing
- ORMN 482 Quality Communications, Documentation and Auditing
- ORMN 484 Capstone

Working Class Studies (15 hours)

The following five courses are required:

- ORMN 485 Jobs and Justice in a Global Economy
- ORMN 486 Labor and Society: Democracy at Work
- ORMN 488 Workers' Rights: Laws and Contracts
- ORMN 490 Healthy Work and Green Jobs
- ORMN 492 Organizing for Justice

Financial Services Concentration (15 hours)

The following five courses are required:

- BSMT 465 Banking and Financial Services Fundamentals
- BSMT 470 Money and Banking
- BSMT 472 Banking/Financial Services Operations
- BSMT 474 Law and Banking Principles and Applications
- BSMT 476 Banking and Financial Services - Finance

A.S. in Business Management (67 hours)

The following courses are required for the Associates degree:

1. 34 hours: General Education
2. 33 hours: Requisites for the Major
 - CMIS 225 Business Microcomputer Applications
 - ECON 210 Principles of Economics I
 - ECON 211 Principles of Economics II
 - MATH 160 Business Mathematics
 - BSMT 220 Management Thought, Principles and Practice *or*
BSMT 300 Accounting for Managers *or*
ACCT 210 Principles of Accounting I *and*
ACCT 211 Principles of Accounting II
 - BSMT 320 Human Resources Management
 - BSMT 400 Marketing Management

Certificate in Business Management (30 hours)

The following courses are required:

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1. CMIS 115 Computer Literacy
2. CMIS 225 Business Microcomputer Applications
3. ECON 210 Principles of Economics I
4. ECON 211 Principles of Economics II
5. MATH 160 Business Mathematics
6. BSMT 220 Management Thought, Principles and Practice
7. BSMT 300 Accounting for Managers *or*
ACCT 210 Principles of Accounting I *and*
ACCT 211 Principles of Accounting I
8. BSMT 320 Human Resources Management
9. BSMT 400 Marketing Management
10. BSMT ____ (upper level course only)

Second Degree in Business Management (39 hours)

The following courses are required:

1. CMIS 225 Business Microcomputer Applications
2. CMIS 255 Windows (or equivalent)
3. ECON 480 International Business
4. BSMT 220 Management Thought, Principles and Practice
5. BSMT 300 Accounting for Managers
6. BSMT 320 Human Resources Management
7. BSMT 379 Small Business Management/Entrepreneurship
8. BSMT 400 Marketing Management
9. BSMT 440 Financial Management
10. BSMT 489 Strategic Management and Decision Making
11. BSMT ____ (upper level course only)
12. BSMT ____ (upper level course only)
13. BSMT ____ (upper level course only)

Minor in Business Management (15 hours)

The following courses are required:

1. ECON 210 Principles of Economics I
2. BSMT 220 Management Thought, Principles and Practice
3. BSMT 300 Accounting for Managers
4. BSMT 320 Human Resources Management
5. BSMT/PHIL 375 Business and Professional Ethics

Business Management Courses (BSMT)

BSMT 220. Management Thought, Principles and Practice 3 hours

This course provides a conceptual framework of fundamental knowledge in management thought, principles, and practices. Students in this course will: understand the workings of organizational processes; understand the role of entrepreneurship; explore essential management duties and responsibilities; develop an awareness of organizational behavior; understand the social and ethical impacts of decisions; and decide on future aspirations. Topics include the environment, corporate culture, social responsibilities, planning and goal setting,

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decision making, change and innovation, leadership, motivation, and communication.

Prerequisites: None

BSMT 300. Accounting for Managers **3 hours**

This course is designed to explain how accounting data can be interpreted and used by managers in making decisions. This course may not be taken by Accounting majors to meet major requirements.

Prerequisites: MATH 160 or MATH 103

BSMT 320. Human Resources in Management **3 hours**

This course is an introduction to behavioral issues and personnel functions as they apply to modern organizations. Students in this course will: understand the changing role of human resources in today's work environment; identify the key functions of human resource management; recognize the expanding role of human resource management in strategic planning; discuss the social, ethical and legal responsibilities of the human resources manager; and engage in critical problem-solving and decision-making, applying key principles of human resource management. Topics include human resource planning, the impact of the organization's strategic planning process, and how these areas fit within the context of behavioral sciences.

Prerequisite: BSMT 220

BSMT 330. Law and The Manager I **3 hours**

This course provides a close review of the role of law in society and business. Students in this course will: understand the legal and social environment and government's roles; understand crimes, torts, and legal remedies; and know the critical parts and nuances of contracts. These objectives will be accomplished as students work on team projects and engage in collaborative learning exercises. Topics include contracts, personal property, and the legal environment.

Cross-listed: ACCT 332, PAR 331

BSMT 331. Law and The Manager II **3 hours**

This course is designed to acquaint the student with law in the areas of commercial paper, debtors' and creditors' rights, agency, legal forms of organization, real property, estates and sales.

Cross-listed: ACCT 333, PAR 332

BSMT 350. Business Communications **3 hours**

This course investigates written and oral communication skills through the study of communication theory and its practical application in preparing correspondence, reports, and oral presentations in organizations. Students in this course will: identify and understand critical oral and written communication processes; consider the ethical, cultural, and technological ramifications of the communication process; apply appropriate techniques to various business-related scenarios; and understand their role in supporting organizational goals. Topics include communication foundation and theory, the writing process, business correspondence, report writing, proposals and presentations, and oral

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communication skills. In addition, students have an extensive review of key grammar and usage issues.

Prerequisite: Sophomore standing

BSMT 375. Business and Professional Ethics **3 hours**

This course will investigate some of the major social and ethical issues associated with business and the professions. Topics to be covered include theories of right and wrong, relativism, the justification of moral judgments, the social responsibilities of business employers to their employees, obligations of employees to their employers, bluffing in negotiations, deception in advertising, extortion, decision-making role of the professional and professional responsibility. Cross-listed: PHIL 375

BSMT 378. Supervision **3 hours**

This course explores the role of supervisors in modern organizations. Key skills such as goal-setting, delegating, interviewing, negotiating, coaching, counseling and handling grievances are covered, along with management functions of planning, organizing, directing and monitoring.

Prerequisite: BSMT 220.

BSMT 379. Small Business Management/Entrepreneurship **3 hours**

This course deals with the organization and management of a small business. Among the topics covered are entrepreneurship, financing, marketing, location, accounting, human resources and developing a business plan.

Prerequisite: BSMT 220

BSMT 380. Organizational Leadership **3 hours**

This course presents the key foundational concepts essential to an understanding of leadership. Servant leadership will be considered within a thorough study of the historical and theoretical models of leadership. Leadership will be defined and understood within the context of action and function and then expanded into the specific context of organizational life. Learners will discover their unique giftedness to lead and serve and will actively build their leadership understanding and competencies.

BSMT 400. Marketing Management **3 hours**

This course is an in-depth review of theories, principles, concepts, and activities involved in the flow of goods and services from producer to user. Students in this course will: understand the role of marketing in a free enterprise economy; develop an understanding of marketing terms, institutions and concepts; develop the ability to make the marketing decisions a manager must make to satisfy customers by satisfying their needs; identify and explain, and then apply the important marketing concepts in case situations; apply marketing concepts cumulatively; analyze marketing case problems confidently and meaningfully, thus providing a solid foundation for case analysis; and apply the concept of the "marketing Code of Ethics" to management decision making. Topics include the study of the principles, concepts, institutions, and activities involved in bringing goods and services to the ultimate market and user.

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Prerequisites: BSMT 220 and either MATH 160 or MATH 103-104.

BSMT 440. Financial Management

3 hours

The content of this course covers actual analysis of financial problems involved in the formation management of organizations, especially businesses. The course includes study of the financial aspects of promotion, securing of capital, effective utilization of funds, capitalization, dividend policies, financial analysis, current financing, bankruptcy and related issues. Students will understand the nature of the finance function and the role of the financial manager in the attainment of the goal of maximization of shareholder wealth. In this course, students will: understand the relationships of the internal and external financial environment in regard to the risk/return impact of the decision making process; apply tools of financial ratio analysis to determine the financial strength and weaknesses of a business; understand the principles and theories of working capital management; apply capital budgeting techniques used in the control and development of the capital budget; Apply NPV, IRR, PI, and payback methods to capital budgeting decision situations; solve problems involving the time value of money as it relates to the present value of a cash payment and the future value of existing funds; understand the elements of long and short term financing and the process of evaluating the elements of the cost of capital; and demonstrate proficiency in financial management by applying techniques to case studies.

Prerequisites: BSMT 220, either BSMT 300 or ACCT 210-211, and either MATH 160 or MATH 103-104.

BSMT 465. Banking and Financial Services Fundamentals

3 hours

This course will provide students with comprehensive knowledge of the purpose and business of banking/financial services, the products and services provided by the industry, and how those products and services are delivered. Students will gain an understanding of the inter-relationships between the various types of financial institutions and how those relationships are co-mingled with the U.S. economy.

Prerequisites: MATH 160 and either ECON 160 or ECON 210

BSMT 470. Banking and Financial Services Fundamentals

3 hours

This course will discuss the history, evolution and primary function of money in the U.S. economy and the Global payments system. The class will cover the implementation of U.S. monetary policy and the formation of international exchange rates. Additionally, the course will cover how money is distributed, created, and "priced" both within the U.S. and around the world.

Prerequisite: ECON 210

BSMT 472. Banking/Financial Services Operations and Analyzing Financial Statements

3 hours

This course will cover the day-to-day working operations of a financial institution. It will discuss key banking operations, such as check/payment processing, basic financial accounting, quality control, and industry best practices. The topics of regulatory compliance, identifying and combating fraud, electronic delivery

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methods, and all other core functions of running a financial institution will be discussed in detail.

Prerequisites: MATH 160 and ECON 210

BSMT 474. Law and Banking Principles and Applications **3 hours**

This course provides a broad understanding of the laws and regulations that pertain to the U.S. Banking system. It provides an in-depth study of how those laws and regulations are applied by banks and financial services institutions. It describes the fundamental legal principles that apply to banking and examines the relationship of those fundamentals with the interaction of banks and the public.

Prerequisite: ECON 210

BSMT 476. Banking and Financial Services - Finance **3 hours**

This course will discuss and analyze how banks and financial services institutions finance their operations as well as the operations of their clients. The course will discuss the concepts of equity formation and distribution, the workings of the equity/capital markets, and the relationships those markets have on the U.S. and global economy. The course will reconcile those concepts with the day-to-day operations of both financial institutions as well as with other industries.

Prerequisites: MATH 160 and ECON 210

BSMT 489. Strategic Management and Decision Making **3 hours**

This capstone course is designed to assist students in integration and critical examination of the various concepts, theories, and methods of inquiry presented both in general education and the major. Learning outcomes for both the general education program and the major are reviewed. Course assignments assist students in assessing the degree for which learning outcomes have been mastered. Students in this course will interpret and critically examine the various concepts, theories, and methods of inquiry presented both in general education and the management's major.

Prerequisite: This course must be taken in the student's last semester.

BSMT 496. Topics in Business Management **1-3 hours**

This course will examine topics of special interest in the management field.

Topics courses (but not specific topics) may be repeated for a total of 6 hours.

BSMT 499. Senior Seminar in Business Management **3 hours**

This capstone course is designed to assist students in the integration and critical examination of the various concepts, theories, and methods of inquiry presented both in general education and the major. Learning outcomes for both the General Education Program and the major are reviewed. Course assignments assist students in assessing the degree for which learning outcomes have been mastered. Prerequisite: Senior standing

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Computer Information Systems and Management Information Systems

**Department Chairperson
Roy Scheive, M.S.**

Program Director: George Schaefer, M.S.

Faculty: James Ballmann, C.PP.S., M.S.; Darren Henderson M.S., Kurt Jordan, M.S.

The Computer Information Systems Program offers a B.S. and an A.S. in Computer Information Systems (CIS), a B.S. in Management Information Systems (MIS), an A.S. in Computer Applications and a Certificate in Business Data Processing. The A.S. in Computer Information Applications emphasizes the development of structured application programming skills. The A.S. in Computer Information Systems emphasizes the development of computer-based information technology management skills. The Certificate in Business Data Processing is designed as a threshold experience suitable to the degreed and non-degreed individual.

Mission Statement for Computer Information Systems

The Computer Information Systems curriculum is primarily concerned with the application of the system development life cycle to business-oriented, computer-based systems. Therefore, the curriculum is designed to develop a clear understanding of the foundations of business computing environments as well as the new and threshold technologies of information processing and control. The CMIS Program's core curriculum includes the study of system analysis, structured system design and logic, structured programming concepts, and current as well as emerging technologies. To complement this core curriculum, a selection of courses in other technical and business areas pertinent to the development, implementation, and maintenance of information systems in a variety of organizational settings are included to develop a holistic curriculum content.

Computer Information Systems Degree Outcome Objectives

Upon completion of this program, it is expected that students will:

1. Demonstrate knowledge of computer information systems theory and research and be able to integrate this knowledge in a variety of commercial, business, and other settings;
2. Demonstrate knowledge of object-oriented database technology, from basic object stores to fully operational systems;
3. Understand and be able to analyze the important issues with respect to the societal impact of advanced and emerging computer information technologies;
4. Demonstrate the ability to use a variety of computer applications, including telecommunications, word processing, desktop publishing, graphics, spreadsheet and database programs to process information;

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5. Be able to use simulation applications to formulate questions and to critically investigate and solve problems; and
6. Demonstrate the capability to critically and reflectively engage ethical issues in computer information systems, particularly questions of social responsibility and professional decision-making.

B.S. in Computer Information Systems (124 hours)

The following courses are required for a baccalaureate degree:

1. 56 hours: General Education
2. 30 hours: Requisites for the Major
 - CMIS125 Program Logic
 - CMIS210 Visual Basic.Net Programming I
 - CMIS221 C++ Programming I
 - CMIS253 Web Page Design
 - CMIS255 Windows
 - BSMT 220 Management/Thought/Principles
 - BSMT 300 Managerial Accounting *or*
 - ACCT 210 Principles of Accounting I *and*
 - ACCT 211 Principles of Accounting II
 - BSMT ____ E-Commerce is recommended
 - MATH 160 Business Mathematics
 - MATH 170 Statistics for Business and Sciences *or*
 - MATH 171 Principles of Statistics *or*
 - PSYC 230 Statistics of Behavioral Sciences
3. 33 hours: Upper Level Courses in Major
 - CMIS230 System Analysis/Design
 - CMIS240 Data Communication/Networking
 - CMIS265 Hardware/Software Concepts
 - CMIS275 Dbase Management
 - CMIS310 Visual Basic.Net Programming II
 - CMIS321 C++ Programming II
 - CMIS340 Computer Security
 - CMIS350 Distributed Applications I
 - CMIS351 Distributed Applications II
 - CMIS450 Enterprise Applications
 - CMIS499 Senior Seminar
4. 5 hours: Electives

A.S. in Computer Information Systems (64 hours)

The following courses are required for the associate degree:

1. 34hours: General Education
2. 15 hours: Requisites for the Major

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- CMIS125 Programming Logic
- CMIS225 Business Microcomputer Application
- CMIS251 Application in Databases (Access) *or*
CMIS252 Application in Spreadsheets (Excel) *or*
CMIS253 Web Page Design
- CMIS255 Windows
- MATH 160 Business Mathematics *or*
ECON 210 Principles of Economics/ I

3. 15 hours: Major Courses

- CMIS210 Visual Basic. Net Programming I
- CMIS221 C++ Programming I
- CMIS230 System Analysis/Design
- CMIS265 Hardware/Software Concepts
- CMIS275 Dbase Management

A.S. in Computer Information Applications (67 hours)

The following courses are required for the Associates degree:

1. 33 hours: General Education

2. 21 hours: Requisites for the Major

- CMIS125 Programming Logic
- CMIS225 Business Microcomputer Application
- CMIS251 Application in Databases (Access)
- CMIS252 Application in Spreadsheets (Excel)
- CMIS253 Web Page Design
- CMIS255 Windows
- MATH 160 Business Math *or*
ECON 210 Principles of Economics I

3. 12 hours: Major Courses

- CMIS210 Visual Basic. Net Programming I
- CMIS221 C++ Programming I
- CMIS275 Dbase Management
- CMIS 496 Topics in Computer Information Systems

Minor in Computer Information Systems (12 hours)

The following courses are required:

1. CMIS____
2. CMIS ____
3. CMIS ____
4. CMIS ____

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Second Degree in Computer Information Systems (33 credit hours)

The following courses are required:

1. CMIS125 Program Logic
2. CMIS210 Visual Basic.Net Programming I
3. CMIS221 C++ Programming I
4. CMIS310 Visual Basic.Net Programming II *or*
CMIS321 C++ Programming II
5. CMIS221 C++ Programming I
6. CMIS255 Windows
7. CMIS265 Hardware/Software Concepts
8. CMIS275 Dbase Management
9. CMIS230 System Analysis/Design
10. CMIS240 Data Communication/Networking
11. CMIS380 Information Systems in Organizations
12. BSMT 300 Managerial Accounting *or*
ACCT 210 Principles of Accounting I *and*
ACCT 211 Principles of Accounting II

Post Baccalaureate Certificate in Computer Networking



The Computer Networking certificate provides students with an existing bachelor's degree an opportunity to update their computer skills or make a change in their career path. Calumet College of St. Joseph holds CISCO academy credentials. Students with a Computer Networking Certificate thus have the skills and training necessary to obtain Cisco certifications

- Students completing CMIS 113 and 213 can take the CISCO ICND1 examination to obtain CCENT certification. This is the first of two exams for CCNA certification.
- Students completing CMIS 313 and 413 can take the CISCO ICND2 examination to obtain CCNA certification. This is the second of two exams for CCNA certification.

Students will be provided with half price vouchers for these tests, which are provided at CISCO certified test taking facilities. (CCSJ is not a certified test taking facility.)

The following courses are required for a Post-baccalaureate Certificate in Computer Networking:

- CMIS 113 Introduction to Computer Networks
- CMIS 213 Internetworking and TCP/IP
- CMIS 313 Network Switching and VLANs
- CMIS 413 WANs and Network Services

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Computer Information Systems Courses (CIS)

CMIS 113. Introduction to Computer Networks 3 hours

This course is an introduction to Data communications and Networking concepts and hardware. The emphasis is on network hardware and topologies, physical interface standards, construction of transmission media, Local and Wide Area Network protocols.

CMIS 115. Computer Literacy 3 hours

This course introduces the student to computer and information systems. Topics covered will include computer hardware, software and the Internet Microsoft Office will be used to introduce students to the fundamentals of word processing, spreadsheets, databases, and presentation software.

CMIS 125. Business Programming Logic 3 hours

This course uses a structured approach to introduce the student to the logic concepts of business application programming. Topics include logic symbols and their usage, documentation practices, applications logic, pseudo code, charting techniques, object-oriented concepts, and respective terminology. Prerequisite: CMIS115 or enrolled in CMIS115 concurrently.

CMIS 210. Visual Basic.NET Programming I 3 hours

Visual Basic .NET will be used to explore the fundamentals of programming applications. Topics include built-in data types, logic and looping structures, application coding, testing and debugging techniques, documentation and deliverables. Students learn how to design, write, test and debug software applications.

Prerequisite: CMIS115, 125, or CMIS125 concurrently.

CMIS 213. INTERNETWORKING AND TCP/IP 3 hours

This course is a continuation of CMIS 113. The emphasis is on implementing the TCP/IP protocol suite on networking and internetworking devices such as repeaters, bridges, routers, gateways, and switches. Other topics from emerging networking technologies will be considered, as applied to high-speed networks.

Prerequisites: CMIS 113 or consent of instructor

CMIS 221. C++ Programming I 3 hours

This course is an introduction to the C++ programming language. Topics include built-in data types, logic and looping structures, object-oriented concepts, coding, testing and debugging techniques, documentation and deliverables. Students learn how to design, write, test and debug software applications. (Formerly CMIS312)

Prerequisite: CMIS125

CMIS 225. Business Microcomputer Applications 3 hours

This survey course provides the student with an introduction to microcomputers with an emphasis on business applications. Application package under review will be Microsoft Office.

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Prerequisite: CMIS155 and/or permission of program director.

CMIS 230. Introduction to Systems Analysis and Design **3 hours**

As an overview of the systems development life cycle, this course will cover both structured and object-oriented techniques for system analysis and design.

(Formerly CMIS420)

Prerequisites: CMIS125

CMIS 240. Data Communications and Networking Theory **3 hours**

This course presents the underlying principles and theory of data communications and computer networks. Various network topologies are discussed, including their operation and the computer hardware and software required to implement, and particular emphasis is given to the Ethernet architecture. The OSI Model and the TCP/IP suite of protocols are used to develop an understanding of layered protocols. Both peer-to-peer networking and internetworking concepts will be presented. (Formerly CMIS460)

Prerequisites: CMIS125

CMIS 250. Application Topics in Data Processing **3 hours**

This course will offer various current perspectives on popular application software packages. A specific application software package will be targeted for review during a single term. The application package during any respective term will be decided upon by Computer Information System major's request and the Computer Information Systems program faculty.

Prerequisite: CMIS115

CMIS 251. Applications in Databases **3 hours**

This course will introduce students to relational database management theory and database design concepts. Students will use Microsoft Access for database creation, database record entry and update, database querying, and database maintenance. Students will gain hands-on experience with database application development using Microsoft Visual Basic for Applications (VBA).

Prerequisite: CMIS115

CMIS 252. Applications in Spreadsheets **3 hours**

This course is a thorough treatment of spreadsheet concepts in a business context. Students will use the various features of Microsoft Excel for practical business applications including budgeting, charting, loan amortization and data analysis.

Prerequisite: CMIS115

CMIS 253. Web Page Design **3 hours**

This course will introduce students to the fundamentals of web page development using the Hypertext Markup Language (HTML). Students will use a non-visual/code-based HTML development environment throughout the term. Students will also be introduced to the use of Adobe Photoshop for web-based image creation and processing.

Prerequisite: CMIS115

Cross-listed with COM 253

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CMIS 255. Windows **3 hours**

The Windows graphic user interface is explored in respect to its functions and capabilities. Linking third party applications software written for Windows environment is introduced during the term.

Prerequisite: CMIS115

CMIS 265. Hardware and Software Concepts **3 hours**

Students will be introduced to the technical aspects of operating systems and computer architecture. Topics include memory management, process management, device management, job scheduling, compilers and assemblers, CPU architecture, storage technologies and instruction sets.

Prerequisites: CMIS 115, 125

CMIS 275. Data Base Management Systems **3 hours**

This course will introduce the student to integrated data bases, architecture of data base systems, storage structures, and data base management systems. Students will gain theoretical experience in designing and developing data bases for use in computerized applications as well as accessing a data base through a query language.

Prerequisites: CMIS 115, 125.

CMIS 313. Network switching and VLANs **3 hours**

This course is a continuation of CMIS 213. Topics include emerging technologies in computer networks and related hardware, modeling, simulation, and analysis of existing LAN, WAN and wireless topologies. Network switching, switch configuration, VLANs and switch troubleshooting are emphasized.

Prerequisites: CMIS 213 or consent of instructor

CMIS 310. Visual Basic.Net Programming II **3 hours**

This course reinforces and extends the concepts introduced in CMIS 210 and teaches advanced Visual Basic programming in the .Net environment. Topics include objects, memory management, database access and graphical user interface (GUI).

Prerequisites: CMIS 115, 125, 210

CMIS 321. C++ Programming II **3 hours**

This course reinforces and extends the concepts introduced in CMIS 221. Students will continue their study of the C++ language by working with one-dimensional and two-dimensional arrays, strings, structures, objects, and classes. Students will then use the C++ standard library functions required to process both text and binary files.

Prerequisites: CMIS 115, 125, 221

CMIS 340. Computer Security **3 hours**

This course is a survey of security techniques, methods and considerations for information systems. Topics include risks, vulnerabilities, risk analysis, security controls, encryption, operational issues, policies, forensics, and disaster recovery

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planning. Students learn about the role of security and how to develop security policies, procedures and disaster recovery plans.

Prerequisites: CMIS230, 240, 265

CMIS 350. Distributed Applications I 3 hours

This course is an introduction to distributed and network-based software applications. Topics include client-side and server-side considerations, multi-tiered architecture, scripting including ASP/JSP, client-server and CGI programming, transaction persistence, database access and new trends in distributed systems. Advanced Web content generation techniques are covered. Prerequisites : CMIS240, 253, 275, 310, 321

CMIS 351. Distributed Applications II 3 hours

This course is a continuation of Distributed Applications I. It includes advanced features and techniques for developing and implementing sophisticated distributed applications and Web services. Topics include: client design, server design, network-based programming, middleware, and database access using both Web browsers and custom-written clients. Focus will be on reliability, security and fault tolerance. Students identify, design and develop a working distributed software application.

Prerequisites: CMIS230, 350

CMIS 380. Information Systems in Organizations 3 hours

This course analyzes the roles of information systems in organizations and how they relate to organizational objectives and organizational structure. It also includes the concepts of systems, organization of a system, information flow nature of information systems, Management Information Systems (MIS), modeling, and graphics.

Prerequisites: CMIS115, 125, 312 or 320

CMIS 413. WANs and Network Services 3 hours

This course is a continuation of CMIS 313. Topics include network services configuration and security and WAN configuration and implementation. Students will design and develop a detailed network design as part of the course requirements.

Prerequisites: CMIS 313 or consent of instructor

CMIS 415. Advanced Programming Using Visual Basic 3 hours

This course teaches advanced Visual Basic programming in the .Net environment with a focus on the programming techniques required most in the industry. Students are taught theory within the context of performance-based evaluation. The students demonstrate an understanding of the theory by building specific applications. Thus, making learning more effective and arming them with an additional portfolio item that presents their acquired skill level to the business world. The hands-on experience is structured to allow the student to design and build applications which display proof of theory concepts in detail through the application development process.

Prerequisites: MIS 115, 125, and 210

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CMIS 450. Enterprise Applications **3 hours**

This course explores advanced distributed systems concepts and techniques. Students will learn how to use software and computer systems architecture to integrate disparate enterprise computer applications. Topics include application integration, Web services, legacy systems, process integration, international considerations, and distributed systems standards.

Prerequisites: CMIS340, 351

CMIS 496. Topics in Computer Information Systems **1-3 hours**

This course will examine topics of special interest in the Computer Information Systems field. Topics courses (but not specific topics) may be repeated for a total of 6 hours.

CMIS 497. Research **3 hours**

By participating in a semester-long research program, students can earn credit for their degree. Training in research methodology provides students with the opportunity to pursue this discipline by designing, implementing, and constructing a formal report on a research topic. This course requires senior status, a cumulative 3.25 index in the major, and the approval of the Program Director.

CMIS 499. Senior Seminar in Computer Information Systems **3 hours**

This capstone course ties together all the skills and techniques the student has acquired by completing the CMIS major course. Students will identify a need that would benefit from automation and then design and develop an appropriate production-quality computerized information system. Senior standing is required. This course may be repeated for a total of 6 hours.

B.S. in Management Information Systems

The Computer Information Systems Program offers a B.S. in Management Information Systems, which will prepare you to become an effective leader in today's fast-paced world of computing. The B.S. in MIS is designed to meet the educational needs of adult students unable to complete their degree in the traditional manner. The MIS degree is offered with flexible start-ups, convenient scheduling, and credit for prior accredited college work and credit for life learning experiences. It is designed for maximum convenience for the work and personal life of the busy adult and can be completed in 18 months of concentrated study. After completing the 14 courses in the MIS curriculum, students graduate with a fully accredited bachelor degree.

Course content focuses on project management, alternative sourcing techniques, and writing and managing contracts currently used in sourcing strategies. These skills, coupled with focused management courses, prepare students to manage advanced technology as well as leading-edge information systems development techniques. Case studies, group projects and hands-on laboratory work prepare students to effectively manage technical computing environments.

Cluster groups of approximately 15 adult learners meet once a week for four hours and remain together for the entire program. In this collaborative learning environment, students are encouraged to bring their personal experiences to the

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classroom, integrate what they know with what they learn and share their experiences with other students. Graduates leave Calumet College of St. Joseph possessing the personal and professional skills needed to succeed in today's highly technical computing field.

Management Information Systems Degree Outcome Objectives

Upon completion of this degree, it is expected that students will:

1. Demonstrate knowledge of computer information systems development and management and be able to integrate this knowledge in a variety of commercial, business and other settings;
2. Demonstrate knowledge of modern database technology and use, including normalization and query languages;
3. Demonstrate knowledge of current computer hardware and software, including telecommunications, networking, electronic commerce, and expert systems;
4. Identify, understand and be able to analyze important issues with regard to the societal impact of advanced and emerging computer information technologies;
5. Be able to apply appropriate management processes, procedures, and techniques to answer questions and solve business-related challenges and problems; and
6. Demonstrate the capability to critically and reflectively respond to ethical issues in computer information systems, particularly questions of social responsibility and professional decision-making.

B.S. in Management Information Systems Degree Requirements

Completion of this accelerated baccalaureate degree requires satisfaction of requirements in both the major field of study and in General Education. The following courses that compose the major field of study are listed below in their prescribed sequence and are intended to be taken in this order.

- | | |
|-------------|--|
| 1. MIS 330 | MIS Analysis and Design |
| 2. ORMN 431 | Business Mathematics |
| 3. MIS 333 | Software Development |
| 4. ORMN 405 | Dynamics of Organizational Behavior |
| 5. MIS 335 | Relational Database Systems |
| 6. MIS 338 | Planning, Acquisition and Control of Information Systems |
| 7. MIS 431 | Networking and Telecommunications |
| 8. MIS 434 | IT Project Management |
| 9. MIS 437 | Electronic Commerce and the Internet |
| 10 ORMN 445 | Essentials of Accounting and Finance for Managers |
| 11 MIS 441 | Security and Disaster Recovery |
| 12 ORMN 443 | Supervisory Management |
| 13 MIS 443 | Decision Support and Expert Systems |
| 14 PAR 350 | The Law of Contracts |

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General education requirements are set forth as eight core abilities. Each core ability reflects a determination by the faculty of what constitutes college level learning in a particular disciplinary area or related disciplinary areas. The requirements contained in the eight core ability statements may be satisfied through a variety of routes. Many students will be able to apply previously completed course work to address core ability requirements. Certain core ability requirements may be satisfied, in whole or in part, through completion of course work in the major field of study.

Students should contact the Degree Completion Program Academic Advisor for information concerning the core ability requirements, and the various methods that may be employed to satisfy these requirements.

Management Information Systems Courses (MIS)

The following sequence of courses is intended for the accelerated MIS degree candidates only.

MIS 330. MIS Analysis and Design 3 hours

This course focuses on using the systems development life cycle to develop robust, secure, reliable information systems that satisfy user requirements. Several tools and techniques for developing information systems are covered, including structured, rapid proto-typing and object oriented methods. Students learn how to analyze business problems and develop appropriate automated solutions.

MIS 333. Software Development 3 hours

This course focuses on all aspects of the software development life cycle. Topics include using system specifications and requirements to design a software solution, selecting an appropriate programming language, coding the application, testing and debugging techniques, documentation and deliverables. Students learn how to design, write, test and debug software applications.

MIS 335. Relational Database Systems 3 hours

This course introduces the student to the architecture of database systems, storage structures, and relational database management systems. Students gain theoretical and practical experience in developing applications that access databases as well as using query languages. Students learn how to design and implement a database, and write queries to extract useful information.

MIS 338. Planning, Acquisition and Control of Information Systems 3 hours

This course introduces various methods of organizing Information Systems resources. Topics include centralized, decentralized and hybrid approaches, charge-back methods, planning techniques, out-sourcing and application service providers. Students learn how to answer the “make or buy” decision concerning information systems resources.

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MIS 431. Networking and Telecommunications **3 hours**

This course introduces the student to the various communications facilities normally found in a business environment. Topics include data and voice networks, wired and wireless networks, inter-, intra-and extranets, virtual private networks, and security issues. Students learn what hardware and software is needed to construct various types of networks.

MIS 434. IT Project Management **3 hours**

This course is a survey of project management techniques, methods, tools, functions and goals. Topics include interdependencies, bottlenecks, critical paths, and time and budget management techniques. Students learn how to plan and manage information system projects.

MIS 437. Electronic Commerce and the Internet **3 hours**

This course is a survey of electronic commerce concepts and techniques. Topics include business models, the business value chain, revenue models, marketing, Web presence, legal and ethical issues, and security. Students learn how to choose and implement an appropriate business model to take advantage of electronic commerce and the Internet.

MIS 441. Security and Disaster Recovery **3 hours**

This course is a survey of security techniques, methods and considerations for information systems. Topics include risks, risk analysis, security controls, and disaster recovery planning. Students learn about the role of security and how to develop a disaster recovery plan.

MIS 443. Decision Support and Expert Systems **3 hours**

This course is a survey of decision support systems and techniques. Topics include structured and unstructured problems, types of decision support systems software, development of expert systems and artificial intelligence. Students learn how automation can assist managers in making important decisions.

Academic Programs: Undergraduate Curriculum

Economics

Department Chairperson
Roy Scheive, M.S.

Support Area Coordinator: Terry Ferrari, M.B.A.

Faculty: Thomas Daniels, M.B.A.; Phillip Gelato, M.S.

ECON 160. Economic Theory and Personal Finance **3 hours**

This course introduces a range of economic theories. The basic principles of micro- and macro-economics are studied and discussed, such as business systems in relation to the economic society. The course uses this background to explore and consider processes of setting and achieving personal financial goals. Topics include the mathematics of buying and selling, consumer loans and credit cards, taxes and insurance, annuities, stocks and bonds, and income and expense planning.

ECON 210. Principles of Economics I (Introduction to Macroeconomics) **3 hours**

This course serves as an introduction to economics in general, and as a specific introduction to macroeconomics. It includes such topics as national income, employment, and monetary policy, economic growth, and the international implications of macroeconomic policy.

Prerequisites: MATH 160 (or equivalent), concurrent registration, or consent of Program Director.

ECON 211. Principles of Economics II (Introduction to Microeconomics) **3 hours**

This course serves as an introduction to microeconomics. It includes such topics as the theory of consumer demand, economics of the firm, price theory, market structures, the pricing and employment of resources, and income distribution. Microeconomics theory is applied to various fields including labor market, welfare, economic development, and international economics at the discretion of the instructor.

Prerequisites: MATH 160 (or equivalent), ECON 210, or consent of the Program Director.

ECON 480. International Business **3 hours**

The content of this course, an integrated treatment of theory, policy, and enterprise in international trade and investment, will provide the student with an understanding of the economic dynamics and policy issues of trade and investment flows among nations.

Prerequisites: ECON 210-211, MATH 160 (or equivalent), or consent of the Program Director

Cross-listed: SSC 480

ECON 496. Topics in Economics **3 hours**

Academic Programs: Undergraduate Curriculum

This course will examine topics of special interest in the economics field. Topics courses (but not specific topics) may be repeated for a total of 6 hours.

Academic Programs: Undergraduate Curriculum

Organization Management

**Department Chairperson
Roy Scheive, M.S.**

Program Director: Roy Scheive, M.S.

Faculty: Susan Dzyacky, M.S.W.; Joseph Ferrallo, M.B.A.; William Hanna, M.S.; Joanne Jakubowski, M.S.; Brian Lowry, M.L.A.; Daniel Lowry, M.A.; Ricardo Medrano, M.B.A.; Holly Nagy, M.S.; Jeannine Pellettiere, M.P.A.; Roy Scheive, M.S.; Deanne Schmillea, M.S., Mary Severa, M.S.; Beverly Smith, M.S.; Dave Vrbanich, M.S.

Introduction

The Bachelor of Science Degree in Organization Management is designed to meet the educational needs of adults unable to complete their degree in the traditional manner. Adults with two years of transferable college credit can earn their degree in about 18 months by attending class one evening per week.

The program features flexible start-ups, convenient scheduling, and credit for prior accredited college work and credit for life learning experiences. It is designed for maximum convenience for the work and personal life of the busy adult.

Common learning goals are related to communication skills, leadership skills, interpersonal skills, organizational behavior, and problem-solving, all delivered through a modular format. A discussion and problem solving approach encourages a cooperative, non-competitive classroom atmosphere.

Cluster groups of approximately 15 adult learners meet once a week for four hours and remain together for the entire program. A comprehensive curriculum of 14 modules provides students with about 18 months of concentrated studies. In addition, each student must draw on coursework, library resources and prior experience to complete an integrative management project. The project provides a rich culminating experience designed to integrate outcomes from all course work and to link them to a work or organizational setting.

Students are provided with five opportunities to earn concentrations that go beyond the requirements of the baccalaureate degree in Organization Management: Computer Networking, Human Resources Management, Management Information Systems, Quality Assurance, and Working Class Studies. Comparable post-baccalaureate certificates are available as well for students who already hold baccalaureate degrees in related fields or who have relevant professional experience.

Mission Statement of the Organization Management Program

In support of the College mission, the Organization Management Program helps students develop knowledge, skills and values needed to becoming effective managers, administrators, and leaders. Our program values the experiences students bring into the classroom and encourages students to explore

Academic Programs: Undergraduate Curriculum

academically sound alternative methods for fulfilling their educational goals. The program's accelerated approach seeks to reduce or eliminate time and space barriers, thus allowing working adults to complete their educational objectives at an accelerated pace and apply knowledge gained from the integration of work and classroom experiences.

Vision Statement of the Organization Management Program

In order to fulfill our mission, the Organization Management Program seeks to place greater emphasis on competencies students develop throughout the program. We also recognize the need for ongoing assessment of students' learning outcomes regarding the knowledge, skills, and values they develop in our curriculum. Graduates will bring knowledge, skills, and values into workplaces characterized by rapid changes in technologies, so our program will increasingly introduce current technologies. Workplaces are also continuing to reflect the increasingly wide diversities in our society. The Organization Management course of studies aims to heighten students' awareness of and appreciation for others and their differing viewpoints. Students live in a rapidly changing society in a rapidly changing world. Therefore, our curriculum will increasingly emphasize change and the ability to adapt to new realities. The mastery of particular subject matters remains important in any course of study, but we also seek to help students learn about the learning process itself, so that they become more effective lifelong learners.

Program Outcome Objectives

Upon completion of this program, it is expected that students will:

1. Demonstrate a knowledge of the historical and philosophical foundations of various leadership models and the ability to differentiate among the various models;
2. Demonstrate knowledge of various models of group dynamics, and be able to apply such models in order to critically understand and interpret the work of groups within the context of an organization;
3. Demonstrate knowledge of cultural change within an organization, and the role of the supervisor and manager as a change agent;
4. Be able to articulate a personal philosophy of management and apply that philosophy in actual organizational settings;
5. Be able to apply research skills, including appropriate statistical methods, to solve problems, make decisions, and engage in life-long learning; and
6. Demonstrate the capability to critically and reflectively engage ethical issues in Organization Management, particularly questions of social responsibility and professional decision-making.

Bachelor Degree Program Requirements

A minimum 52 semester hours of transferable credits reflecting a 2.0 or above G.P.A. may be accepted from accredited colleges and universities. Eight core abilities must be demonstrated before graduation, including: English, Math, Speech, Computers, History, Humanities, Social Science, and Science. Completion of 42 credit hours of academic core courses and a combined total of 124 credit hours are needed to graduate.

Academic Programs: Undergraduate Curriculum

B.S. in Organization Management (124 hours)

The following are required for a baccalaureate degree in:

1. 52 hours: Transfer Hours (Minimum)
2. 42 hours: Upper Level Courses in Major
 - ORMN 405 Dynamics of Organizational Behavior
 - ORMN 408 Marketing
 - ORMN 415 Economics for Managers
 - ORMN 421 Writing and Research Development
 - ORMN 425 Communication in Organizations
 - ORMN 431 Business Mathematics
 - ORMN 435 Liberal Studies I
 - ORMN 440 The Management and Supervision of Human Resources
 - ORMN 443 Supervisory Management
 - ORMN 445 Essentials for Accounting and Finance for Managers
 - ORMN 450 Liberal Studies II
 - ORMN 455 Business Ethics, Social Responsibility and Management
 - ORMN 460 Strategic Management
 - ORMN 463 Integrative Project
3. 30 hours: Additional Requirements

Computer Networking Concentration (CISCO) (12 hours)

The following four courses are required:

- CMIS 113 Introduction to Computer Networks
- CMIS 213 Internetworking and TCP/IP
- CMIS 313 Network Switching and VLANS
- CMIS 413 WANs and Network Services



Human Resources Concentration (15 hours)

The following five courses are required:

- ORMN 467 Employment Law in the Workplace
- ORMN 470 Compensation and Benefits
- ORMN 473 Labor Relations
- ORMN 476 Training and Development
- ORMN 480 Strategic Management of Human Resources

Management Information Systems Concentration (18 hours)

The following six courses are required.

- MIS 335 Relational Database Systems
- MIS 338 Planning, Acquisition and Control of Information

Academic Programs: Undergraduate Curriculum

- MIS 434 Systems
- MIS 437 IT Project Management
- MIS 441 Electronic Commerce and the Internet
- MIS 443 Security and Disaster Recovery
- MIS 443 Decision Support and Expert Systems

Quality Assurance Concentration (12 hours)

The following four courses are required:

- ORMN 471 A Survey of Quality
- ORMN 475 Measurement and Testing
- ORMN 482 Quality Communications, Documentation and Auditing
- ORMN 484 Capstone

Working Class Studies (15 hours)

The following five courses are required:

- ORMN 485 Jobs and Justice in a Global Economy
- ORMN 486 Labor and Society: Democracy at Work
- ORMN 488 Workers' Rights: Laws and Contracts
- ORMN 490 Healthy Work and Green Jobs
- ORMN 492 Organizing for Justice

These courses are open to all students as elective courses.

Post Baccalaureate Computer Networking Certificate (CISCO) (12 hours)

The following four courses are required:

- CMIS 113 Introduction to Computer Networks
- CMIS 213 Internetworking and TCP/IP
- CMIS 313 Network Switching and VLANS
- CMIS 413 WANs and Network Services



Post Baccalaureate Human Resources Certificate (18 hours)

The Human Resources Certificate is restricted to students who already hold a baccalaureate degree in business, management, or a related field. The following six courses are required:

- ORMN 440 The Management and Supervision of Human Resources
- ORMN 467 Employment Law in the Workplace
- ORMN 470 Compensation and Benefits
- ORMN 473 Labor Relations
- ORMN 476 Training and Development
- ORMN 480 Strategic Management of Human Resources

Academic Programs: Undergraduate Curriculum

Post Baccalaureate Management Information Systems Certificate (18 hours)

- MIS 335 Relational Database Systems
- MIS 338 Planning, Acquisition and Control of Information Systems
- MIS 434 IT Project Management
- MIS 437 Electronic Commerce and the Internet
- MIS 441 Security and Disaster Recovery
- MIS 443 Decision Support and Expert Systems

Post Baccalaureate Quality Assurance Certificate (12 hours)

The Quality Assurance Certificate is restricted to students who already hold a baccalaureate degree in business, management, or a related field. The following four courses are required:

- ORMN 471 A Survey of Quality
- ORMN 475 Measurement and Testing
- ORMN 482 Quality Communications, Documentation and Auditing
- ORMN 484 Capstone

Post Baccalaureate Certificate in Working Class Studies (15 hours)

The Certificate in Working Class Studies is restricted to students who already hold a baccalaureate degree in a related field or who have relevant professional experience. The following five courses are required:

- ORMN 485 Jobs and Justice in a Global Economy
- ORMN 486 Labor and Society: Democracy at Work
- ORMN 488 Workers' Rights: Laws and Contracts
- ORMN 490 Healthy Work and Green Jobs
- ORMN 492 Organizing for Justice

Organization Management Courses (ORMN)

ORMN 405. Dynamics of Organizational Behavior 3 hours

Develops an understanding of behavior of the individual, group, and system level. Promotes exploration of understanding of self, the cohort group, and Calumet College of St. Joseph as models of the three levels. Promotes an understanding of the similarities and differences between groups and teams. Working through group problems will be emphasized.

ORMN 408. Marketing 3 hours

Introduces the managerial approach to marketing. Includes the study of markets, institutions and the environment in which business enterprises operate.

Academic Programs: Undergraduate Curriculum

Emphasizes marketing decision processes regarding the marketing mix, marketing programs and selected applications.

ORMN 415. Economics for Managers **3 hours**

A survey of the field of economics as it relates to the manager. Designed to provide a basic understanding of the principles, concepts, and operational aspects of our economic systems and the role economics plays in daily business.

ORMN 421. Writing and Research Development **3 hours**

This course examines written communications as a professional skill with extensive practice in the forms of written communication unique to business. Research skills are identified and developed by completing a research paper in a selected area of management.

ORMN 425. Communication in Organizations **3 hours**

Identifies the formal structure, channels, and mechanisms for communication and the informal process of communication within an organization and its environment. Explores the dynamics of communication in and between organizational work units and how employee, supervisory, and management roles and perspectives affect communication.

ORMN 431. Business Mathematics **3 hours**

This course reviews business mathematics and introduces methods, techniques and the applications of quantitative tools to logical decision making. The area of study includes: bank services, payroll, mathematics of buying and selling, statistics, discounting, and compound interest.

ORMN 435. Liberal Studies I **3 hours**

An introduction to liberal arts as acts of critical inquiry. Students will become acquainted with classical forms of drama that lie behind much of the tradition of Western thought, as well as some modern approaches.

ORMN 440. The Management and Supervision Human Resources **3 hours**

An examination of human resources management including: Human Resource Planning, Staffing and Selection, Benefits and Compensation, Safety and Health, and Employee Relations. Economic, social and legal constraints on the performance of these functions are explored. Practical applications of work in recruiting, job postings, benefits programs required, and negotiation will be incorporated in this module.

ORMN 443. Supervisory Management **3 hours**

Emphasis will be on the supervisory role. Students will learn to understand the unique role that a supervisor plays in areas of performance management, decisions in downsizing and development. Techniques for dealing with disruptive behavior are addressed in this course.

Academic Programs: Undergraduate Curriculum

ORMN 445. Essentials for Accounting and Finance for Managers **3 hours**

A study of the accounting process to enable the manager to work effectively with accountants and financial managers. The use of accounting data, financial statements, budgets, and MIS data are surveyed.

ORMN 450. Liberal Studies II **3 hours**

Continues the introduction to liberal arts, impinging on areas that might be categorized as "social science" as well as "humanities." This course introduces students to critical social analysis.

ORMN 455. Business Ethics, Social Responsibility and Management **3 hours**

The application of theories of ethics to contemporary problems of business and professional practice. Emphasis is focused on the social responsibility of corporations and individuals within corporations and the relationship between the professional and public responsibilities.

ORMN 460. Strategic Management **3 hours**

An examination of models in management planning and decision making to enable students to develop an understanding of strategy formulation and implementation.

ORMN 463. Integrative Project **3 hours**

This is a capstone course where students will analyze and complete a case study designed to integrate the following disciplines: Marketing, Financial, Accounting, and Management.

ORMN 467. Employment Law and the Workplace **3 hours**

This course will review key legislation affecting: employee rights, privacy, and consumer protection. Legislation regarding equal employment opportunity, affirmative action, gender discrimination and harassment will also be reviewed. Legal employment practices and wrongful termination and employer defenses against legislation will also be covered.

ORMN 470. Compensation and Benefits **3 hours**

This course provides an in-depth treatment of pay and benefit practices, including job evaluation, salary surveys, individual and group performance-based pay, health insurance and pensions. The objective of this class is to help line managers and human resource department staff members understand pay/benefit plans and community them effectively to employees. Theory and practice are combined in practical projects.

ORMN 471: A Survey of Quality Assurance **3 hours**

A survey of the history and development of quality assurance principles and practices, documentation-and-audit based standards, quality awards and certification systems, professional ethics and social responsibility, and the emergence of quality assurance as a distinct field.

Cross-listed with QLP 500

Academic Programs: Undergraduate Curriculum

ORMN 473. Labor Relations **3 hours**

This course is a study of the American labor force: measurement, characteristics and behavior under changing income, employment and technology. An examination of recent labor market developments provides the basis for a critical analysis and appraisal of contemporary wage theory. Topics include changes in the labor force, unemployment, water determination, the minimum wage, internal labor markets, productivity, discrimination, unions, and collective bargaining. Key legislation affecting employees and labor relations are also reviewed.

OMRN 475: Measurement and Testing **3 hours**

The survey and application of measurement and testing strategies and techniques, including measurement systems analysis, metrology, destructive and non-destructive testing, calibration, and the use and maintenance of inspection equipment.

Cross-listed with QLP 540

ORMN 476. Training and Development **3 hours**

This course is an intensive study of personnel training and development in contemporary organizations. Emphasis is placed upon the identification of training needs, program design, choice of training methods, and evaluation of results. Classroom activities focus on application, with students designing and presenting training seminars.

ORMN 480 Strategic Management of Human Resources **3 hours**

This course will help students understand how the management of people is influenced by the social, ethical, and legal environment; by diversity in the work place; by the organizational culture; and by the firm's overall business strategy. Students will learn how to perform the following activities: selecting employees; career development; evaluating and rewarding performance; and managing conflict.

ORMN 482: Quality Communications, Documentation & Auditing **3 hours**

The survey and workplace application of principles and practices associated with managerial communications, quality documentation, quality auditing, corrective action documentation and reporting, and professional ethics.

Cross-listed with QLP 543

ORMN 472. Statistical Quality Control & Sampling **3 hours**

A survey of strategies and techniques associated with statistical analysis, including measures of central tendency and dispersion, the concept of variability, statistical process control, Six-Sigma, and reliability testing.

Cross-listed with QLP 515

Additional optional course offerings are available to all students enrolled in the *Degree Completion Track* of the College's accelerated undergraduate programs. These courses are delivered in a similar format to other accelerated courses, usually 5 weeks long, 4 hours one evening or Saturday per week, and reflect the

Academic Programs: Undergraduate Curriculum

same tuition rate charged for all of the College's accelerated classes. These courses are designed to assist students in the meeting their credit hour requirements. Contact your Accelerated Academic Advisor for information regarding the optional course offerings now available.

Academic Programs: Undergraduate Curriculum

Department of Education

Department Chairperson
Michele Dvorak, PHJC, Ed.D.

<i>Program</i>	<i>Directors/Coordinators</i>
Baccalaureate	
Bachelor of Science: Elementary Education	Michele Dvorak, Ed.D.
Education Licensure	
Transition to Teaching (T2T)	Michele Dvorak, Ed.D.
Licensing Advisors	Michele Dvorak, Ed.D. Bruce Wisowaty, M.A.
Director of Field Experience	Angela Wells, M.S.
Education Student Advisor	Bruce Wisowaty, M.A.
Full Time Faculty	Jessica Madden, Ph.D.
Master's Degrees	
Master of Arts in Teaching: Elementary	John Shields, Ph.D.
Master of Arts in Teaching: Secondary	

Academic Programs: Undergraduate Curriculum

Education

Department Chairperson
Michele Dvorak, PHJC, Ed.D.

Programs Offered

Bachelor of Science: Elementary Education

Master of Arts in Teaching: Elementary Education

Master of Arts in Teaching: Secondary Education

Program Director: Michele Dvorak, PHJC, Ed.D.

Faculty: Kathie Adduci, M.A.; Ronald Blake, M.A.; Michael Brown, M.A., Nancy Ellis, M.S.; Chris Gloff, M.S.; Eleanor Kasprzycki, M.S.; Jessica Madden, Ph.D.; Barbara O'Block, Ed.D.; Nick Pezzuto, M.S.; Joi Patterson, Ph.D.; John Potocki, M.A.; John Shields, Ph.D.; Jeanette Shutay, Ph.D.; Margaret Speski, M.A.; Angela Wells, M.S.; Bruce Wisowaty, M.A.

External Evaluators: Kathie Adduci, M.A.; Dariel McGrath, M.A.; Patricia Torreano, M.A.

The Education Program offers bachelor degrees in elementary education, Master of Arts in Teaching (MAT) and licensure in elementary and secondary education.

Mission Statement of the Education Program

The Education Department of Calumet College of St. Joseph supports the mission of the College to prepare a diverse population for professional careers and graduate education. Guided by a Catholic vision of social justice, the education program empowers teacher candidates to improve their personal lives and to create a more equitable society through education. Our mission, therefore, is to implement justice oriented educational experiences for teacher candidates and professional educators that reflect current theory and best practice in the profession according to three essential and interrelated pillars; professional preparation, continuous and critical reflection, and ongoing personal and professional transformation.

Vision Statement of the Education Program

The Education Unit is deeply committed to the Calumet College of St. Joseph mission to provide quality education for its diverse population which fulfills an essential goal of the College mission: the formation of academic, spiritual, moral and ethical values in support of social justice and personal responsibility. Through quality education, teacher candidates contribute to the just transformation of values and social structures within society, promoting human dignity, freedom, responsibility, and creativity. Thus, the Education Unit contributes to the building of a socially just society wherein the inherent dignity and rights of the individual person are respected and protected in solidarity with others in community.

Academic Programs: Undergraduate Curriculum

Drawing from the mission of the College and the values of the Missionaries of the Precious Blood (C.P.P.S.), the vision of the Unit empowers teacher candidates to become effective P-12 educators through the processes of preparation, reflection and transformation. These effective educators demonstrate academic and ethical values and teach students to be morally responsible individuals who prize the acquisition of knowledge for the sake of transforming society towards justice.

Program Outcome Objectives

Upon completion of this program, teacher candidates will:

1. Demonstrate competency in core knowledge and skills essential to the various disciplines: English, Mathematics, Theology, Philosophy, Humanities, Physical Life, Social Sciences and the Fine Arts;
2. Demonstrate knowledge of current state and national standards (e.g., ACEI, IDOE standards, and NBPTS, etc.), theories, and theorists associated with the framework of educational methodology and pedagogy needed to serve a diverse student population;
3. Incorporate the most current media and technology in planning, organizing, and assessing student needs;
4. Demonstrate professional skills and educational leadership to address evolving educational trends;
5. Demonstrate competency as skilled, reflective teaching professionals, cognizant of their roles in transforming self, students, and the community;
6. Develop personal responsibility to transform society for the common good based on values and principles that ensure social justice;
7. Demonstrate integration of the skills of reflection, analysis, evaluation, synthesis, communication, and problem solving in educational situations;
8. Collaborate with community, its resources and services to provide quality educational experiences and opportunities to meet the future needs of all students;
9. Develop a deep respect for the values inherent in various religious, educational, and cultural traditions;
10. Develop a commitment to life-long spiritual and professional growth with an understanding of personal values and ethics.

Program Curriculum and State Licensure

The Calumet College of St. Joseph Education Program has been authorized by the Indiana Department of Education's Office of Educator Licensing Division (OELD) to prepare teachers for the elementary license. The curriculum includes the CCSJ baccalaureate degree and OELD requirements.

The Calumet College of St. Joseph Education Program has also been authorized by the OELD to prepare teacher candidates for Secondary education through the Master of Arts in Teaching Program. CCSJ also offers preparation for an all-grades license in Business and the Visual Arts. Moreover, Indiana currently participates in a reciprocal agreement concerning teaching licenses with several states, including Illinois, according to the Interstate Agreement Contracts of September, 1995.

Academic Programs: Undergraduate Curriculum

The Calumet College of St. Joseph Education Program is currently seeking National Council of Accreditation for Teacher Education (NCATE) accreditation with the on-site visit scheduled for March 2012.

Other Requirements

All education majors must fulfill the General Education requirements provided for in the General Education Program in this catalog as well as other requirements associated with the appropriate certificate or degree.

Students seeking entrance into the Education Program are required to successfully pass Praxis I before the official acceptance into the program. Refer to the *CCSJ Education Department Handbook* for further information.

Delivery Systems

Cohort Programs: Day and Evening

- Leads to a Bachelor's degree or post secondary degree in elementary education – 15 months (plus student teaching).
- Monday-Thursday, 8:00 a.m. to noon or 5:00 to 9:00 p.m.; three week sessions per course with one week of preparation time in between courses.
- Field and clinical experience as well as student teaching integrated into the program.
- Fourteen week student teaching required after successful completion of all course work.

Transition to Teaching/Master of Arts in Teaching Program

- Designed for career degreeed changers; leads to certification: eight months for secondary education and eleven months for elementary education (plus student teaching).
- Saturday classes for 8:00am – 4:00pm.
- Field and clinical experience as well as student teaching integrated into the program.
- Fourteen week student teaching required after successful completion of all course work.
- Final Phase: 6 months to complete Masters of Art in Teaching (MAT)

Academic Programs: Undergraduate Curriculum

Bachelor of Science in Elementary Education

The total program for a B.S. in Elementary Education consists of 132-136 hours as follows:

General Education Requirements (62 hours)

Education Courses (58 hours)

Content minor (12-16 hours)

Second Degree

Any student with a baccalaureate degree from an accredited college or university may obtain a second B.S. degree in Elementary Education or required professional education courses. A minimum of 18 credit hours is required for a second degree.

Admission into the Cohort Education Program

Students desiring to qualify for admission into the Education Program must meet the following criteria:

- Good standing with CCSJ
- Transcript review
- Successful completion of General Education courses.
- Successful passing score on Praxis I.
- 75 percent of General Education coursework completed
- GPA of at least 3.0 for the following courses: GENL 299, EDU 300, 311 and 313
- Resume
- Full Criminal History Clearance via Safe Hiring Solutions– (*Note: must be updated annually*)
- Formal application for Teacher Candidacy
-

Continuation in the Cohort Education Program

All teacher candidates are expected to enroll in and attend two Education Seminars each semester. These seminars address educational issues, concerns, and research relevant to the profession.

The Education advisors review the GPA of all teacher candidates at the end of each semester.

Student Teaching Acceptance for Cohort Candidates

Before applying for a student teaching assignment, the teacher candidate must demonstrate proficiency and competence in the professional development expected of a student teacher. Teacher candidates must successfully:

- Complete all required courses.
- Attain an overall GPA of 3.0 or higher;
- Submit Student Teaching Application
- Submit Student Teaching Portfolio
- Interview with Education Committee
- Demonstrate a professional disposition

Academic Programs: Undergraduate Curriculum

- Complete any other required criteria stated in the *CCSJ Education Handbook*.

See the *CCSJ Education Handbook* for more detail.

Transition to Teaching/Master of Arts in Teaching T2T/MAT

Admissions into the T2T/MAT Program

Students desiring to qualify for admission into the T2T/MAT Program must meet the following criteria:

- Bachelor degree
- Successfully pass Praxis I
- Successfully pass Praxis II (Secondary only)
- Transcript review
- GPA of at least 3.0 or higher
- Resume
- Full Criminal History Clearance– (*Note: must be updated annually*)

Continuation in the T2T/MAT Program

All teacher candidates are expected to enroll in and attend two Education Seminars each semester. These seminars address educational issues, concerns, and research relevant to the profession. See the *CCSJ Education Handbook* for more detail.

The Education advisors review the GPA of all teacher candidates at the end of each semester. See the *CCSJ Education Handbook* for more detail.

Student Teaching Acceptance for T2T/MAT Candidates

Before applying for a student teaching assignment, the teacher candidate must demonstrate proficiency and competence in the professional development expected of a student teacher. Teacher candidates must: successfully:

- Complete all required courses.
- Attain an overall GPA of 3.0 or higher.
- Submit Student Teaching Application
- Demonstrate a professional disposition
- Complete any other required criteria stated in the *CCSJ Education Handbook*.

Indiana Licensing Process

Indiana requirements for licensing include (but not limited to)

1. Professional courses in education;
2. Successful completion of student teaching experience;
3. Submit portfolio requirements
4. Successful completion of Praxis II;
5. Recommendation by the Licensing Advisor.

Further information about the education program can be found in the *CCSJ Education Student Handbook*. Checklists for all education programs are available from CCSJ advising or members of the Education Department's faculty.

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Further information about the T2T/MAT Program is available in the *CCSJ Education Handbook*.

Bachelor in Education: Elementary Education Courses (EDUC)

GENL 299. General Education Capstone 3 hours

The General Education Capstone at Calumet College of St. Joseph is designed to focus on: integrative learning experience focusing on the foundational knowledge and skills sets associates with the College's General Education Program; an in-depth service-learning experience; and data gathering for academic counseling, self-reflection, and planning purposes.

Prerequisites: All General Education required courses except ENGL 232,233,and/or 234; Phil 200

EDUC 299. Teacher Education Seminar Non-credit

The Education Program offers four (4) seminars each semester. These seminars address current issues, timely concerns, and employment procedures often not addressed in depth elsewhere. All teacher candidates are required to attend all seminars. Seminar Fee: \$40.00 per semester.

EDUC 300. Educational Psychology 3 hours

This course surveys the research associated with the physical, emotional, social, moral, and mental development of children from infancy to adolescence.

Educational theories and theorists provide the backdrop for research review.

Psychological factors that focus on and influence instruction, learning, management, assessment and motivation are examined. Field experience required.

Prerequisites: PSY 100 or GENL 299

Cross-listed with PSY 300

EDUC 311. Foundations of Education 3 hours

What we teach, why we teach, and how we teach are always informed, by the philosophical, historical, social, and legal foundations which serve as the underpinning for our professional actions as educators. This course will, therefore serve to facilitate a clearer, and explicit, understanding of those foundation. Our goal then is twofold: to come to a greater understanding of the philosophical, historical, and legal foundations of American education, *and* to come to evaluate those foundations with a view towards developing our own personal professional self-reflective philosophy of education. Thus, while this course will offer the student the opportunity to appropriate the relevant historical, philosophical, legal facts/concepts available in a "foundations" course in American education, the primary goal of the course is to facilitate the critically reflective development of a coherent philosophy of education. Field experience required.

Prerequisites: GENL 299

EDUC 313. Child Development 3 hours

This course examines major theories and research findings concerning human development from birth through the elementary years and the implications of these for the professional educator. The course concentrates on the most

Academic Programs: Undergraduate Curriculum

current brain research as it relates to physical development, intelligence, perception, language, socio-emotional development, gender role development, moral development, and developmental issues. The most current English Learner theory, technology and emerging theories are explored. Field experience required.

Prerequisites: GENL 299; EDUC 300

EDUC 314. Adolescent Development 3 hours

This course examines the characteristics of growth in adolescents including physical, psychological, social, cognitive, emotional, and moral development with particular reference to relevance for the professional educator. Candidates research and evaluate strategies for addressing the plethora of issues facing adolescents today ranging from parenting style, addressing English Learner (EL) standards, to issues of sexuality, drug and alcohol abuse, delinquent behavior, and peer pressure. Field experience required.

Prerequisites: GENL 299; EDUC 300

EDUC 325. Technology in Education 3 hours

This course is designed to introduce the teacher candidate to the computerized classroom environment. Emphasis is given to the concept of a holistic, integral classroom system. The course includes laboratory experiences with various related applications software. The goal of these experiences is to develop the theory and hands-on computer applications skills necessary to function in the classroom of tomorrow. Field experience required.

EDUC 342. Curriculum and Instruction 3 hours

This comprehensive course includes an historical, sociological, philosophical, and psychological analysis of school curriculum, as well as an examination of theories, trends, and methods of curriculum construction. The course prepares the teacher candidate to work with individual students and groups through the study of the teaching/learning process, evaluation of learning needs, lesson planning for both individuals and groups based upon knowledge of subject matter, student needs, the community, and curriculum goals in today's digital environment. Field experience required.

Prerequisites: GENL 299; EDUC 300, and 311

EDUC 370. Measurement and Evaluation 3 hours

This comprehensive course engages the teacher candidate in the current issues regarding the necessity, design, development, and implementation of effective formative and summative assessment in the classroom. As positive and negative characteristics of current assessment practices are examined, candidates will develop greater effectiveness using a variety of assessment strategies and instruments. Candidates will engage in the creation of teacher-made instruments and revise them based on experience. Research based on best practices will lead candidates to develop a comprehensive philosophy of assessment and classroom assessment program. Professional growth, communication strategies, technological facility, and field experience permeate the course. Field experience required.

Prerequisites: GENL 299; EDUC 300, 311, and 342

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EDUC 391. Human Diversity in Education **3 hours**

This course examines the diversity of students (and families) encountered in the classroom, the school, the community, and the global society. The relationship of diversity to a student's self-concept, motivation, and learning are also explored. Nationality, ethnicity, race, gender, socio-economic status, abilities and cultures are examined, as well as, the influences of economic inequities, religious beliefs, gender and sexual orientation, language, exceptionalities, and *ableness*. *Field experience required.*

EDUC 400. Children's Literature **3 hours**

This course is a survey of diverse traditional and contemporary literature from kindergarten through junior high school. Emphasis is placed on types of literature genre, various authors and illustrators and methods to utilize children's literature in today's digital classroom. Teacher candidates are required to develop and implement multi-media presentations. Field experience required. Prerequisite: PSY 100 Cross-listed: ENG 400

EDUC 421. General Methods of Teaching in Middle Schools **1 hour**

This course examines the teaching process, instructional materials, evaluation procedures, curriculum development, and organization of Middle schools. Techniques to promote individualized and inter-disciplinary learning will be discussed. This course is taken concurrently with EDUC 423, 424, 425, 428. Clinical experience required.

Prerequisites: GENL 299; EDUC 200, 300, 311, and 342

EDUC 422. Reading Problems in Middle Schools **3 hours**

This course focuses on reading problems encountered by Middle school students through analysis and diagnosis. This course must be taken concurrently with EDUC 421. Field experience required.

Prerequisites: GENL 299; EDUC 300, 311, and 342

EDUC 423. Methods of Teaching Language Arts and Communications in Middle Schools **3 hours**

Pedagogical processes appropriate to teaching Middle school English and Journalism are studied. Issues of the digitization of media are explored. This course must be taken concurrently with EDUC 424 and 425. Field experience required.

Prerequisites: GENL 299; EDUC 300, 311, and 342

EDUC 424. Methods of Teaching Social Studies in Middle Schools **2 hours**

Pedagogical processes appropriate to teaching of Middle School Social Studies are studied. This course must be taken concurrently with EDUC 423 and 425. Field experiences required.

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Prerequisites: GENL 299; EDUC 300, 311, and 342

EDUC 425. Methods of Teaching Science in Middle School 2 hours

Pedagogical processes appropriate to teaching science in Middle School are studied. This course must be taken concurrently with EDUC 423 and 424. Field experience required.

Prerequisites: GENL 299; EDUC 300, 311, and 342

EDUC 426. Theories and Practices in Middle Schools 3 hours

This course examines the theoretical, historical, psychological, and sociological foundations of the middle school concept. Teacher candidates discover current practices by researching literature, conducting interviews, and engaging in school observations. Teacher candidates are challenged to conduct original research to determine “best practices” for an ideal middle school. Field experience required.

Prerequisites: GENL 299; EDUC 300, 311, and 342

EDUC 427. Middle School Practicum 3 hours

This course challenges and engages teacher candidates to practice the theories considered in EDUC 426 by engaging them in multiple field experiences in middle schools where they will observe and actively participate in the educational process with middle school students, teachers, administrators, and other middle school professionals. Some practice teaching is required. Teacher candidates must have taken or be currently enrolled in EDUC 426. Prerequisites: GENL 299; EDUC 300, 311, and 342

EDUC 428. Methods of Teaching Mathematics in Middle Schools 3 hours

This course examines the pedagogical processes appropriate to teaching mathematics in Middle Schools. It is taken simultaneously with EDUC 426 (Theories and Practices in Middle Schools) and EDUC 421 (General Methods of Teaching in Middle Schools).

Clinical experience required.

EDUC 429. Methods of Teaching Visual Arts in Middle Schools 3 hours

This course examines the pedagogical processes appropriate to teaching visual arts in Middle Schools. It is taken simultaneously with EDUC 426 (Theories and Practices in Middle Schools) and EDUC 421 (General Methods of Teaching in Middle Schools). Clinical experience required.

EDUC 430. The Exceptional Child 3 hours

The characteristics, capabilities, and expectations of students with special needs, students who are at-risk for learning problems, English Learners (EL) and gifted students encompass the diverse approach to evaluating strategies for quality learning. Students research the teacher’s role in assisting students who face attention, behavioral, learning, physical and social challenges, and other relevant and practical issues unique to educating exceptional students. As well, students engage in descriptive research on parenting the exceptional child. Field experience required.

Prerequisites: GENL 299; EDUC 300, 311, 342, and 370

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EDUC 436. Management Strategies for the Classroom **3 hours**

This course provides an opportunity for the teacher candidate to gain the knowledge and practical experiences to develop knowledge, disposition, and performance skills regarding classrooms and instructional organization. Selection and arrangement of classroom materials, the role of technology, implementation of rules and procedures for the management of student work, problem behavior and special student groups, planning for the beginning of the school year, maintenance of appropriate student behaviors, and communication strategies for effective classroom management are some of the topics explored in this course. Field experience required.

Prerequisites: GENL 299; EDUC 300, 311, 342, 430

EDUC 481. Developmental Reading and Instruction **3 hours**

This course develops an understanding of the theories and concepts involved in the process of reading. It involves factors involved in the concept of emergent literacy, prereading assessment, and beginning reading instruction. It covers both the theory and practice of teaching basic reading skills such as word identification and comprehension, reading in the content area, and writing skills. Teacher candidates will also evaluate the various types of reading instruction to meet the needs of a diverse student population. The course will touch on a variety of approaches to assessment and evaluation for both monitoring students' progress and remedial instruction. Students gain knowledge of the key concepts in scientifically based research (SBRR). Field experience required.

Prerequisites: GENL 299; EDUC 300, 311, and 342

EDUC 483. Language Arts and Social Studies Methods **3 hours**

Language Arts: This course provides a study of methods and materials used in developing an integrated language arts program in the elementary classroom. The course provides teacher candidates with strategies to understand and use language arts concepts to teach reading, writing, speaking, viewing, listening, and teaching skills while incorporating the professional teacher standards for language arts teachers that include the following reading components: ability to comprehend, interpret literary texts, such as creative nonfiction, fiction, drama, poetry; and nonliterary texts, such as informational, persuasive, technical, and functional texts as well as major genres, authors, and works of American, world and children's literature. The course also provides instructional strategies and materials for developing a language arts lesson plan according to the academic standards. Clinical experience required.

Social Studies: The social studies aspect of this course provides a study of methods and materials used in developing a social studies program in the elementary classroom. Teacher candidates gain knowledge and understanding, and use the major concepts and modes of inquiry from the social studies- the integrated study of history, geography, the social sciences, and other related areas- that will promote students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world while exploring multi-cultural perspectives and backgrounds as they relate to social studies. Clinical experience required.

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EDUC 484. Corrective Reading

3 hours

This course examines formal and informal reading instruments useful for evaluating students who continue to have difficulties acquiring grade level reading and writing skills. The course explores in detail corrective instructional strategies and effective evidence-based instruction intervention and extension programs, including RtI (Response to Instruction) in the elementary grades. Components of differentiated instruction, including pacing, modifications, and complexity of instruction will be discussed, reviewed, and studied. Candidates review and research literature on corrective reading, and present research on current reading trends and programs. The course develops skills in diagnosis and remediation of reading concerns in elementary grade students. Teacher candidates develop and administer an informal reading inventory assessment, and plan a remedial program for an individual student based upon data collection and analysis of the reading inventory. Clinical experience required.

Prerequisites: GENL 299; EDUC 300, 311, 342, and 481

EDUC 485. Mathematics and Science Methods

3 hours

Candidates know, understand and practice the central concepts in math and science and structure them to create meaningful learning experiences that develop students' appreciation and competence in math and science. Candidates utilize the major concepts and procedures that define numbers and operations, algebra, geometry, measurement and data analysis and probability to foster student learning and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and deal with data. Candidates use fundamental concepts of physical, life, and earth/space sciences. Candidates design and implement age appropriate inquiry lesson to teach science, to build student understanding for personal and social applications, and to convey the nature of science. Candidates use a variety of resources including technology and collaborate with HQT to promote learning in math and science. Candidates use Bloom's taxonomy to implement the ACEI and Indiana Academic Standards. Through inquiry, candidates explore a variety of teaching strategies that promote the development of critical thinking, problem solving and performance skills.

Field experience required.

Prerequisites: GENL 299; EDUC 300, 311, and 342

EDUC 487. Integrated Arts, Music and PE/Health

4 hours

This course incorporates an integrated approach to music, art, health and movement (dance, P.E.). Teacher candidates learn aspects of each discipline through a "genre" approach applied to pedagogy, principles, and performance. Methods and teaching strategies will be incorporated into each lesson, providing the teacher candidate with hands-on experiences and materials for both teaching and assessment.

Field experience required. Prerequisites: GENL 299; EDUC 300, 311, and 342

EDUC 494. Student Teaching: Elementary

12 hours

This is the culminating fourteen-week practicum required of all teacher candidates who will apply for an elementary license. The teacher candidate

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collaborates with a master teacher to plan, and develop lessons according to Bloom's Taxonomy as well as the intellectual, personal and social levels of a diverse K-6 student population. Teacher candidates teach appropriate classes and content to K-6 students in an accredited elementary school under the supervision of a licensed cooperating teacher and a college supervisor who specializes in elementary education. Teacher candidates must implement a variety of assessment methods according to the learning styles of the K-6 students. All required coursework must be completed prior to participating in a student teaching experience.

Prerequisites: GENL 299; EDUC 300, 311, 313, 325, 342, 370, 400, 430, 481, 483, 484, 485, and 486

Laboratory Fee: See current fee schedule.

EDUC 496. Topics in Education **1-3 hours**

These courses will examine topics of special interest in the education field, including topics in student characteristics, curriculum, pedagogy, assessment, multiculturalism, technology in the classroom, and social justice issues. Topics courses (but not specific topics) may be repeated for a total of 6 hours.

Prerequisites: EDUC 210, 300, and 311

EDUC 497. Research in Education **3 hours**

By participating in semester-long research, teacher candidates earn credit for their degree. Training in research methodology provides students with the opportunity to pursue education from an empirical point of view. Students will design, implement, and construct a formal report on a research topic. This course requires senior status, a cumulative 3.25 index in the major, and the approval of the Program Director.

Prerequisites: GENL 299; EDUC 300, 311, and 342

EDUC 499. Senior Seminar in Education **3 hours**

This capstone course is designed to assist teacher candidates in the integration and critical examination of the various concepts, theories, and methods of inquiry presented both in general education and the major. Learning outcomes for both the general education program and the major are reviewed. Course assignments assist students in assessing the degree for which learning outcomes have been mastered. Senior standing is required.

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Department of Liberal Arts

**Department Chairperson
Walter Skiba, M.A., M.Mus.**

<i>Program</i>	<i>Directors/Coordinators</i>	
Baccalaureate		
English Creative Writing Journalism Literature	B.A.	Christopher Buczinsky, Ph.D.
Integrated Marketing Communications	B.A.	Dawn Muhammad, Ph.D.
General Studies	B.S.	Walter Skiba, M.A., M.Mus.
Humanities	B.A.	Walter Skiba, M.A., M.Mus.
Media and Fine Arts <i>Concentrations:</i> Fine Arts Interdisciplinary Media Arts	B.A.	Walter Skiba, M.A., M.Mus.
Religious Studies	B.A.	Eugene Finnegan, S.T.D.
Associate		
English	A.A.	Christopher Buczinsky, Ph.D..
General Studies	A.S.	Walter Skiba, M.A., M.Mus.
Humanities	A.A.	Walter Skiba, M.A., M.Mus.
Religious Studies	A.A.	Eugene Finnegan, S.T.D.
Certificate		
Media and Fine Arts		Walter Skiba, M.A., M.Mus.
Religious Studies		Eugene Finnegan, S.T.D.
Support Areas		
History		Edward C. Stibili, Ph.D.
Philosophy		Eugene Finnegan, S.T.D.
Spanish		Walter Skiba, M.A., M.Mus.

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English and Professional Writing

Department Chairperson
Walter Skiba, M.A., M.Mus.

Program Director: Chris Buczinsky

Faculty: Christopher Buczinsky, Ph.D.; Richard Damashek, Ph.D., (Professor Emeritus); Geraldine Martin, Ph.D., (Professor Emeritus); Valerie Pennanen, Ph.D.; Kirk Robinson, M.F.A.; Ginger Rodriguez, M.A.; **Adjunct Instructors:** Kimberly Allen, M.A.; Amy Comparon, M.A.; Nita Meola, M.A.; Nanette Naranjo, M.A.; Linda Oldenburg, M.A.; Julie Ruich M.F.A.; Sheera Talpaz M.A.; Jennifer Young, M.A.; Connie Wachala, M.F.A.; Val Williams, M.A.

The English and Professional Writing Program offers an Associate of Arts degree and a Bachelor of Arts degree in English. The Bachelor of Arts degree in English includes concentrations in Literature, Creative Writing, and Business and Organizational Writing. All three degree concentrations give students a grounding in the reading and writing skills necessary for entry into a variety of professions. In the English Program, students read the great stories and poems of the American and English traditions, study the foundations of narrative in the Western literary classics, and explore contemporary literatures of diversity. Through close analysis of literary masterpieces and sustained practice in writing, students gain the mastery of the English language that allows them to pursue careers in writing, editing, publishing, teaching, advertising, public relations, business administration and management, and technical writing. The Bachelor of Arts degree in English is also a strong undergraduate degree for those wishing to pursue graduate studies in English and a career in college teaching, for those seeking entrance into law school or graduate programs in library science.

The English and Professional Writing Program seeks to develop in students a mastery of the English language and an appreciation of its literatures so that they might work in a viable profession, live a meaningful life, and serve both the community and the cause of social justice. The program serves the College's General Education Program by providing both foundational and elective courses in literature and writing. Finally, through a variety of student publications, clubs, and special events, the program creates a vibrant community for literature and the arts both on the College's campus and in the surrounding community.

B.A. English Major: Program Competencies

The English and Professional Writing program is an undergraduate, college-level program in reading and writing that develops a student's power and mastery of the English language. As a program in the liberal arts, it is a flexible major that provides students with the foundational reading and writing tools needed to enter any profession that requires excellent communication skills. It has ten major objectives.

At the end of the program, students will be able:

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1. To write clear, well-organized, and rhetorically-appropriate English and do efficient basic research: to find, evaluate, use and properly cite sources;
2. To apply these foundational writing skills in expository, persuasive, descriptive, and narrative formats, in creative genres like fiction and poetry, and in basic business and technical writing genres;
3. To do effective basic research in, to find, understand, analyze, interpret and evaluate written sources;
4. To understand complex non-fictional texts: analyze and summarize the contents of these texts, interpret their meaning and evaluate the quality of their claims, the reasons given in support of those claims, and the evidence adduced in support of those reasons;
5. To understand the power of narrative and language in both their individual and their social lives;
6. To analyze, interpret, and evaluate the literary works of major writers that reflect diverse genres, time periods, and cultures of English by applying a variety of literary-critical frameworks;
7. To appreciate the masterpieces of the Western literary canon, of the Anglo-American tradition, and of the increasingly global and multicultural English literary arts;
8. To understand the nature of the English language, the role it plays in culture, its development in the history of literature and society, its power and beauty, and its role in contemporary society;
9. To engage intellectually and creatively in the academic discipline of English, in the cultural organs of the literary arts and in the writing professions; and
10. To reflect more deeply upon human experience, our spiritual, intellectual, and emotional lives, and the on-going struggle for social justice.

All students in the major share a common core of literature and writing courses, but the program allows students to concentrate further. Students can earn either:

- The ***B.A. in English with a Literature Concentration***, which focuses on literature and the intellectual skills of reading and understanding literary and other texts or
- The ***B.A. in English with a Creative Writing Concentration***, which focuses upon writing and the creation of literary and other texts.
- The ***B.A. in English with a Business and Organizational Writing Concentration***, which focuses upon writing and the creation business and other professional writing

B.A. in English with a Literature Concentration (124 hours)

The following courses are required for a baccalaureate degree:

1. 56 hours: General Education

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2. 15 hours: Requisites for the Concentration
 - ENGL 250 Stories
 - ENGL 255 Foundations of Western Literature
 - ENGL 265 British Lit
 - ENGL 275 American Lit
 - *One Course from the Following*
 - ENGL 280 African American Literature
 - ENGL 281 Contemporary Latin American Authors
 - ENGL 282 Native American Studies
3. 29 hours: Upper Level Courses in Major
 - ENGL 310 Shakespeare
 - ENGL 325 Advanced Composition
 - ENGL 330 Professional Writing
 - ENGL 370 Literary Theory and Criticism
 - ENGL 425 Greek and Roman Classics
 - *Two Courses from the Following*
 - ENGL 440 20th Century Poetry
 - ENGL 450 The Novel
 - ENGL 460 The Drama
 - ENGL 496 Topics in Literature
 - ENGL 499 Senior Seminar in English
 - ENGL 495 Internship in English

4. 24 hours: Electives

B.A. in English with a Creative Writing Concentration (124 hours)

The following courses are required for a baccalaureate degree:

1. 56 hours: General Education
2. 15 hours: Requisites for the Concentration
 - ENGL 250 Stories
 - ENGL 255 Foundations of Western Literature
 - ENGL 265 British Lit
 - ENGL 275 American Lit
 - ENGL 235 Intro to Creative Writing
3. 29 hours: Upper Level Courses in Major
 - ENGL 310 Shakespeare
 - ENGL 320 History and Study of the English Language

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- ENGL 325 Advanced Composition
- ENGL 330 Professional Writing
- ENGL 435 Advanced Creative Writing
- ENGL 438 Individualized Writing Project
- *Two Courses from the Following*
 - ENGL 440 20th Century Poetry
 - ENGL 450 The Novel
 - ENGL 460 The Drama
- *One Course from the Following*
 - ENGL 410 Literary Editing and Publishing or
 - ENGL 470 Applied Journalism
- ENGL 495 Internship in English

4. 24 hours: Electives

BA in English with a Business and Organizational Writing Concentration (124 hours)

1. 56 hours: General Education

2. 15 hours: Requisites for the Concentration

- ENGL 235 Introduction to Creative Writing
- ENGL 250 Stories: An Introduction
- ENGL 255 Foundations of Western Literature
- ENGL 265 or 275 American Lit or English Lit
- COM 316 Reporting and Writing for the Media

3. 29 hours: Upper Level Courses in the Major

- ENGL 310 Shakespeare
- ENGL 320 History and Study of the English Language
- ENGL 325 Advanced Rhetoric and Composition
- ENGL 350 Business Communication
- ENGL 335 Grant Writing
- ENGL 340 Technical Writing
- ENGL 341 Publication Design and Layout
- ENGL 410 Editing
- ENGL 438 Individualized Writing Project
- ENGL 495 Internship in English

4. 24 hours: Electives

A.A. in English (64 hours)

The following courses are required for the associate degree:

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1. 34 hours: General Education
2. 15 hours: Requisites for the Major
 - ENGL 250 Stories
 - ENGL 255 Foundations of Western Literature
 - ENGL 265 British Lit or ENGL 275 American Lit
 - ENGL 235 Intro to Creative Writing
 - *One Course from the Following*
 - ENGL 280 African American Literature
 - ENGL 281 Contemporary Latin American Authors
 - ENGL 282 Native American Studies
3. 15 hours: Upper Level Courses in Major
 - ENGL 310 Shakespeare
 - ENGL 325 Advanced Composition
 - ENGL 330 Professional Writing
 - *One Course from the Following*
 - ENGL 440 20th Century Poetry
 - ENGL 450 The Novel
 - ENGL 460 The Drama
 - *One Course from the Following*
 - ENGL 410 Literary Editing and Publishing or
 - ENGL 470 Applied Journalism
 - ENGL 438 Individualized Writing Project
4. 0 hours: Electives

Minor in English (18 hours)

- ENGL 250 Stories
- ENGL 255 Foundations of Western Literature
- ENGL 265 British Lit
- ENGL 275 American Lit
- ENGL 235 Intro to Creative Writing
- *One Course from the Following*
 - ENGL 280 African American Literature
 - ENGL 281 Contemporary Latin American Authors
 - ENGL 282 Native American Studies

- OR -

18 credit hours in upper level English courses

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Note: Education students seeking to acquire an English minor for teaching High School must take History and Study of the English Language (ENGL 320) as required by the State of Indiana.

Minor in Business and Organizational Writing (18 hours)

- ENGL 250 Stories
- ENGL 255 Foundations of Western Literature
- ENGL 325 Advanced Rhetoric and Composition
- ENGL 330 Business and Professional Writing
- ENGL 340 Technical Writing OR ENGL 335 Grant Writing
- ENGL 410 Editing

Minor in Drama (18 hours)

The following courses and co-curricular activities are required:

- Two literary drama courses;
- Two skills/performance-based courses; and
- Six hours of onstage or backstage production participation equaling two plays

English Courses (ENGL)

ENGL 093. Developmental English for Non-Native Speakers 3 hours

This writing course prepares the student for college-level English by teaching the composition of correct, effective sentences constructed into well-organized paragraphs and longer papers, while focusing on the syntactical, grammatical and mechanical issues (e.g., prepositions, verbal phrases) common for ESL students. At the end of the course, the instructor will recommend whether the student registers for ENGL 095, Developmental English, or ENGL 103, Rhetoric and Composition I. Not applicable toward a degree.

ENGL 095. Developmental English 3 hours

This course prepares inexperienced writers for successful completion of English 103 through its focus on the basic elements of college writing. An emphasis is placed on writing at the sentence and paragraph level where writers will learn strategies for generating ideas, producing text, tracking and correcting error, and recognizing standard written English. Because the course is limited to 15 students, students will receive individualized attention to meet their own specific writing challenges and will be encouraged to reflect on their writing processes. Not applicable toward a degree.

ENGL 096. Strategies for College Reading 3 hours

English 096 is designed to help students improve their reading ability and learn techniques to aid in the comprehension and application of materials presented in college courses. Students will learn strategies that include reading for main

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ideas, deciphering unfamiliar and complex vocabulary, notating different kinds of argument and analysis, and understanding one's own reading process. Students will practice these strategies by reading various kinds of texts such as textbooks, academic articles, newspapers, and literature. Not applicable toward a degree.

ENGL 103. English Composition

3 hours

In this course students learn the concepts and skills needed to write an effective, college-level expository essay. Through both traditional and workshop methods, students gain greater control over the writing process, essay organization, paragraph construction, and sentence grammar. The course introduces students to the active reading and summary writing skills needed in English 104. Before successfully completing the course, students must demonstrate basic competency in a portfolio of semester writing.

ENGL 104. Academic Reading and Writing

3 hours

This course teaches students the concepts and skills needed to read and write with sources. Students learn how to find, read, summarize, and respond to a variety of college level readings. It teaches students print and electronic search techniques, analytic and synthetic reading skills, and the conventions of academic argument, culminating ten pages of source-based writing.

Prerequisite: ENGL 103

ENGL 106. Honors English Composition

3 hours

Course Description: An general education course in English composition, English 106 develops the reading and writing skills necessary for effective, college-level writing. The course teaches students to write a variety of types of essays on the literary, philosophical, aesthetic, and historical texts encountered in their linked foundational course in humanities. Prerequisites: Acceptance into the CCSJ Honors Learning Community

ENGL 107. Honors Academic Reading & Writing

3 hours

An accelerated general education course in academic reading and composition, English 107 extends the writing experience in English 106 to preparing a complete a research project of their own choosing based on their introduction to the humanities. Students will write a 15-page research project on a work of philosophy, literature, history, religion, or art encountered in their Humanities 112, exploring its relation to the biographical, cultural, or socio-political context in which it was produced. Prerequisites: ENGL 103 or ENGL 106H and acceptance into the CCSJ Honors Learning Community

ENGL 111. The Literary Experience

3 hours

Using both Western literary classics and examples from comic books, pop music, and film, this course introduces students to the elements of fiction and poetry and to the interpretive skills necessary to deepen their experience of great literature. Students learn both the arch of Western literary history and minority challenges to that tradition and examine the role of stories and poems in a meaningful life. Prerequisite: ENGL 103

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ENGL 112. Honors Literary Experience **3 hours**

This course introduces students to the elements of fiction and poetry through the close reading and analysis of classic texts in the Western literary canon. Students survey the arc of Western literary history, acquire the interpretive skills needed to understand literature, and use stories and poems to think more deeply about the human condition, to develop a satisfying sense of self, and to create a meaningful life. A seminar-style, discussion-oriented class, English 112H students are required to attend and write papers that grow out of the college's Honors Seminars and other literary events. Prerequisites: Acceptance into the CCSJ Honors Learning Community

ENGL 235. Introduction to Creative Writing **3 hours**

This process-based workshop introduces students to the fundamentals of good writing in a variety of genres, including non-fiction, fiction, poetry, and drama. Students explore the fundamentals of plotting, controlling point of view, creating characters, managing sound and voice, and developing a concrete, active literary style. The course emphasizes the connections between active reading, composing, and substantial, creative revision. Students will critically analyze (and respond to) professional and student writing. Prerequisite: ENGL 103

ENGL 250. Stories: An Introduction **3 hours**

This course is an introduction to the main literary genres: fiction, poetry, and drama. It teaches students how to read, interpret, and write about literature with insight, surveying the basic critical approaches to literature and exploring the role of stories in our personal lives and society. This course is required for all English majors in the second semester of their freshman or sophomore year. Prerequisite: ENGL 103

ENGL 255. Foundations of Western Literature **3 hours**

This course introduces students to key narratives in the Western literary tradition, providing them with the background knowledge needed to understand and appreciate American, English, and European literature. Students read a selection of Greek and Roman epic and myth, Biblical and religious stories central to the Judeo-Christian tradition, medieval romance and satire, Shakespearean drama, and modern myths from Faust to Frankenstein. Prerequisite: ENGL 103

ENGL 265. British Literature **3 hours**

This course traces the development of English literature from the Anglo-Saxon period to the mid-twentieth century. It explores the major writers, works and literary movements in fiction and poetry, providing students with an appreciation of Great Britain's rich literary heritage. Prerequisites: ENGL 103-104

ENGL 275. American Literature **3 hours**

This course surveys American literature from the colonial era through the Second World War. It explores the major literary movements, writers, and works in fiction

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and poetry and provides students with an appreciation for America's rich literary heritage.

Prerequisites: ENGL 103-104

ENGL 280-282. Diversity in Literature **3 hours**

This sequence of courses examines minority and non-western literature through offering a variety of classes, including Native American Studies, African-American Literature, and Contemporary Latin American Authors. English Education students must take at least one of these courses as their upper level 3 credit English electives: English 280: African American Literature; English 281: Contemporary Latin American Authors; or English 282: Native American Studies. Prerequisites: ENGL 103-104 or faculty approval.

ENGL 310. Shakespeare **3 hours**

This course examines the principal plays of Shakespeare. It engages students in his timeless characters, riveting plots, and great human themes. It introduces students to his principal dramatic genres (history, comedy, tragedy, and romance) his extraordinary dramatic poetry and sonnets, and it investigates the historical and social contexts in which he wrote, placing emphasis on his innovations and influence in the realms of language, literature, and theater. Prerequisites: ENGL 103-104; ENGL 250

ENGL 320. The History and Study of the English Language **3 hours**

This course traces the evolution and development of the English Language as it is both spoken and written, from its Indo-European roots to today's regional and cultural vernaculars. It includes a close study of English etymology, of the interactions between language and technology (the invention of paper, the printing press, mass-market publishing, and the internet), the evolution of our grammar and punctuation, and the controversies over the structural canons of the English language. Prerequisites: ENGL 103,104, 250

ENGL 325. Advanced Rhetoric and Composition **3 hours**

This is a course in English composition and classical rhetoric for the modern student. Through a series of assignments of increasing level of difficulty and a close reading of great English prose stylists, students develop a greater control over their writing process, their rhetorical strategies, and their prose style. Topics include the discovery of arguments, the arrangement of material and style. Prerequisite: ENGL 103

ENGL 335. Grant Writing **3 hours**

This course introduces students to the grant writing process, including establishing organizational needs, identifying appropriate funders, developing a competitive grant narrative, building a budget for the proposed program, drawing upon the skills and expertise of others to complete the proposal, and managing the submission process. The course emphasizes writing creative stories that effectively position an organization for successful grant submissions. Prerequisite: ENGL 103, 104, 111, or Permission of Program Head.

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ENGL 340. Technical Writing **3 hours**

This course introduces students to the written and oral communication of technical information, and to the rhetorical analysis of sources and audiences that makes such communication possible. Assignments include writing and presenting proposals, technical guides, reports, and support documentation. Emphasis is on the use of rhetorical analysis, collaborative writing, and applied research to clearly communicate technical information in a variety of disciplines. Prerequisite: ENGL 103, 104, 325

ENGL 341. Publication Design and Layout **3 hours**

In this course, students learn the fundamentals of designing and laying out a variety of modern print publications, including newspapers, magazines, and newsletters. Students examine relevant general principles of graphic design and the design elements specific to producing modern print publications while learning operation of desktop publishing software. Prerequisite: ENGL 103

ENGL 350. Business Communication **3 hours**

This course introduces students to the rhetorical principles and professional practices of business and professional communication, both written and verbal. It stresses the importance of clear and genre appropriate writing and speaking, audience awareness, primary research skills, and professional document and presentation design. Students will write in a variety of workplace genres and explore emerging issues that impact the professional writer in the 21st century global marketplace. Prerequisite: ENGL 103, 104

ENGL 370. Literary Theory and Criticism **3 hours**

This is a course of study in reading and writing about poetry and stories. It is both a practical, skills-oriented course in the art of writing about literature and a theoretical, content-oriented course in the history of literary criticism and theory. Students read, analyze, and interpret literature while being introduced to the classic statements of literary criticism and theory from the Greeks to the present. Prerequisites: ENGL 103-104; ENGL 250

ENGL 400. Children's Literature **3 hours**

This is a survey of traditional and contemporary literature for children from kindergarten through junior high school. Students explore the history of children's literature, the basic types of children's literature, the major authors and illustrators in the history of children's literature, and various methods for their classroom use. Field experiences are required. Cross-listed: EDU 400

ENGL 410. Editing **3 hours**

This course introduces students to the principles and practical applications of copymarking, copyediting, and comprehensive editing. Students will work with professional writing from several fields: technology, business, and science, as well as literary texts and texts intended for academic publication. The course is focused on practical, skill-building exercises and assignments in editing. Students gain hands-on experience working on publications at CCSJ, including

Academic Programs: Undergraduate Curriculum

brochures, web-based texts, and the student literary magazine, *Against the Grain*. Prerequisite: ENGL 103, 104, 325, and at least one of 330, 335, or 340.

ENGL 425. Greek and Roman Classics **3 hours**

This course is an in-depth study of the three great epics of classical antiquity: Homer's *Iliad* and *Odyssey*, and Virgil's *Aeneid*. Through individual reading projects and presentations, students will also become acquainted with such famed ancient authors as Herodotus, Thucydides, Livy, Horace, and Marcus Aurelius. The course enriches students' knowledge and appreciation of classical literature and its legacy to the modern world. Prerequisite: ENGL 103 and 104; ENGL 250.

ENGL 435. Advanced Creative Writing **3 hours**

This course builds on skills from the introductory Creative Writing course, and prepares students for work as advanced critical readers and publishing writers. The course requires students to master fundamental literary moves in multiple genres and allows students to investigate areas of interest in Creative Writing, including writing for the Internet, writing for children, genre writing, playwriting, television, and script writing. Students may take this course two (2) times. Prerequisite: ENGL 235

ENGL 438. Individualized Writing Project **3 hours**

This course is the capstone course for the Creative Writing concentration and requires students to prepare a major writing project to a state ready for publication. Prerequisite: ENGL 435 and Instructor Permission

3 hours

ENGL 440. 20th Century Poetry

This course introduces students to poetry from the dawn of Modernism to the present. The course surveys the important writers, works, and movements in British, American, and global Anglo poetry. It explores the tensions between fixed and organic forms, the nature of modernist and post-modernist poetry, and the way in which poetics guides and influences poetry writing. Prerequisites: ENGL 103-104; ENGL 250, 255

ENGL 450. The Novel **3 hours**

This course introduces students to the novel, the premier literary genre of the industrial and modern world. It traces the development of the novel from its origins in 18th century England, through the rise of realism in the 19th century, and into the various experiments with the novel form in 20th century modernism and post-modernism. Prerequisites: ENGL 103-104; ENGL 250, 255

ENGL 460. The Drama **3 hours**

This course surveys the development of the theater arts during the major periods of the theater, from Ancient Greece to modern times. It explores the genre both as form of writing and as a performance, surveys the masterpieces of world

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drama, the world's great dramatists, and the most important dramatic movements in world drama.

Prerequisites: ENGL 103-104; ENGL 250, 255

ENGL 495. Internship in English

3 hours

The internship in English enables students to acquire practical experience in a variety of professional writing settings that draw on the skills and knowledge obtained in their course of study. Work settings include publishers, small presses, public relations firms, ad agencies, magazines, newspapers, etc. The program director must approve and will coordinate the internship. The course may be repeated for up to 6 hours. Prerequisite: Senior status needed before application can be made.

ENGL 496. Topics in English

3 hours

This course will examine topics of special interest in the field of English studies. The course allows students and professors to explore such wide-ranging topics as The Graphic Novel, Horror Stories, Contemporary Multicultural Literature, Autobiography and Memoir, The Harlequin Romance, The Western, and more. Topics courses (but not specific topics) may be repeated for a total of 9 hours.

ENGL 499. Senior in English

3 hours

This capstone course is designed to assist students in the integration and critical examination of the concepts, theories and methods of inquiry presented in both general education and the major. Students will choose to either complete an in-depth research thesis or a practicum, either of which would reflect the abilities the students have developed in general education and their major. Senior standing is required.

Academic Programs: Undergraduate Curriculum

General Studies

Department Chairperson
Walter Skiba, M.A., M.Mus.

Program Director: Walter Skiba, M.A., M.Mus.

The General Studies Program offers B.S. and A.S. degrees in General Studies. Cross-disciplinary in character, these programs are intended for students whose interests and goals fall outside the framework of any traditional majors.

An academic advisor in consultation with the Program Director assists the student in the development of a program of study.

Mission Statement of the General Studies Program

General Studies students engage in an integrated approach to learning with emphasis on critical thinking and communication skills.

Program Outcome Objectives

Upon completion of this program, it is expected that students will:

1. Demonstrate an ability to integrate knowledge from chosen disciplines; and
2. Demonstrate an ability to write and speak clearly, logically and in sufficient depth and detail on topics students have studied.

B.S. in General Studies (124 hours)

The following courses are required for a major in General Studies:

1. 56 hours: General Education
2. 36 hours: Upper Level Courses in Major
 - Upper level courses in concentration (300-400 courses).
Note: some 200 Level courses may apply as upper level courses to the baccalaureate degree with permission of program director.
 - GST 499 Integrative Project.
 - General Education courses are excluded from major courses above.
3. 32 hours: Electives

A.S. in General Studies (65 hours; pending approval)

The following courses are required for the Associates degree:

1. Acceptance into the School of Adult Learning
2. 56 hours: General Education
3. GST 499: Integrative Project
4. 6 hours: 300 or higher elective credits in a single academic discipline

Academic Programs: Undergraduate Curriculum

History

Department Chairperson
Walter Skiba, M.A., M.Mus.

Support Area Coordinator: Edward C. Stibili, Ph.D.

Faculty: Valerie Pennanen, Ph.D., Edward C. Stibili, Ph.D.

History Courses (HIST)

HIST 110. American Civilization 3 hours

This course surveys American civilizations from colonial times to the present. It reviews the basic chronology of American civilizations while focusing on the major events and problems of American history, including political, social, cultural, and economic developments. The course also emphasizes geography as it relates to American history and some interpretive issues regarding major events and problems in American civilizations.

HIST 115. Western Civilization 3 hours

This course surveys Western civilizations from Greco-Roman times to the present. It reviews the basic chronology of Western civilizations while focusing on the major events and problems of Western history, including political, social, cultural, and economic developments. The course also emphasizes geography as it relates to Western history and some interpretive issues regarding major events and problems Western civilizations.

HIST 120. World Civilization 3 hours

This course develops a basic understanding of the history of major world cultures. It imparts a general chronology of world history and an overview of world geography. It also examines important themes that affect more than one world civilization. The course provides a crucial overview of cultures and meetings between cultures that accelerating movement toward an ever more integrated globe requires.

HIST 299. Topics in History 3 hours

This course will examine topics of special interest in the field of history. During the academic year 2011 - 2012 this course is cross-listed with ORMN 486. The History of Work and Workers' Struggles: From Slavery to Wage Labor.
Prerequisite: None Cross-Listed: ORMN 486

HIST 232. Global Perspectives: History & Literature of Europe 3 hours

This course traces the development and interconnections of major civilizations of Europe. It explores European culture and ideas from classical antiquity through Medieval, Renaissance, Enlightenment, and modern periods. This course utilizes primary texts and literary readings which reflect the cultural and historical activities of their times.

Prerequisite: ENGL 103-104. Cross-listed: ENGL 232

Academic Programs: Undergraduate Curriculum

HIST 233. Global Perspectives: History & Literature of the Americas **3 hours**

This course traces the development and interconnections of major civilizations on the American continents. It explores pre-Columbian and Native American cultures, the effect of European colonization, and the evolution of nations through modern times. This course utilizes primary texts and literary readings which reflect the cultural and historical activities of their times.

Prerequisite: ENGL 103-104. Cross-listed: ENGL 233

HIST 234. Global Perspectives: History & Literature of Africa/Asia **3 hours**

This course traces the development and interconnections of major civilizations in Africa and Asia. It explores ancient and medieval empires, the influences of Islam, the effects of European colonization and the evolution of nations through modern times. This course utilizes primary texts and literary readings which reflect the cultural and historical activities of their times.

Prerequisite: ENGL 103-104. Cross-listed: ENGL 234

HIST 324. The Immigrant Experience **3 hours**

This course traces international immigration to the United States from all regions of the world. This course will describe the causes of immigration, immigrant occupations, immigrant social institutions, and immigrant adjustment to American life.

Prerequisite: HIST 230-240. Cross-listed: SSC 324

HIST 431. American Urban History **3 hours**

This course surveys the history of urban America from colonial times to the present. It emphasizes urban political, economic, social and cultural factors and their impact on the historical development of American cities.

Prerequisite: HIST 230-240. Cross-listed: SSC 431

Academic Programs: Undergraduate Curriculum

Humanities (Accelerated Delivery System)

Department Chairperson
Walter Skiba, M.A., M.Mus.

Program Director: Walter Skiba, M.A., M.Mus.

Offered in an accelerated cohort delivery format, the Bachelor of Arts in Humanities program is intended primarily for the adult student who desires a liberal arts-based educational experience for professional advancement and/or personal enrichment.

Mission Statement

The Bachelor of Arts Degree in the Humanities explores the nature of the human condition. Through the study of classic works in philosophy, religion, literature, history, and the visual and performing arts, students reach for increased understanding of the fundamental questions of human life such as: Who am I? What is the nature of God? What is my community? What does it mean to create? In the disciplined encounter with great works of the human spirit, students develop skills in critical thinking; in reading, writing, and speaking; in carrying out research; and in using information technology. As a whole, the program builds intellectual curiosity, open-mindedness, cultural awareness, and creativity.

A Humanities degree provides students with a background suitable for future studies in law, business, and the traditional humanistic disciplines (i.e., philosophy, religion, history, literature and the arts). Its emphasis on cultural knowledge, critical thinking, and communication skills also makes it perfect for students seeking career advancement or entry-level positions in business management, advertising, public relations, journalism, publishing, and public administration. This program is also designed to meet the needs of working adults and seniors who are pursuing the goal of lifelong learning.

Program Outcome Objectives

1. To build critical thinking and communication skills through an integrated study of the Humanities;
2. To examine the enduring questions of the human life in their historical context;
3. To examine critically the enduring questions of human life from the perspectives of philosophy, religious studies, literature and the arts; and
4. To utilize information technology appropriately with regard to studying the Humanities.

Academic Programs: Undergraduate Curriculum

B.A. in Humanities (124 hours)

The following courses are required for a baccalaureate degree:

1. 56 hours: General Education
2. 42 hours: Core Courses for the Major
3. 26 hours: Electives

Humanities Course (HUM)

HUM 300. What are the Humanities? 3 hours

This course surveys the history of Western arts, religion, history and philosophy, with some attention to crucial moments in non-Western civilizations that invite comparison with Western cultures. One meeting is devoted to library resources and technology skills, using assignments on Humanities topics.

HUM 310. Stories: the Question of Self within One's Society (Part I) 3 hours

Everyone has a powerful, innate need to tell and hear stories. Stories are how people share experiences, understand themselves and one another, and create a sense of community. Stories can help to explain customs, identify values, tear down barriers, and disseminate knowledge. This course studies the use and importance in stories to explore how those stories help frame oneself within the context of society.

HUM 310. Stories: the Question of Self within One's Society (Part II) 3hours

See above.

HUM 320. What Makes Great Art? (Part I) 3 hours

This course explores a variety of art topics, depending on the instructor's and the students' interests. Overall, it introduces students to various characterizations of art and the different ways in which to consider great art. Specific topics could include American Cinema and the History of Art. Other courses could be developed encompassing visual and performing arts topics.

HUM 320. What Makes Great Art? (Part II) See above. 3 hours

HUM 350. Where or What is My Community? (Part I) 3 hours

This course explores why humans are social by nature. Humans share their humanness with all people, but have unique individual characteristics over which we have no control because of the accident of birth. Humans are born into involuntary communities, a family, a tribal unit, a city, or a state. However, we all have choices as we grow older to establish a new family if we so desire, move where we will, have friends who we want, practice worship or religion as we see fit, engage in business transactions that will bring us material sustenance or wealth. These are our choices but they are limited by our own limitations of social skills and monetary resources.

Academic Programs: Undergraduate Curriculum

HUM 350. Where or What is My Community? (Part II) See above. **3 hours**

HUM 400. The God Question (Part I) **3 hours**

This course will explore the uncertainties about God. With the development of science and rationalism as the arbiter of all decisions a growing scientific or secular atheism has developed. However, the most dominant Western contemporary attitude is a growing indifference and unconcern, a practical agnosticism. Traditional societies have posited some ultimate concern that dominates the life of the individual and that society as a whole, what some might call a personal or a series of personal gods who influence our lives.

HUM 400. The God Question (Part II) See above. **3 hours**

HUM 410. The Question of Human Crisis and the Meaning of Life (Part I) **3 hours**

This class explores experiences of personal crisis--death, sickness, and misfortune--that prompt us to question life's meaning and may cause us to redefine ourselves and our relationship to society. Through a study of classic works of literature, philosophy, art, history, and religion, students will deepen their understanding of the kind of life-changing experiences that set us on the path of philosophical reflection, religious conversion, and self-discovery. Students will survey a variety of answers to the question of life's meaning, from the religious view that life has a transcendental meaning, to the scientific view that life has no intrinsic meaning, to the existentialist idea that the individual creates life's meaning. We will also explore the process of creating meaning and the role of language in that process.

HUM 410. The Question of Human Crisis and the Meaning of Life (Part II) See above. **3 hours**

HUM 420. What Does It Mean to Create? (Part I) **3 hours**

This course offers students the opportunity to explore and understand the creative process through their own interests and talents. Students will have the opportunity to learn the principles and techniques of such activities as creative writing, studio art, computer graphics, acting, and oral interpretation. Students will then apply this learning to specific projects

HUM 420. What Does It Mean to Create? (Part II) See above. **3 hours**

HUM 499. Integrative Project (formerly Senior Seminar) **3 hours**

This is a capstone course where students will prepare a traditional research paper or a multimedia project (with a written description) and an oral presentation on a topic that is designed to integrate the knowledge and skills from two or more subject areas (i.e. literature, history, philosophy, religion and the arts) in the curriculum. The project and oral presentation will be evaluated by the program director and another faculty member from an appropriate discipline.

Academic Programs: Undergraduate Curriculum

Humanities (Traditional Delivery System)

Department Chairperson
Walter Skiba, M.A., M.Mus.

Program Director: Walter Skiba, M.A., M.Mus.

The Humanities minor is intended primarily for the student who desires the broadening experience of liberal arts study across a variety of disciplines.

Mission Statement of the Humanities Minor

Humanities students build critical thinking, communication and creative skills through an integrated study of liberal arts subjects.

Program Outcome Objectives

1. To build critical thinking and communication skills through an integrated study of the Humanities;
2. To examine the enduring questions of the human life in their historical context;
3. To examine critically the enduring questions of human life from the perspectives of philosophy, religious studies, literature and the arts; and
4. To utilize information technology appropriately with regard to studying the Humanities.

Minor in Humanities (24 credit hours)

These courses must be chosen from upper-level courses from the following disciplines--English, Media and Fine Arts, Philosophy, History or Religious Studies—and MFA 280—History of Art I and MFA 281—History of Art II.

Humanities Course (HUM)

HUM 110. Foundations of Western Civilization 3 hours

This course introduces students to the major artistic and intellectual movements in our culture. The course introduces the arc of history through the humanities, tracing the foundation of Western civilization from the earliest Judeo-Christian tradition, through the Greco-Roman period, Medieval Europe, the Renaissance, the Enlightenment, and the Romantic era, to the age of globalization. The course provides an introductory framework for the Calumet College core curriculum.

HUM 112H. Honors Foundations of Western Culture 3 hours

This course introduces students to the humanities through encounters with great works of Western philosophy, literature, history, religion, and art. A rigorous general education course, it surveys the major artistic and intellectual movements in Western culture from its Judeo-Christian and Greco-Roman roots to the age of globalization. Built on the close examination of Western classics and seminar-style class discussion, the reading and writing assignments in this class are closely linked to English 106, Honors English Composition. Prerequisites: Acceptance into the CCSJ Honors Learning Community

Academic Programs: Undergraduate Curriculum

HUM 499. Integrative Project (formerly Senior Seminar)

3 hours

This is a capstone course where students will prepare a traditional research paper or a multimedia project (with a written description) and an oral presentation on a topic that is designed to integrate the knowledge and skills from two or more subject areas (i.e. literature, history, philosophy, religion and the arts) in the curriculum. The project and oral presentation will be evaluated by the program director and another faculty member from an appropriate discipline.

Academic Programs: Undergraduate Curriculum

Integrated Marketing Communications

Department Chairperson
Walter Skiba, M.A., M.Mus.

Program Director: Dawn Muhammad, Ph.D.

Faculty: Christopher Buczinsky, Ph.D.; Dawn Muhammad, Ph.D.; Valerie Pennanen, Ph.D.; Kirk Robinson, M.F.A; Ginger Rodriguez, M.A.; Walter Skiba, M.A., M. Mus.

Adjunct Faculty: Crystal Chocholek, M.A.; Al Hamnick, B.A.; Darren Henderson, M.S.; Michael McCafferty, J.D.; Michael Puente, B.A.; Waylan Phillips, B.A.; Jane Srnick, M.A.;

The Integrated Marketing Communications (IMC) Program offers a Bachelor of Arts Degree (B.A.) in Integrated Marketing Communications. A minor in Integrated Marketing Communications is also available to students.

Mission Statement of the Integrated Marketing Communications Program

An Integrated Marketing Communications (IMC) perspective recognizes that various methods of communication are no longer isolated functions. Coursework in Integrated Marketing Communications is designed for students to acquire knowledge of the synergistic effect across communication approaches and consider the perspectives of all relevant stakeholders in such a way that the organization's brand value is maximized. During the program, students will explore various arenas including: advertising, sales promotions, direct marketing, public relations, interactive and interpersonal contacts. Upon matriculation, students will be equipped to work in a plethora of fields including: advertising, consulting (internal or external), direct marketing, investor relations, public relations, media planning, brand management, corporate communications, sales promotions, and marketing communications.

Integrated Marketing Communications Program Competencies

1. Students will learn the theoretical concepts applicable to integrated marketing communication including: fundamental factors influencing consumer cognitive, affective and behavioral response in the marketplace.
2. Students will learn and demonstrate roles and applications of research within an Integrated Marketing Communications plan.
3. Students will apply their specialized knowledge to analyze and solve ethical problems and challenges in specific contexts of Integrated Marketing Communications (e.g. public relations, marketing, advertising, promotions, social media, the web, etc).
4. Students will prepare a creative strategy and apply it in the design and writing of communications messages, such as: the design and creation of brochures, newsletters, press kits, web pages, event promotions and other vehicles.

Academic Programs: Undergraduate Curriculum

5. Students will learn about media planning issues and media strategies in Integrated Marketing Communications with an emphasis on digital, interactive, emerging and social media.

B.A. in Integrated Marketing Communications (124 hours)

The Following Courses Are Required For A Major in Integrated Marketing Communications:

1. 56 hours: General Education
2. 15 hours: Requisites for the Major
 - IMC 111 Introduction to Mass Communication
 - IMC 150 Public Speaking

 - IMC 200 Introduction to Communication
 - IMC 220 Integrated Marketing Communications Concepts

 - CIS 253 Web Page Design
3. 39 hours: Upper Level Courses in Major
 - IMC 316 Reporting and Writing For The Media
 - IMC 317 Multimedia Writing Skills
 - IMC 325 Advanced Rhetoric and Composition
 - IMC 350 Business Communication
 - IMC 341 Publication Design and Layout
 - IMC 345 Public Relations
 - IMC 360 Integrated Marketing Communications Research Methods
 - BSMT 400 Marketing Management
 - IMC 410 Editing
 - IMC 420 Ethics and Law in Print, Broadcast, and Web Media
 - IMC 370 Video Production

Students will pick one of each class in each of the two options based on their focus:

- IMC 470 Applied IMC: Digital Media Perspectives OR
 - IMC 496 Topics in Integrated Marketing Communications
 - IMC 495 Integrated Marketing Communications Internship OR
 - IMC 499 Senior Seminar in Integrated Marketing Communications
4. 14 hours: Electives

Academic Programs: Undergraduate Curriculum

Minor in Integrated Marketing Communications (15 hours)

The Following Courses Are Required For A Minor in Integrated Marketing Communications:

The Following Courses Will Be Required For A Minor in IMC:

- IMC 150 Public Speaking (C/L with MFA)
- IMC 200 Introduction to Communication
- IMC 220 Integrated Communication Concepts
- IMC ____ (upper level course only)
- IMC ____ (upper level course only)

Integrated Marketing Communications Courses (IMC)

IMC 111. Introduction to Mass Communication 3 hours

This course gives students an increased understanding of the roles media play in the ongoing development of culture and society and a broad foundation in the issues, impact, and behind-the-scenes processes of communication media, such as books, magazines, newspapers, radio, television, film, public relations, advertising and the Internet.

Cross-listed with MFA 111

IMC 150. Public Speaking 3 hours

This course helps develop the students' ability to speak confidently and effectively in a variety of public speaking situations. Students will prepare and present several different types of speeches. Particular attention is paid on balancing adequate content with effective delivery.

IMC 200. Introduction to Communication 3 hours

Students are introduced to the study of communication from a cultural perspective. The communication process will be examined so that students will understand that communication operates in a global process. Students will survey a variety of communication disciplines, including mass communication from a print and broadcast perspective, interpersonal communication, group communication and the emerging role of the Internet.

Prerequisite: ENGL 103, IMC 150

IMC 220. Integrated Marketing Communications Concepts 3 hours

This course provides an overview of advertising principles and practice. It introduces students to each area of the advertising business, including research (both qualitative and quantitative), account management, and media planning and buying as well as creative design, copywriting, and commercial production. It also introduces students to writing appropriate to print, broadcast, online journalism, public relations, and advertising.

Pre-requisites: IMC 111, IMC150, IMC 200 (may be taken concurrently)

Academic Programs: Undergraduate Curriculum

CIS 253. Web Page Design

3 hours

This course will introduce students to the fundamentals of web page development using the Hypertext Markup Language (HTML). Students will use a non-visual/code-based HTML development environment throughout the term. Students will also be introduced to the use of Adobe Photoshop for web-based image creation and processing.

IMC 313. Sports Writing and Reporting

3 hours

This course examines the specialized field of writing and sporting events and athletes. It combines class lecture on the qualities of sports writing, analysis of outstanding sport stories, and practical reporting and writing skills needed to write stories on a wide range of sporting events.

IMC 316. Reporting and Writing for the Media

3 hours

This course teaches students the fundamentals of news reporting and writing for the various media. It concentrates on traditional computer-assisted research skills and the news and feature writing skills important across media platforms, stressing objective communication style. It also introduces students to the legal and ethical issues central to working in the media industry.

Prerequisites: ENGL 103 and 104

Cross-listed with ENGL 316

IMC 317. Multimedia Journalism Skills

3 hours

This course introduces students to the fundamentals of reporting and writing across media platforms, introducing them to all the skills needed to do web-based journalism. Students create news packages, focusing on taking and editing photographs; audio recording, editing, and slide-shows; and video storytelling, shooting and editing. Students learn the fundamentals of Flash.

Prerequisite: IMC 316;

Cross-listed with ENGL 317

IMC 325. Advanced Rhetoric and Composition

3 hours

This is a course in English composition and classical rhetoric for the modern student. Through a series of assignments of increasing level of difficulty and a close reading of great English prose stylists, students develop a greater control over their writing process, their rhetorical strategies, and their prose style. Topics include the discovery of arguments, the arrangement of material and style.

Prerequisite: ENGL 103

Cross-listed with ENGL 325

IMC 341. Publication Design and Layout

3 hours

In this course, students learn the fundamentals of designing and laying out a variety of modern print publications, including newspapers, magazines, and newsletters. Students examine relevant general principles of graphic design and the design elements specific to producing modern print publications while learning operation of desktop publishing software.

Prerequisite: ENGL 103

Cross-listed ENGL 341

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IMC 345. Public Relations

3 hours

This course examines the nature and role of public relations in a democratic society and worldwide, activities of public relations professionals, major influences that affect organizational behavior, ethics and professional development of practitioners in the private and public sectors. Emphasis is placed on management functions and developing effective public relations strategies within and toward the business community.

Cross-listed with MFA 345

IMC 350. Business Communication

3 hours

This course investigates written and oral communication skills through the study of communication theory and its practical application in preparing correspondence, reports, and oral presentations in organizations. Students in this course will: identify and understand critical oral and written communication processes; consider the ethical, cultural, and technological ramifications of the communication process; apply appropriate techniques to various business-related scenarios; and understand their role in supporting organizational goals. Topics include communication foundation and theory, the writing process, business correspondence, report writing, proposals and presentations, and oral communication skills. In addition, students have an extensive review of key grammar and usage issues.

Prerequisite: Sophomore standing

Cross-listed with BSMT 350, ENGL 350

IMC 360. Integrated Marketing Communications

3 hours

Research Methods

The course emphasizes research and how to implement those techniques for advertising, journalism, professional communication and public relations. The following objectives will be achieved: measuring audience attitudes, interests, and opinions. Its focus is on selecting appropriate research methods/ techniques; gathering primary and secondary data; analyzing, interpreting, reporting, and applying data in social, commercial, organizational (for profit and non-profit) and political environments. The course includes researching information on computerized databases and on the Internet. Elements of Institutional Research Board (approval) and proper procedures for utilizing human subjects will also be discussed.

Pre-requisites: IMC 200, IMC 220

BSMT 400. Marketing Management

3 hours

This course is an in-depth review of theories, principles, concepts, and activities involved in the flow of goods and services from producer to user. Students in this course will: understand the role of marketing in a free enterprise economy; develop an understanding of marketing terms, institutions and concepts; develop the ability to make the marketing decisions a manager must make to satisfy customers by satisfying their needs; identify and explain, and then apply the important marketing concepts in case situations; apply marketing concepts cumulatively; analyze marketing case problems confidently and meaningfully,

Academic Programs: Undergraduate Curriculum

thus providing a solid foundation for case analysis; and apply the concept of the “marketing Code of Ethics” to management decision making. Topics include the study of the principles, concepts, institutions, and activities involved in bringing goods and services to the ultimate market and user. Prerequisites: BSMT 220 and either MATH 160 or MATH 103-104.

IMC 410. Editing

3 hours

This course introduces students to the history of literary publishing in America from the earliest American broadsides to electronic publishing. Readings explore key historical shifts in literary publishing and the aesthetic, political, and economic issues faced by literary journals in print and online. Students craft interviews, book reviews, and prefaces; study funding opportunities and promotion strategies; and explore the role literary journals play in cultural dialogue. Students gain hands-on experience working to edit, layout, print, and distribute *Against the Grain*, the college literary magazine.

Prerequisite: ENGL 103 and 104, ENGL 250. Cross-listed with ENGL 410

IMC 420. Ethics and Law in Print and Broadcast Media

3 hours

This course examines the study and research of legal and ethical problems involved in print, broadcast, and web media, including libel, privacy, court systems and cases, copyright laws, obscenity and pornography, freedom of press, and FCC regulations. Additionally, students will analyze of contemporary media ethics and principles. Prerequisite: ENGL 103-104. Cross-listed with ENGL 420 and MFA 420

IMC 470. Applied Integrated Marketing Communications

3 hours

This course provides students with an understanding of how the internet and other electronic mediums relate to both integrated marketing and the marketing strategy process and helps students to further understand the impact of the digital age on the marketplace and industry. Additionally, students will review web pages from a usability perspective such that marketing messages are easily communicated and engaged. This course also includes an overview of online media planning, website analytics and search engine optimization.

IMC 495. Integrated Marketing Communications Internship

3 hours

Students will select an area in the field, of Integrated Marketing Communications in which they wish to explore. Practicum time plus evaluations and a final written paper will define the semester experience.

Prerequisite: Permission of the program director and senior standing is required.

IMC 496. Topics in Integrated Marketing Communications

3 hours

This course will examine topics of special interest in IMC such as Broadcast Journalism, Sports Communication, Business Communication, Media Sales,

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Advertising and Advanced Public Relations. Topic courses (but not specific topics) may be repeated for a total of 6 hours.

IMC 499. Senior Seminar in Integrated Marketing Communications

3 hours

This project-based capstone course is designed to assist students in the integration and critical examination of the various concepts, theories and methods of inquiry presented in the General Education Program and in IMC. Course assignments assist students in combining art and copy for effective strategy; using persuasive techniques and ideas in successful integrated Marketing Communication campaigns. Senior standing is required.

Academic Programs: Undergraduate Curriculum

Media and Fine Arts

Department Chairperson
Walter Skiba, M.A., M.Mus.

Program Director: Walter Skiba, M.A., M.Mus.

Faculty: Martin Martinez, M.A.; Betty Delinck, M.A.; Wesley Berrier, B.A.; Shari LeMonnier, M.F.A.; Robert Shultz, B.A.; Michael Kaysen, B.A.

The Media and Fine Arts Program offers a B.A. in Media and Fine Arts with three concentrations (Fine Arts, Media Arts, and interdisciplinary Arts), and a minor in Media and Fine Arts. Students acquire the skills to generate and communicate ideas through traditional and new media arts with technical competence and creativity. Ideas are enriched by perspectives gained from the study of Western and Nonwestern developments in the arts and humanities. Internships provide work experiences and connections that generate employment opportunities. The senior capstone experience gives students the opportunity to complete an integrated project using media of their choice, a portfolio of representative work in different media, a resumé and a self-assessment statement.

Mission Statement of the Media and Fine Arts Program

The program provides professional training, with attention to design principles and applications, within a liberal arts context.

Vision Statement of the Media and Fine Arts Program

The program will be instrumental in the creation of a vibrant and supportive atmosphere for arts events and activities at college and community venues

Full-time and adjunct faculty offer a variety of strengths and perspectives, are engaged in creative and research activities, and are thoroughly committed to developing and directing creative and ambitious students.

Facilities include spacious, well lit studios; a central critique space; and gallery space for exhibiting work by students, faculty and outside artists.

Program Outcomes

Upon completion of the Media and Fine Arts program, it is expected that students will:

1. Demonstrate knowledge of the history of visual and performing arts
2. Demonstrate knowledge of aesthetic theories and principles
3. Demonstrate creative expression and technical skills in working with different artistic media
4. Complete a portfolio of representative artwork
5. Develop a personal code of media ethics, based on published industry codes.

Academic Programs: Undergraduate Curriculum

B.A. in Media and Fine Arts with a Media Arts Concentration (124 hours)

The following courses are required for a baccalaureate degree:

1. 56 hours: General Education, including MFA 200--Introduction to Performing Arts
2. 12 hours: Requisites for the Major
 - MFA 110 Introduction to Design and Careers in the Fine Arts
 - MFA 111 Introduction to Mass Media
 - MFA 280 History of Art I
 - MFA 281 History of Art II
3. 30 hours: Upper Level Courses in Major
 - MFA 355 Multimedia/ Computer Graphics I or MFA 475 Digital Photography
 - MFA 375 Animation
 - MFA 370 Video Production I
 - MFA 373 American Cinema
 - MFA 455 Video Editing
 - MFA ____
 - MFA ____
 - MFA ____
 - * MFA 495 Internship
 - MFA 499 Integrated Project
4. 26 hours: Electives

B.A. in Media and Fine Arts with a Fine Arts Concentration (124 hours)

The following courses are required for a baccalaureate degree:

1. 56 hours: General Education, including MFA 200 Introduction to Performing Arts
2. 12 hours: Requisites for the Major
 - MFA 110 Introduction to Design and Careers in the Fine Arts
 - MFA 111 Introduction to Mass Media
 - MFA 280 History of Art I
 - MFA 281 History of Art II
3. 30 hours: Upper Level Courses in Major
 - MFA 310 Printmaking, MFA 330 Sculpture, or MFA 335 Ceramics
 - MFA 350 Painting
 - MFA 355 Multimedia/Computer Graphics I or MFA 475 Digital Photography
 - MFA 360 Drawing
 - MFA 373 American Cinema
 - *MFA ____
 - *MFA ____

Academic Programs: Undergraduate Curriculum

- *MFA ____
 *Electives
 - MFA 495 Internship
 - MFA 499 Integrated Project
4. 26 hours: Electives

B.A. in Media and Fine Arts with an Interdisciplinary Arts Concentration (124 hours)

The following courses are required for a baccalaureate degree:

1. 56 hours: General Education
2. 12 hours: Requisites for the Major
 - MFA 110 Introduction to Design and Careers in the Fine Arts
 - MFA 111 Introduction to Mass Media
 - MFA 280 History of Art I
 - MFA 281 History of Art II
3. 30 hours: Upper Level Courses in Major
 - MFA 355 Multimedia/Computer Graphics I or MFA 475 Digital Photography
 - MFA 373 American Cinema
 - MFA 330 Sculpture, MFA 350--Painting or MFA 360--Drawing
 - * MFA ____
 - *MFA ____
 - *MFA ____
 - *MFA ____
 *Electives chosen in consultation with program director
- *
 - MFA 495 Internship
 - MFA 499 Integrated Project
4. 26 hours: Electives

Minor in Media and Fine Arts (18 hours)

The following courses are required:

1. MFA 280 History of Art I
2. MFA 281 History of Art II
3. MFA ____ (upper level course)
4. MFA ____ (upper level course)
5. MFA ____ (upper level course)
6. MFA ____ (upper level course)

Academic Programs: Undergraduate Curriculum

Media and Fine Arts Courses (MFA)

MFA 110. Introduction to Design and Careers in the Fine Arts **3 hours**

This introductory course exposes students to a variety of art materials and techniques through an exploration of right-brain activities and the fundamentals of two and three dimensional design. Topics include: unity, balance, rhythm; line, form, color; focal point and illusion of space. Students apply design principles to the interpretation, analysis and critique of artworks. Students also learn about career opportunities and resources.

Laboratory fee: See current fee schedule.

MFA 111. Introduction to Mass Media **3 hours**

This course gives students an increased understanding of the historical development and present day transitioning of mass media. Students learn about behind-the-scenes operations, job opportunities, and explore issues involving books, magazines, newspapers, radio, television, film, public relations, advertising and the Internet.

Cross-listed with COM 111.

MFA 200. Introduction to the Performing Arts **3 hours**

This course integrates music and theater, examining both in a social and historical context and drawing connections with other arts. Students study important elements, forms and styles, including some examples from non-Western cultures. Attendance at live performances is required. Discounted student admission is usually available.

MFA 240. Performance and Stagecraft **1-3 hours**

Students participate in various elements (acting, production staff) of one or more theater productions at CCSJ. (May be taken up to six times for six credit hours with approval of program director or designee.)

Cross-listed with ENGL 240.

MFA 270. Introduction to the Visual Arts **3 hours**

This course presents an historical overview of the visual arts from classical Greek to contemporary, including examples from non-Western cultures. Topics include art and society, visual perception, and interpretation, analysis and evaluation of artworks. Field trips are an integral course component.

MFA 280. History of Art I **3 hours**

This course presents a survey of visual expression from Pre-History to the Renaissance including examples from Non-Western traditions. Students gain insight into the nature of these art forms through a study of aesthetic thought, the elements and techniques of art, and the relationship of the artist to society. Students interpret, analyze and evaluate artworks according to their content, historical context and the students' own perspectives.

3 hours

Academic Programs: Undergraduate Curriculum

MFA 281. History of Art II

This course continues the survey of visual expression from the Renaissance to the present day. Students gain insight into the nature of these art forms through a study of aesthetic thought, the elements and techniques of art, and the relationship of the artist to society. Students interpret, analyze and evaluate artworks according to their content, historical context and the students' own perspectives.

MFA 310. Printmaking

3 hours

Students learn and apply traditional and non-traditional relief printing techniques using linoleum, woods, cardboard, and found textured materials. Students also apply principles to the interpretation, analysis and critique of artworks.

Prerequisites: MFA 110 or consent of instructor. Laboratory Fee: See current fee schedule.

MFA 330. Sculpture

3 hours

This introduction to sculpture explores how creation of new forms is affected by characteristics and qualities of different materials such as found objects, plaster, wire and paper maché. Students begin to develop intellectual processes that aid them in converting abstract ideas into three-dimensional objects. Students also apply principles and techniques to the interpretation, analysis and critique of artworks. Prerequisites: MFA 110 or consent of instructor.

Laboratory Fee: See current fee schedule.

MFA 335. Ceramics

3 hours

Students study major developments in the history of pottery and learn about different types of clay and the steps involved in the transformation of a lump of clay into a glazed object. Students then apply this knowledge to the creation of a pinch pot and other types of construction such as a coil pot and slab.

Prerequisites: MFA 110 or consent of instructor. Laboratory Fee: See current fee schedule.

MFA 336. Advanced Ceramics

3 hours

Building upon techniques from Ceramics, students work on larger and more complex projects, with more experimentation in different glazing techniques, according to their own interests and personal goals.

Prerequisite: MFA 335 Laboratory Fee: See current fee schedule.

MFA 350. Painting

3 hours

This introductory course familiarizes students with a variety of paints (such as tempera, acrylics and oils) and surfaces (such as canvas, illustration board and papers). Students learn color theory, mixing of colors and various applications. Students apply principles of form, light and composition to projects such as still life, landscape and portrait, and to the interpretation, analysis and critique of artworks.

Prerequisites: MFA 110 and 270, or consent of instructor Laboratory Fee: See current fee schedule.

Academic Programs: Undergraduate Curriculum

MFA 355. Multimedia/ Computer Graphics I **3 hours**

Students explore computer-aided design media and various applications. Working with Adobe Photoshop, Illustrator and InDesign, students learn the fundamentals of multimedia development and presentation and complete a series of projects.

Prerequisite: MFA 110 and CMIS 115, or consent of instructor.

MFA 360. Drawing **3 hours**

Students learn to observe, distinguish and develop sensitivity to a variety of drawing materials through an exploration of: form, value, volume, line, texture, perspective and composition. Students will work with various media such as graphite, charcoal, pen and ink, and apply principles and techniques to interpretation, analysis and critique of artworks.

Prerequisites: MFA 110 or consent of instructor.

Laboratory Fee: See current fee schedule.

MFA 361. Advanced Drawing **3 hours**

Building upon principles and techniques from MFA 360, students engage in further experimentation with various media such as conté crayons and pastels, with emphasis on creative image manipulation and content development. Students continue to build skills in interpreting, analyzing and critiquing artworks.

Prerequisite: MFA 360 or consent of instructor.

Laboratory Fee: See current fee schedule. (may be repeated)

MFA 370. Video Production I **3 hours**

Students study the history of video as an art form and as a tool for effective communication. Students also gain experience in all practical aspects of studio/video pre-production, production, and post-production.

MFA 371. Video Production II **3 hours**

Building upon skills, interests and goals, students gain further knowledge and skills in studio/video operations.
(may be repeated)

MFA 373. American Cinema **3 hours**

This course presents an overview of the history of American film and selected genres. Students study classical Hollywood style, the star system, film techniques and language, the structure of the film industry, and explore social commentary. Students view films in connection with each unit of the Study Guide and experience a live play for media comparison.

MFA 375. Animation **3 hours**

After learning how to perform various applications in Flash, using images imported from Photoshop, students go on to create a series of Web-based videos, beginning with a 10-second ad with moving pictures and culminating with a one-minute (or longer) video incorporating sound, multiple animations and at least three scenes.

Prerequisites: MFA 110 and 355, or consent of instructor

Academic Programs: Undergraduate Curriculum

MFA 390. Advanced Design

3 hours

Building upon basic design principles from MFA 110, students engage in more complex two- and three-dimensional projects according to individual interests. Students also gain additional practice interpreting, analyzing and critiquing artworks.

Prerequisites: MFA 110 or consent of instructor. Laboratory fee: See current fee schedule. (may be repeated)

MFA 410. Advanced Printmaking

3 hours

Building upon basic principles and techniques from MFA 310, students engage in more complex linoleum and wood block techniques with a focus on multiple color printing and greater development of image. Students also work with etching, silk screen and lithography. Students get further opportunities to interpret, analyze and critique artworks.

Prerequisite: MFA 310 or consent of instructor.

Laboratory Fee: See current fee schedule.

(may be repeated)

MFA 415. Screen Writing

3 hours

Students learn basic format concepts for writing for the stage, screen, television commercials, documentaries and radio, from starting with the idea to the treatment, synopsis and script. Students write a script of their choice and complete a package for submission for production consideration.

MFA 430. Advanced Sculpture

3 hours

Students continue investigation into the nature of various materials and processes and how the qualities of each affect creation of new forms, with a greater focus on the development of ideas and technique. Students also engage in more complex processes such as bronze-casting and welding, and gain further practice in interpreting, analyzing and critiquing artworks.

Prerequisite: MFA 330 or consent of instructor.

Laboratory Fee: See current fee schedule.

(may be repeated)

MFA 450. Advanced Painting

3 hours

Building upon principles and techniques from MFA 350, students engage in larger projects using their choice of medium and style, and continue to interpret, analyze and critique artworks.

Prerequisite: MFA 350 or consent of instructor.

Laboratory Fee: See current fee schedule.

(may be repeated)

MFA 455. Video Editing

3 hours

Upon completion of this course, students will be able to work with Adobe Premiere Pro software to create a video, incorporating transitions, text, audio and some special effects. Students complete a series of projects using videos supplied with the text and videos they produce.

Pre-requisites: CMIS 115 and MFA 355 or consent of instructor

Academic Programs: Undergraduate Curriculum

MFA 463. Black and White Photography **3 hours**

Students study principles of black and white photography, such as composition, lighting and style, and gain practical experience in the use of a 35mm camera, film processing, projection printing, and other elements and techniques of successful photography. Students apply their knowledge of principles to the interpretation, analysis of artworks. This course may be scheduled simultaneously with MFA 464.

Laboratory fee: See current fee schedule.

MFA 464. Advanced Photography **3 hours**

This course takes students beyond the basic principles of black and white photography to new techniques, such as picture and film manipulation and presentation of artworks, to enhance and refine their photographic skills. Within the purpose and framework of each assignment, students are free to explore and choose their own type of photographic papers and films, and methods of presentation.

Prerequisite: MFA 463 or consent of instructor.

Laboratory Fee: See current schedule.

MFA 465. Studio Photography **3 hours**

This course presents with the black and white photographic composition and lighting techniques needed for studio and on-location work. Students use the 35mm camera and 4x5 view camera to complete assignments from still life and portraits, with emphasis on lighting techniques and composition.

Prerequisite: MFA 463 or consent of instructor

Laboratory Fee: See current fee schedule.

MFA 466. Photojournalism **3 hours**

Students study various aspects of photojournalism, including history, principles, ethical and legal issues. Students then go on to plan, take and edit news pictures, write cutlines and captions, and prepare picture stories.

Prerequisites: MFA 110 and CMIS 115, or consent of instructor.

MFA 475. Digital Photography **3 hours**

Students study principles of digital photography and gain practical experience in the operation of a digital camera, scanning, basic manipulation using Photoshop, and printing. Students apply principles of composition, lighting, and digital techniques to the interpretation, analysis and critique of artworks.

Prerequisites: MFA 110 and CMIS 115, or consent of instructor.

MFA 495. Internship **3 hours**

Students gain work experience in a Media and Fine Arts area. Requirements include practicum time, supervisor evaluation and a reflective paper. Permission of the program director required.

MFA 496. Topics in Media and Fine Arts **1-3 hours**

This course will examine topics of special interest in Media and Fine Arts, such as American Cinema II, DVD Creation, Watercolor Techniques, Acting, Directing,

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Technical Dance and Movement, Color Photography and Photography without Technology.

MFA 497. Research in Media and Fine Arts **3 hours**

Students design, implement and construct a formal report on a research topic. This course requires senior status, a cumulative 3.25 index in the major, and the approval of the program director.

MFA 499. Integrated Project **3 hours**

In consultation with the Media and Fine Arts program director, students put together a project that incorporates and furthers their creative and technical achievements. The project includes a written description/analysis, an oral presentation, and a media/fine arts component. Students also complete their portfolios, prepare a resume, and write a self-assessment of their strengths and areas for growth.

Academic Programs: Undergraduate Curriculum

Philosophy

Department Chairperson
Walter Skiba, M.A., M.Mus.

Support Area Coordinator: Eugene Finnegan, S.T.D.

Faculty: Joan Crist, Ph.D., Richard Morrisroe, J.D., D.Min., Edward C. Stibili, Ph.D.

Philosophy Courses (PHIL)

PHIL 200. Great Philosophical Ideas **3 hours**

This course is both an historical treatment of philosophers and an analysis of their original literature. Students will study ancient through modern philosophers and will analyze major philosophical issues.

Prerequisites: ENGL 103, 104

PHIL 250. How To Make and Evaluate an Argument **3 hours**

This course will train students to make and evaluate arguments. A study of the basic concepts of logic will be integrated with a series of oral and written exercises designed to strengthen students' ability to reason creatively and critically.

Prerequisite: PHIL 200

PHIL 315. Knowledge, Being, and God **3 hours**

This course will explore a number of related questions in the fields of philosophy traditionally known as epistemology, metaphysics, and the philosophical or natural theology. How do we know anything at all? Can we know first principles? What is the significance of being, essence, and the transcendental? Does God exist?

Prerequisite: PHIL 200

PHIL 350. Philosophy of Human Nature **3 hours**

An investigation of such issues as freedom, determinism, language, love, person, the inter-personal, time, society, truth, aesthetics, life, consciousness, mind-body, meaning, immortality, and transcendence.

Prerequisite: PHIL 200

PHIL 360. Ethics and Human Values **3 hours**

This course examines norms for human action; their nature, possibility and foundations; alternative theories of morality and value; the role of values and norms in the process of making moral decisions and their application in practice.

Prerequisite PHIL 200

PHIL 375. Business and Professional Ethics **3 hours**

This course will investigate some of the major social and ethical issues associated with business and the professions. Topics to be covered include theories of right and wrong, relativism, the justification of moral judgments, the

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social responsibilities of business employers, bluffing in negotiations, deception in advertising, extortion, decision-making role of the professional and professional responsibility.

Prerequisite: PHIL 200 Cross-listed: BSMT 375

PHIL 450. Political Philosophy

3 hours

This course will explore a variety of approaches to the fundamental question of political philosophy: How should human society be organized? Students will be exposed to the ideas of ancient, medieval, and modern thinkers, including at least some of the following: Plato, Aristotle, Aquinas, Locke, Rousseau, Kant, Mills, Hegel, and Marx.

Prerequisite: PHIL 200

Academic Programs: Undergraduate Curriculum

Religious Studies

Department Chairperson
Walter Skiba, M.A., M.Mus.

Program Director: Eugene Finnegan, S.T.D.

Faculty: Joan Crist, Ph.D.; Richard Morrisroe, J.D., D.Min.; John Shields, Ph.D.; Fr. Alphonse Spilly, C.P.P.S., Ph.D.; Edward Stibili, Ph.D.

The Religious Studies Program offers a B.A. in Religious Studies, an A.A. in Religious Studies and a Certificate in Religious Studies. The courses are designed for and available to all students and for those who wish to major or minor in the discipline. The Religious Studies Program takes a contemporary, critical, and open approach. The courses focus on the Bible, the wealth of Christian tradition and history, current theology, spiritual life, and the practical and social applications of theology. The Religious Studies Program integrates Catholic, Protestant and Orthodox traditions and studies Judaism, Islam and other Eastern religions in an academic atmosphere.

Mission Statement of the Religious Studies Program

The Religious Studies Program at Calumet College of St. Joseph engages the student in the reflexive intellectual exploration of the fundamental realities and interrelationships of God, self, and world.

Vision Statement of the Religious Studies Program

1. To broaden and deepen the student's knowledge of religion;
2. To reflect upon religious experience in the contemporary world;
3. To think more clearly about some of the great questions about human existence;
4. To understand more completely one's own religious traditions; and
5. To make thoughtful and reasonable decisions about issues of faith, value and practice.

Program Outcome Objectives

Upon completion of this program, it is expected that students will:

1. Possess a general knowledge of the various methods -- theological, philosophical, historical, sociological, psychological, and literary -- used for contemporary academic study of religion (RLST 130, 435, 496);
2. Possess knowledge of the Jewish and Christian Scriptures and the various methods used to study their original meaning and their current significance (RLST 130, 310, 320, 350);
3. Possess a good knowledge of the history of the Christian church, including the development of Christian doctrine and theology, the divisions and controversies within Christianity and the ongoing relationship between Christianity and its surrounding culture and society (RLST 330, 331);

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4. Possess knowledge of the history, current state, and practical applications of Christian reflection on human action, with a particular emphasis on social justice and the preferential option for the poor (RLST 110, 210, 380, 430);
5. Possess knowledge of the Catholic tradition, including historical development, liturgical traditions, theological schools, social and ethical teachings and currently disputed questions (RLST 340, 345, 370, 400);
6. Possess a general knowledge of the world religions and the theological discussions about their inter-relationships (RLST 130, 450); and
7. Have the capability to engage in a critical and constructive dialogue with the tradition of theological and religious scholarship, analyze and evaluate others' contributions to that tradition, and begin to create original contributions (RLST 496, 497, 499).

The above mentioned course offerings develop the desired outcomes of these objectives, with stronger emphasis in the courses indicated. This ongoing assessment is provided in each individual course and each particular class contact, mainly through discussion and the writing of reflective essay papers. A questionnaire is being developed to be administered at the beginning, middle and end of the program. Finally, the RLST 499 Senior Seminar is used to assess the student's ability to integrate and demonstrate his or her knowledge.

B.A. in Religious Studies (124 hours)

The Bachelor of Arts Degree in Religious Studies introduces the student to the major areas of theological exploration and discourse, as well as the broader context of the academic study of religion. Graduates of this program will be familiar with the various methods used to study religion within the contemporary academy, as well as the more specifically theological areas of knowledge such as Bible, church history, systematic theology, ethics and inter-religious dialogue. They will be able to engage in a critical and constructive dialogue with the theological tradition, analyze and evaluate other's contribution to that tradition, and begin to create their own theological contributions. The program seeks to reflect the pluralism and variety of contemporary theology, and hence is not bound to any one theological method. Although offered in the context of a Catholic college, the degree is available to students of any or no religious tradition. Religious Studies majors are strongly encouraged to take English 103 before taking any Religious Studies courses. History 111-112 is recommended as well.

The following are required for a baccalaureate degree:

1. 56 hours: General Education
2. Requisites for the Major
 - RLST 110 Social Justice
 - RLST 130 Introduction to Religious Studies
(Included in General Education requirements)

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3. 24 hours: Upper Level Courses in Major
 - Systematic: 6 hours – See course listings (S)
 - RLST ____
 - RLST ____
 - Biblical: 6 hours – See course listings (B)
 - RLST ____
 - RLST ____
 - Moral Theology: 3 hours – See course listings (M)
 - RLST ____
 - History: 3 hours – See course listings (CH)
 - RLST ____
- RLST ____ (upper level course only)
- RLST 499 Senior Seminar in Religious Studies
4. 44 hours: Electives

A.A. in Religious Studies (61 hours)

The Associate of Arts Degree in Religious Studies is designed to meet the needs of the undergraduate student who desires a general and flexible introduction to the discipline of Religious Studies, either as a preparation for further academic work or for local lay ministry. Graduates of this program will have a broadly based knowledge of the various subject areas within theology, a knowledge of the pluralism of methods within theology and within religious traditions, and the ability to begin to analyze and evaluate these traditions and beginning experience in communicating this knowledge and analysis to others.

The following courses are required for the Associates degree:

1. 34 hours: General Education
2. Requisites for the Major
 - RLST 110 Social Justice
 - RLST 130 Introduction to Religious Studies
(Included in General Education requirements)
3. 12 hours: Upper Level Courses in Major
 - RLST 320 Introduction to New Testament
 - RLST 330 History of Christianity I *or*
RLST 331 History of Christianity II *or*
RLST 345 Religion in America

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- RLST 370 Christology: The Person and Work of Jesus
- RLST 430 Contemporary Christian Morality

4. 15 hours: Electives

Minor in Religious Studies (15 hours)

The Minor in Religious Studies allows a student pursuing another degree at the College to explore the discipline beyond the requirements of the General Education program.

The following courses are required for a Minor in Religious Studies:

- RLST 110 Social Justice
- RLST 130 Introduction to Religious Studies
- RLST 330 History of Christianity I *or*
RLST 331 History of Christianity II
- RLST 350 The Gospels
- RLST 370 Christology: The Person and Work of Jesus

Second Degree in Religious Studies (30 hours)

Any student with a baccalaureate degree from an accredited college or university can obtain a second degree in Religious Studies by completing the following courses:

1. RLST 110 Social Justice
2. RLST 130 Introduction to Religious Studies
3. 24 hours: Upper Level Courses in Major

Systematic: 6 hours – See course listings (S)

- RLST ____
- RLST ____

Biblical: 6 hours – See course listings (B)

- RLST ____
- RLST ____

Moral Theology: 3 hours – See course listings (M)

- RLST ____

History: 3 hours – See course listings (CH)

- RLST ____

Certificate in Religious Studies (18 hours)

The Certificate program in Religious Studies provides a solid foundation in the discipline either for those who already have a degree in some other field and wish to increase their knowledge of theology, or for those who plan to

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pursue further theological education or serve in local pastoral ministry. It is designed to be very flexible in meeting student needs and areas of interest.

The following courses are required to receive a Certificate in Religious Studies:

1. RLST 110 Social Justice
2. RLST 130 Introduction to Religious Studies
3. RLST 320 Introduction to New Testament
4. RLST 330 History of Christianity I *or*
RLST 331 History of Christianity II *or*
RLST 345 Religion in America
5. RLST 370 Christology: The Person and Work of Jesus
6. RLST 430 Contemporary Christian Morality

Additional Information

In collaboration with the Diocese of Gary and the Catholic Theological Union of Chicago, the College offers undergraduate credit In Religious Studies for courses given in the Diocesan Ministry Formation Program.

Religious Studies Courses (RLST)

RLST 110. Social Justice 3 hours

This course focuses on reading and discussion of social justice issues. There is also an emphasis on college-level skills. This course includes ten hours of community service learning. This course must be taken in the student's first semester at the College.

RLST 130. Introduction to Religious Studies 3 hours

This course introduces students to religion through critical and constructive reflection. This course focuses on three themes: religious beliefs, major world religions with an emphasis on Christianity, and Christian theology.

Prerequisite: ENGL 103

RLST 310. Introduction to Old Testament (B) 3 hours

This course will explore the Old Testament with a special attention to the historical and cultural context in which the various books developed. Introducing and using modern critical tools for studying scripture, the course will survey the Pentateuch (the first five books of the Bible), the historical books, and the prophetic and wisdom literature and will raise questions concerning the theological meaning of the Old Testament both then and today.

Prerequisite: RLST 130

RLST 320. Introduction to New Testament (B) 3 hours

This course will explore the New Testament with a special attention to the historical and cultural context in which the various books developed. The course will introduce modern critical methods for examining the Gospel texts, with a focus on the historical Jesus question, and will survey the other literature of the

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New Testament, including Paul's letters and the Book of Revelation. The theological meaning of these books both then and now will be discussed.

Prerequisite: RLST 130

RLST 330. History of Christianity I (CH) 3 hours

This course will trace the development of Christianity from its founding up to the Reformation. Focusing primarily on key events in the life of church and society, this course will survey such topics as early church life and the persecution of Christians in the Roman Empire, the development of early doctrines about Jesus, the development of monasticism, the Christianization of Europe in the Middle Ages, the Crusades, the papacy and the Renaissance.

Prerequisite: RLST 130

RLST 331. History of Christianity II (CH) 3 hours

This course will survey the development of Christianity from the time of the Reformation to the present. Covered in this course will be the Reformation, both Protestant and Catholic, the development of Protestant churches from Anglicans to Quakers, the Enlightenment and its effects on religion, and the relationship of modern democracy and capitalism to Christianity. Special emphasis will be given the key events in Catholic history, especially the Second Vatican Council and its significance for the contemporary Church.

Prerequisite: RLST 130

RLST 340. Christian Worship and Sacraments (S) 3 hours

Worship and reverence are the nearly universal human responses to the presence of the divine. This course will examine the specifically Christian response to the divine initiative in Jesus Christ: worship and liturgy through word and sacrament. Using the Eucharist or Lord's Supper as a focus, this course will examine both the history of Christian doctrines and practices with regard to the sacraments, and the many ways in which Christians worship today.

Prerequisite: RLST 130

RLST 345. Religion in America (CH) 3 hours

This course surveys the history of religion in America, with an emphasis on the development of both American Protestantism and Catholicism from the time of the first European settlers down to the present. The course will also survey such topics as Native American religion, Judaism in America, African-American religion, and the relationship of religion and American culture.

Prerequisite: RLST 130

RLST 350. The Gospels (B) 3 hours

The four canonical Gospels (Matthew, Mark, Luke and John) are the main sources for the Christian narrative about the life, death and Resurrection of Jesus. This course will study these Gospels using the tools of contemporary historical-critical and literary scholarship in order to understand how each Gospel theologically portrays Jesus. One of the four Gospels will be studied in depth.

Prerequisite: RLST 130; RLST 320 recommended.

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RLST 370. Christology: The Person and Work of Jesus (S) 3 hours

One central claim of Christianity is that God is most fully and finally revealed in the life, death and resurrection of Jesus of Nazareth. This course will explore the wide range of Christian understandings of Jesus, examining first the scriptural sources, then the historical development of Christian doctrines and church teachings about Jesus and finally the writings of contemporary theologians and other thinkers.

Prerequisite: RLST 130; RLST 320 recommended.

RLST 400. Contemporary Catholicism: Church, World and Theology (S) 3 hours

The Catholic Church has undergone a massive amount of change in the thirty years since the close of the Second Vatican Council (1962-1965).

This course will examine the Council in detail in order to understand what changes it began in Catholic worship, practice and thought. Particular emphasis will be given to the new styles of theology, which have become prevalent in the Catholic Church. Selected theologians will be read on a series of important theological issues such as God, Christ, church, ministry, etc.

Prerequisite: RLST 130

RLST 430. Contemporary Christian Morality (M) 3 hours

This course will examine both the process of moral reasoning and a range of contemporary moral issues using critical tools drawn from theological ethics. Drawing on Scripture, tradition, reason and the contemporary situation, the course will examine Christian ethical responses to such issues as sexuality, family life, medicine and health, the environment, business, violence, and euthanasia.

Prerequisite: RLST 130

RLST 435. The Doctrine of God: One and Triune(S) 3 hours

The mystery of God is at the heart of religion. This course will examine the particularly Christian doctrine of God, the claim that God is One and Three, a Trinity of Father, Son and Spirit. Beginning with the scriptural sources about the relationship of God and humanity, this course will survey the development of the Christian doctrine and the understanding of this mystery today.

Prerequisite: RLST 130; RLST 320 and 330 recommended.

RLST 450. Religions of the World (S) 3 hours

This course will introduce students to the basic teachings, practices and contemporary expressions of the major world religions. The course is designed to facilitate understanding of differences and interactions among these religions in shaping the contemporary religious experience.

Prerequisite: RLST 130.

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RLST 496. Topics in Religious Studies **3 hours**

This course will examine topics of special interest in the religious studies field such as Death and Afterlife in Religious Traditions, Ecclesiology, the Nature and Life of the Church, Liberation, Third World and Environmental Theology, Christian Spirituality and Faith Development, Women and Spirituality, Black Churches, History, Spirituality, and Theology, Hispanic Catholicism, Book of Revelations and Apocalyptic Literature, Prophets in the Hebrew Scriptures, Psalms, Proverbs and Wisdom Literature, etc. Topics courses (but not specific topics) may be repeated for a total of 6 hours.

RLST 497. Research in Religious Studies **3 hours**

By participating in a semester-long research program, students earn credit for their degree. Training in research methodology provides students with the opportunity to pursue this discipline by designing, implementing, and constructing a formal report on a research topic. This course requires senior status, a cumulative 3.25 index in the major, and the approval of the Program Director. Prerequisites: RLST 130 and RLST major.

RLST 499. Senior Seminar in Religious Studies **3 hours**

This capstone course is designed to assist students in the integration and critical examination of the various concepts, theories, and methods of inquiry presented both in general education and the major. Learning outcomes for both the general education program and the major are reviewed. Course assignments assist students in assessing the degree for which learning outcomes have been mastered. Senior standing is required. Prerequisites: RLST 130 and RLST major.

Academic Programs: Undergraduate Curriculum

Spanish

Department Chairperson
Walter Skiba, M.A., M.Mus.

Support Area Coordinator: Walter Skiba, M.A., M.Mus.

Faculty: Nanette Naranjo, M.S.

Spanish Courses (SPN)

SPN 103. Introduction to Spanish I **3 hours**

This course is for students who have had no previous experience in the language. Intense training is given in the fundamentals of grammar, pronunciation, and the simultaneous development of the four ends of language study: reading, aural comprehension, writing and speaking.

SPN 104. Introduction to Spanish II **3 hours**

This course is a continuation of Spanish I.

SPN 203. Advanced Conversation & Composition **3 hours**

This course prepared students to demonstrate Spanish proficiency I three communication modes; interpersonal, (interactive communication), interpretive (receptive communication) and presentational communication (productive).

Academic Programs: Undergraduate Curriculum

Department of Quantitative, Behavioral and Social Sciences

**Department Chairperson
Joseph Kovach, Psy.D.**

Program		Directors/Coordinators
Baccalaureate		
Human Services Concentrations: Counseling, Social Services	B.S.	Eileen Stenzel, Ph.D.
International Studies & Service	B.A.	Joseph Kovach, Psy.D.
Psychology	B.S.	Joseph Kovach, Psy.D.
Science Life-Science, Pre-Professional Restoration, Ecology, Forensic Science, Exercise & Sport Science	B.S.	Alexandre da Silva, M.S.
Social Sciences	B.S.	Tina Ebenger, Ph.D.
Support Areas		
Mathematics		Br. Benjamin Basile, C.PP.S., MS.
Political Science		Tina Ebenger, Ph.D.
Sociology		Tina Ebenger, Ph.D.

Academic Programs: Undergraduate Curriculum

Human Services

Department Chairperson
Joseph Kovach, Psy.D.

Program Director: Eileen Stenzel, Ph.D.

Faculty: Denis Adams, M.S.W.; Marilyn Bogash, M.H.S.; Kenneth Flanagan, D.S.W.; Elizabeth Guzman-Arredondo, M.S.W.; Jean Lubeckis, M.H.S.; Renee Shutay, M.S.W.

The Human Services Program offers a B.S. in Human Services with two concentrations: Social Services and Counseling. Counseling Concentrators may select a specialization in Bereavement Counseling, Chemical Dependency Counseling, or Pastoral Counseling. With the approval of the Program Director, Counseling Concentrators may also design a clinical counseling specialization that more closely fits their professional interests.

Mission Statement

The Human Services Program prepares students to offer social and clinical interventions that will help individuals and groups achieve their highest level of functioning; exhibit sensitivity to the cultural and ethnic roots of human behavior; and consistently demonstrate a commitment to maintaining good mental health. All Human Services faculty offer personal and academic support to students as they work toward assuming the responsibilities of public services within a framework of a commitment to social justice.

Vision Statement

The Human Services Program strives to increase the number of graduate-level human service providers in Northwest Indiana with particular attention to increasing the representation of minorities within the helping professions.

Goals of the Human Services Program

The Human Services Program prepares students for entry-level employment and successful completion of a graduate degree.

Program Outcome Objectives

Upon completion of the Human Services Program, students will demonstrate mastery of the knowledge, skills and attitudes that characterize the Human Service Professional.

1. *Origins and Theoretical Orientations of the Helping Professions:* All students will be able to explain the origins of the human service profession, the value base of the profession and discuss issues that will impact its growth.
2. *Theories and Techniques of Human Service Social and Clinical Interventions:* All students will be able to identify and critically evaluate the major theories and techniques of social and clinical intervention and their relevance to the helping profession.

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3. *Systems Theory*: All students will be able to use a range of theories to explain human systems: families, small groups, organizations and social systems.
4. *Social and Developmental Theory*: All students will be able to use medical, social and psychological models of human behavior to identify the conditions that promote and impede attainment of optimal human functioning.
5. *Basic Communication and Technology Literacy*: All students will demonstrate competencies in literacy and technical writing, methods of research and measurement, and computer literacy.
6. *Knowledge of and Respect for Cultural Diversity*: All students will demonstrate cultural sensitivity and multi-cultural awareness.
7. *The Twelve Core Functions of a Counselor/The Eight Counseling Skill Groups*: Counseling students will demonstrate proficiency in the Twelve Core Functions of a Counselor and the Eight Counseling Skills Groups.
8. *Community Organizing and Public Policy Development*: Social Service students will demonstrate proficiency in the skills of community organization, the development of social policy and human service issues that are unique to urban environments.
9. *Treatment Planning*: All students will demonstrate proficiency in the strategies for planning and implementing social and clinical interventions.
10. *Personal Growth and Commitment to Good Mental Health*: All students will demonstrate a high level of personal self-awareness, an enhanced understanding of the mechanisms of social communication, increased awareness of inevitable sources of interpersonal conflict, and become more goal-oriented and strategic in their interactive behavior.
11. *Working With Special Populations*: Through completion of the various concentrations and specialties offered in the program students will demonstrate effective intervention skills with special populations: the bereaved, the chemically dependent, children, etc.
12. *Critical Thinking and Analytical Skills*: All students will demonstrate the full range of competencies in critical thinking and higher order analysis necessary for the Human Services profession.
13. *Professional Identity and Commitment to Life-Long Learning*: Students will be able to articulate their identity as human service professionals and formulate a plan for on-going professional development.
14. *Ethical Competence*: Students will be familiar with the Codes of Ethics of the major professional organizations that regulate the helping professions and demonstrate consistent growth in their ability to comply with these standards.

Programmatic Admission/Retention Requirements

All students must meet the requirements for admission to the College. Additionally, students must submit a written application to the Program Director for admission to the Human Services Program. This process is normally completed as part of the HSV 100 Introduction to Human Services course.

Students who do not take HSV 100 should schedule an appointment for an Application Interview with the Program Director during their first semester of

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study at the college. As part of the application process, students will have an opportunity to complete a Plan for Persistence toward degree completion.

The Human Services Program retains the right to recommend that students withdraw from the Human Services Program if they fail to demonstrate consistent progress toward the attainment of program objectives. In order to continue in the program, students must earn a letter grade of a C for all major courses and maintain a 2.5 GPA. Students who fall below this standard must follow the normal procedures for repetition of coursework. Students may not have violated any of the commonly accepted ethical or moral standards of Human Service professions. Students will receive written guidelines of all program requirements as part of the Introduction to Human Services course or in the course of their Application Interview.

Students seeking admission to and retention in the Human Services Program are evaluated annually in the *Assessment Seminar*. Students are required to complete this non-credit, on-line seminar once each year until the academic year in which he or she completes the Practicum. The Assessment Seminar for the Practicum year is integrated into the Practicum course.

It is expected that Human Services students will demonstrate consistent progress toward the completion of the degree. The Human Services faculty is committed to making every effort to assist students in the attainment of this goal. A key component of this commitment is the annual Portfolio Review and Assessment Interview done as part of the Assessment Seminar.

Human Services students are expected to demonstrate the standards of professional behavior commonly found in the various Codes of Professional Ethics. This includes a commitment to developing and maintaining the personal growth and development needed to function effectively in the helping professions. Students who demonstrate serious levels of personal impairment will be asked to consult with the Program Director. Every effort will be made to provide students with the support they need to meet this standard of personal fitness for the profession.

Assessment of Students' Mastery of Educational Objectives

The assessment process of the Human Services Program consists of:

- Performance in each course in the program; and
- An Assessment of Mastery of Educational Objectives administered as part of HSV 495 Practicum.

The results of each of these assessment tools are shared with all Human Services faculty and anonymously with students. This information will be used to guide the annual program review and plan program revisions. Students receive written instructions for and begin the Human Services Portfolio as part of HSV 100. Portfolio Review is part of the Annual Assessment Interview.

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Degrees Offered

The Human Services Program offers a B.S. in Human Services with concentrations in Social Services and Counseling. All Counseling Concentrators complete a Core Counseling Curriculum. Counseling students may select a counseling specialty in Bereavement Counseling, Chemical Dependency Counseling, Pastoral Counseling, or, with the approval of the Program Director, another area of interest to the student. Social Service concentrators who wish to take counseling courses as electives should consult with the Program Director for advising.

The Human Services Program offers certified alcohol and drug abuse counselors the opportunity to complete the Chemical Dependency Counseling Specialty as an Accelerated Degree for Certified Non-Degreed Addictions Professionals (ADCAP). To be eligible for admission to the ADCAP program, students must have state and/or national certification in Alcohol and Drug Abuse Counseling and a minimum of 2,000 hours of professional experience in the field. Students interested in the ADCAP should contact the Director of the Human Services Program for more information.

B.S. in Human Services with a Social Services Concentration (124 hours)

The following courses are required for a baccalaureate degree:

1. 56 hours: General Education (including BIOL 101 as second Science course)
2. 18 hours: Requisites for the Major
 - HSV 100 Introduction to Human Services
 - HSV 200 Introduction to Alcohol and Drug Abuse
 - HSV 210 Research Methods
 - HSV 220 Human Services Models and Methods, *or*
 - HSV 230 Pharmacology of Psychoactive Substances
 - HSV 250 Human Service and Professional Issues
 - HSV 255 HIV/AIDS/STD's
3. 33 hours: Upper Level Courses in Major
 - HSV 300 Family Counseling
 - HSV 317 Health Care and Social Services
 - HSV 319 Case Management
 - HSV 347 Social Services with Children
 - HSV 358 Social Service and Public Policy
 - HSV 360 Gerontological Social Services
 - HSV 400 Crisis Intervention
 - HSV 405 Counseling Diverse Populations
 - HSV 413 Methods in Community Organizations
 - HSV 420 Group Counseling
 - HSV 495 Practicum

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4. 14 hours: Electives

Recommended Electives:

- HSV 310 Clinical Counseling Skills
- PSYC 341 Child Psychology
- PSYC 342 Psychology of Adolescence
- PSYC 343 Adult Development and Again

B.S. in Human Services with a Counseling Concentration (125 hours)

The following courses are required for a baccalaureate degree:

1. 56 hours: General Education (including BIOL 101 as second Science course)

2. 18 hours: Requisites for the Major

- HSV 100 Introduction to Human Services
- HSV 200 Introduction to Alcohol and Drug Abuse *or*
HSV 230 Pharmacology of Psychoactive Substances
- HSV 220 Human Services Models & Methods
- HSV 235 Statistics and Research Methods
- HSV 250 Human Service and Professional Issues
- HSV 255 HIV/AIDS/STD's

3. 27 hours: Upper Level Courses in Major

- HSV 300 Family Counseling
- HSV 305 Theoretical Bases of Counseling
- HSV 310 Clinical Counseling Practice
- HSV 350 Theological Skills for Human Service Professionals
- HSV 400 Crisis Intervention
- HSV 405 Counseling Diverse Populations
- HSV 420 Group Counseling
- HSV 430 Assessment and Treatment Planning
- HSV 495 Practicum

4. 23 hours: Electives

Recommended Electives:

- PSYC 341 Child Psychology
- PSYC 342 Psychology of Adolescence
- PSYC 343 Adult Development and Again

Counseling Concentrators select from one of the following specializations: Bereavement Counseling, Chemical Dependency Counseling, Pastoral Counseling, or a Self-Designed Counseling Specialty. This last option is of interest to students who are preparing

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for graduate degrees in psychology or who are interested in working with other special populations such as children and adolescents, the elderly, or the disabled. The requirements in these areas are as follows.

B.S. in Human Services with a Bereavement Concentration (125 hours)

The following courses are required for a baccalaureate degree:

1. 56 hours: General Education (including BIOL 101 as second Science course)
2. 18 hours: Requisites for the Major
 - HSV 100 Introduction to Human Services
 - HSV 200 Introduction to Alcohol and Drug Abuse *or*
 - HSV 230 Pharmacology of Psychoactive Substances
 - HSV 220 Human Services Models and Methods
 - HSV 235 Statistics and Research Methods
 - HSV 250 Human Service and Professional Issues
 - HSV 255 HIV/AIDS/STD's
3. 36 hours: Upper Level Courses in Major
 - HSV 300 Family Counseling
 - HSV 305 Theoretical Bases of Counseling
 - HSV 310 Clinical Counseling Practice
 - HSV 312 Death, Dying and Caregiving
 - HSV 350 Theological Skills for Human Service Professionals
 - HSV 355 Psychological Consequences of Dying
 - HSV 357 Bereavement Counseling with Families
 - HSV 400 Crisis Intervention
 - HSV 405 Counseling Diverse Populations
 - HSV 420 Group Counseling
 - HSV 430 Assessment and Treatment Planning
 - HSV 495 Practicum
4. 14 hours: Electives

Recommended Electives:

- PSYC 341 Child Psychology
- PSYC 342 Psychology of Adolescence
- PSYC 343 Adult Development and Aging

B.S. in Human Services with a Chemical Dependency Concentration (125 hours)

The following courses are required for a baccalaureate degree:

1. 56 hours: General Education (including BIOL 101 as second Science course)

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2. 21 hours: Requisites for the Major
 - HSV 100 Introduction to Human Services
 - HSV 200 Introduction to Alcohol and Drug Abuse
 - HSV 220 Human Services Models and Methods
 - HSV 230 Pharmacology and Psychoactive Substances
 - HSV 235 Statistics and Research Methods
 - HSV 250 Human Service and Professional Issues
 - HSV 255 HIV/AIDS/STD's
3. 33 hours: Upper Level Courses in Major
 - HSV 300 Family Counseling
 - HSV 305 Theoretical Bases of Counseling
 - HSV 310 Clinical Counseling Practice
 - HSV 315 Compulsive and Addictive Behavior
 - HSV 328 Counseling the Chemically Dependent
 - HSV 350 Theological Skills for Human Service Professionals
 - HSV 400 Crisis Intervention
 - HSV 405 Counseling Diverse Populations
 - HSV 420 Group Counseling
 - HSV 430 Assessment and Treatment Planning
 - HSV 495 Practicum
4. 10 hours: Electives

Recommended Electives:

 - PSYC 341 Child Psychology
 - PSYC 342 Psychology of Adolescence
 - PSYC 343 Adult Development and Again

B.S. in Human Services with a Self-Designed Specialty Concentration (125 hours)

The following courses are required for a baccalaureate degree:

1. 56 hours: General Education (including BIOL 101 as second Science course)
2. 18 hours: Requisites for the Major
 - HSV 100 Introduction to Human Services
 - HSV 200 Introduction to Alcohol and Drug Abuse *or*
 - HSV 230 Pharmacology of Psychoactive Substances
 - HSV 220 Human Services Models and Methods
 - HSV 235 Statistics for Behavioral Sciences
 - HSV 250 Human Service and Professional Issues
 - HSV 255 HIV/AIDS/STD's
3. 39 hours: Upper Level Courses in Major

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- HSV 300 Family Counseling
- HSV 305 Theoretical Bases of Counseling
- HSV 310 Clinical Counseling Practice
- HSV 350 Theological Skills for Human Service Professionals
- HSV 400 Crisis Intervention
- HSV 405 Counseling Diverse Populations
- HSV 420 Group Counseling
- HSV 430 Assessment and Treatment Planning
- HSV 495 Practicum
- PSYC 315 Personality Psychology
- HSV or PSYC ____ (upper level course only and approval of program director)
- HSV or PSYC ____ (upper level course only and approval of program director)
- HSV or PSYC ____ (upper level course only and approval of program director)

4. 11 hours: Electives

Recommended Electives:

- PSYC 341 Child Psychology
- PSYC 342 Psychology of Adolescence
- PSYC 343 Adult Development and Aging

Students who complete a counseling specialty will, upon request, be awarded a *Certificate of Achievement* by the Human Services Program.

Minor in Human Services with no concentration: (24 hours)

The following courses are required:

1. 6 hours: Requisites for the Major
 - HSV 100 or 220
 - HSV ____
2. 12 hours: Upper Level Courses in Major
 - HSV ____
 - HSV ____
 - HSV ____
 - HSV ____

Minor in Human Services with Social Sciences/Case Management concentration: (24 hours)

The following courses are required:

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1. 6 hours: Requisites for the Major
 - HSV 100 *or* 220
 - HSV ____
2. 18 hours: Upper Level Courses in Major
 - HSV 317 Healthcare and Social Services
 - HSV 319 Case Management
 - HSV 347 Social Services with Children
 - HSV 360 Gerontological Social Services
 - HSV 405 Counseling Diverse Populations
 - HSV 430 Assessment and Treatment Planning

Minor in Human Services with Social Services/Community Organizing: (24 hours)

The following courses are required:

1. 6 hours: Requisites for the Major
 - HSV 100 *or* 220
 - HSV 200
2. 18 hours: Upper Level Courses in Major
 - HSV 315 Compulsive and Addictive Behavior
 - HSV 358 Social Service and Public Policy
 - HSV 405 Counseling Diverse Populations
 - HSV 413 Methods in Community Organizations
3. 6 hours: Electives
 - HSV __ (upper level course only and approval of program director)
 - HSV __ (upper level course only and approval of program director)

Minor in Human Services with Counseling/No Specialization concentration: (24 hours)

The following courses are required:

1. 6 hours: Requisites for the Major
 - HSV ____
 - HSV ____
2. 18 hours: Upper Level Courses in Major
 - HSV 305 Theoretical Bases of Counseling
 - HSV 310 Clinical Counseling Practice
 - HSV 400 Crisis Intervention
 - HSV 405 Counseling Diverse Populations
 - HSV 420 Group Counseling
 - HSV 430 Assessment and Treatment Planning

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Minor in Human Services with Bereavement Counseling concentration: (24 hours)

The following courses are required:

1. 6 hours: Requisites for the Major
 - HSV ____
 - HSV ____
2. 18 hours: Upper Level Courses in Major
 - HSV 305 Theoretical Bases of Counseling
 - HSV 310 Clinical Counseling Practice
 - HSV 312 Death, Dying and Caregiving
 - HSV 355 Psychological Consequences of Dying
 - HSV 357 Bereavement Counseling with Families
 - HSV 400 Crisis Intervention

Minor in Human Services with Chemical Dependency concentration: (24 hours)

The following courses are required:

1. 6 hours: Requisites for the Major
 - HSV 200 Introduction to Alcohol and Drug Abuse
 - HSV 230 Pharmacology of Psychoactive Substances
2. 18 hours: Upper Level Courses in Major
 - HSV 305 Theoretical Bases of Counseling
 - HSV 310 Clinical Counseling Practice
 - HSV 328 Counseling the Chemically Dependent
 - HSV 405 Counseling Diverse Populations
 - HSV 420 Group Counseling
 - HSV 430 Assessment and Treatment Planning

Distance Education in the Human Services Program

In order to assist students with the time and space barriers frequently encountered by working adults, the Human Services Program offers a number of hybrid courses. These courses are indicated in the above course list.

Certificate in Bereavement Counseling

The following sequence of courses has been approved by the American Academy of Grief Counselors as meeting the requirements for National Certification as a Grief Counselor: HSV 305, 310, 312, 355, 357 and 496 (Bereavement Practicum). Students who complete this program apply directly to the Academy for certification. For more information log on to www.aihccp.org. Go to The American Academy of Grief Counselors for a list of certification options and an application form. Students who complete the

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three course sequence in bereavement counseling will, upon request, be issued a certificate of completion

The following courses are required:

1. HSV 305 Theoretical Bases of Counseling
2. HSV 310 Clinical Counseling Practice
3. HSV 312 Death, Dying and Caregiving
4. HSV 355 Psychological Consequences of Dying
5. HSV 357 Bereavement Counseling with Families
6. HSV 496 Bereavement Practicum

Certificate in Chemical Dependency Counseling

Students who complete the required courses will, upon request, be issued a certificate of completion in Chemical Dependency Counseling.

Certificate in Chemical Dependency (15 hours)

The following courses are required:

1. HSV 200 Introduction to Alcohol and Drug Abuse
2. HSV 230 Pharmacology of Psychoactive Substance
3. HSV 255 HIV/AIDS/STD's
4. HSV 315 Compulsive and Addictive Behavior
5. HSV 328 Counseling the Chemically Dependent

Human Services Courses (HSV)

HSV 100. Introduction to Human Services

3 hours

Students will be provided with an overview of the Human Services field and the various concentrations offered at Calumet College of St. Joseph. This course serves as the foundational course for the Counseling and Social Service concentrations.

HSV 200. Introduction to Alcoholism and Drug Abuse

3 hours

Students are provided with an overview of alcoholism and drug abuse. The course surveys the various causation theories including the disease concept. The biological, psychological and spiritual implications of chemical dependency will be examined. Various counseling approaches will be surveyed as well as the influence of the self-help movement.

HSV 220. Human Services Models and Methods

3 hours

The student will be given an overview of the various treatment modalities used in the direct practice of social service delivery in both a social service and clinical context. These skills will focus on the management of the change process. Prerequisite: Introduction to Human Services (HSV 100) or taken concurrently.

HSV 230. Pharmacology of Psychoactive Substances

3 hours

This course focuses upon the nature of psychoactive drugs, the effects they have on the body and mind of the user and the behaviors associated with their use and abuse. Drug interactions and withdrawal symptoms will be identified for

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each class of drugs. The relationship with pharmacology and the addictions counseling field will be emphasized. Delivered as a Hybrid course.

Prerequisite: Introduction to Alcoholism and Drug Abuse (HSV 200) or permission of Instructor.

HSV 235. Research Methods for Human Services 3 hours

This course will introduce students to a broad range of research methods essential for the professional human services provider. These will include: participant observation, survey design, interviewing skills, Internet and journal research, and empirical research design. Students will participate in a semester-long research project. Field opportunities designed to develop mastery of a variety of research techniques will be an important component of this course.

HSV 250. Human Service and Professional Issues 3 hours

This course surveys the standards of professional conduct and ethical codes for various associations and/or credentialing organizations. Organizations to be considered are the Indiana Counselors Association on Alcoholism and Drug Abuse, National Association of Alcoholism and Drug Abuse counselors, American Psychological Association, American Association for Marriage and Family Therapy, National Association of Social Workers, and the Health Professions Bureau (Indiana). The goal of this course is to provide the student with the necessary information to enable students to make informed decisions regarding appropriate behavior with clients and other professionals. Delivered as a Hybrid course.

HSV 255. HIV/ADS/STD's 3 hours

Today Human Service providers are confronted with clients who are high risk for contracting many diseases. In order to serve these clients, Human Service professionals need information that is up-to-date and can be readily used in educating their clients.

HSV 300. Family Counseling 3 hours

This course will explore the systems approach to family treatment using several theories of family therapy. Focus will be on the recognition of the rules, roles, and communication styles and coping mechanisms within different family systems. The use of various techniques including the genogram, sculpturing, and paradoxical interventions will also be studied. Prerequisites: Introduction to Human Service (HSV 100); Theoretical Base of Counseling (HSV 305).

HSV 305. Theoretical Bases of Counseling 3 hours

This course surveys theoretical foundations of major contemporary approaches to counseling and psychotherapy. Students will learn the theory of personality and understanding of how to affect change characteristic of nine theories of personality and counseling. Students will be encouraged to begin the process of developing a personal style of counseling.

HSV 310. Clinical Counseling Practice 3 hours

This course introduces students to a short-term, problem solving model of counseling, instruction in each of the Twelve Core Functions of the counselor

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and an overview of the Eight Counselor Skill Groups. Prerequisites: introductory level course for student's concentration in Human Services; Theoretical Base of Counseling (HSV 305)

HSV 312. Death, Dying and Caregiving 3 hours

This course will offer an overview of the grief process and the common beliefs and myths about death and dying. This course will help students increase their awareness about the issues surrounding the death process and how grief impacts loved ones. Students will also have an opportunity to develop the ability to recognize situational grief reactions and secondary losses and explore effective helping interventions. Delivered as a Hybrid course.

HSV 315. Compulsive and Addictive Behaviors 3 hours

This course will examine the various addictions and compulsive behaviors the counselor might encounter as a treatment provider. Topics include but are not limited to, pathological gambling, anorexia nervosa, bulimia nervosa, sexual addiction, religious addiction, workaholism and co-dependency. These behaviors will be compared to and distinguished from the obsessive-compulsive disorder. Prerequisite: Introduction to Alcoholism and Drug Abuse Counseling Practice (HSV 200)

HSV 317. Healthcare and Social Services 3 hours

This course will provide the student with an overview of the healthcare field. It will examine patient assessment within the health care setting. Attention will be directed toward the implications of Managed Care, discharge planning and the resources available within the medical field.

HSV 319. Case Management 3 hours

This course will assist students in developing the skills associated with effective case management in a social service setting. Students will be required to complete a simulated case management project from initial screening to evaluation

HSV 328. Counseling the Chemically Dependent 3 hours

This course surveys three aspects of chemical dependency; namely the biological, psychological and spiritual dimensions. The user and the family system will be studied. Practical counseling strategies will be explored. Special emphasis will be given to the Judeo-Christian resources available to pastoral counselors.

Prerequisites: Introduction to Alcoholism and Drug Abuse (HSV 200); Theoretical Base of Counseling (HSV 305), and Clinical Counseling Skills (HSV 310).

HSV 342. Counseling for Sexual and Domestic Violence 3 hours

This course will introduce students to the theory and practice of counseling individuals and families impacted by sexual and domestic violence. The psychological dimensions of rape, battering and other forms of sexual and domestic violence will be explored. Special attention will be given to treatment methods and the various roles of mental health counselors, pastoral counselors and criminal justice counselors in responding to offenders and victims.

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Prerequisite: Introduction to Criminal Justice

HSV 347. Social Services with Children **3 hours**

The student will develop a vital concern for children and their families through the exploration of services to children, the effects of early childbearing and the family, day care and child development programs, child abuse and neglect, foster care, adoption, and child advocacy. The student will learn how services to families and children interact with the larger social and political structures of American cultural values and their affects on social policies.

Prerequisite: Case Management (HSV 319)

HSV 350. Theological Skills for Human Services Professionals **3 hours**

This course examines the philosophical, theological and clinical foundations of varied approaches to pastoral counseling and the framework for understanding pastoral counseling as a specialization within the mental health profession. Students will contract for and complete a field experience in an area of pastoral counseling of particular interest to him/her, i.e. bereavement, hospital chaplainry, parish ministry, pastoral counseling with the chemically dependent. (Formerly HSV 210) This course may be taken as a Religious Studies elective.

HSV 355. Psychological Consequences of Dying **3 hours**

This course will focus on developing an understanding of the psychological and physical experiences of the dying person. The student will study the different responses among children and adults who are dying. Attention will also be given to the patient diagnosed with AIDS and the responses these patients receive from society. The student will learn how to respond appropriately to the dying patient. Prerequisite: Completion of the counseling core or permission of instructor. Delivered as a Hybrid course.

HSV 357. Bereavement Counseling with Families **3 hours**

The student will learn to recognize the difference between complicated and simple grief reactions and the difference between a normal grief response and depression. The varied responses to the dying by children and adults as well as differences between males and female response will also be studied. Students will also explore the potential for the shifting of roles within the family. Finally, students will learn to recognize both the long term and short term reactions to grief. Prerequisite: Permission of the counseling core or permission of instructor. Delivered as a Hybrid course.

HSV 358. Social Service and Public Policy **3 hours**

The arena in which social service is practiced today usually has its boundaries set by rules and budgets developed through public mandates and its policies set by society standards. The student will review the changing standards of our society and study the changes in social policy that are incorporated to meet public policy. Both historical and current information will develop an understanding of the interrelationship between social service and social policy as well as the conflicts that do develop. Delivered as a Hybrid course.

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HSV 360. Gerontological Social Services **3 hours**

Students receive an orientation to the field of social service concerned with the psychosocial treatment of the elderly. Review of the development and management of present and needed social services and programs for the aged population and for elderly individuals will be studied. Current population trends and their implications for both the social service profession and society at large will be studied through the use of demographic information, current contemporary literature, and historical data. Delivered as a Hybrid course.

HSV 400. Crisis Intervention **3 hours**

Students will be introduced to the various crisis intervention theories and models and the application toward various crises such as but not limited to, natural disaster, suicide, homicide, and domestic violence.

HSV 405. Counseling Diverse Populations **3 hours**

This course will explore the special needs clients may present to the counselor during the treatment process. Students will examine how different forms of abuse, drug of choice, age, gender, sexual orientation, ethnicity and culture must be considered in the treatment planning process. The aim is to assist the student in becoming more sensitive to the individualized needs of each client.

HSV 413. Methods in Community Organizations **3 hours**

The organizer's role in various stages of the problem-solving process is explicated, and factors influencing successful and unsuccessful interventions are examined. Although emphasis is placed on practical problems confronting community planners and organizers today, historical perspectives are reviewed for their significance in understanding current theoretical principles and practices. Delivered as a Hybrid course.

HSV 420. Group Counseling **3 hours**

This course will introduce students to: 1) the various theories of group counseling; 2) the stages of group development; 3) group dynamics; and 4) the various types of groups and the leadership roles they require.

HSV 430. Assessment and Treatment Planning **3 hours**

This course concentrates on the various screening and assessment tools available to the counselor. Although diagnosing a client is reserved for Master and Doctoral level clinicians, students will gain a working knowledge of the DSM IV classifications and multi axial assessment to enable the student to participate in the clinical staffing process. Students will learn to develop individualized treatment plans. Participants will be permitted to focus upon the criteria and disorders commonly associated with the student's intended field of counseling. Prerequisite: HSV 305 and 310

Academic Programs: Undergraduate Curriculum

HSV 495. Practicum

3 hours

This course will place students in an appropriate agency, depending on their concentration, in which they will be exposed to the work of that agency in a supervised setting. The program director, or an assigned instructor, will coordinate the students' supervision by an experienced staff from the selected agency. This course may be repeated for up to a total of 6 hours. All students are required to complete a comprehensive exam as part of this course. The results of this exam do not influence the student's final grade. The results are used to assess the extent to which the student has mastered the objectives of the Human Services Program and assist in strengthening the Human Services curriculum. This exam will be coordinated by the program director in consultation with the faculty practicum supervisor.

Pre-requisite: Senior status and meeting with program director by November 1 for the spring term, March 1 for the summer term, and April 1 for the fall term.

HSV 496. Topics in Human Services

1-3 hours

This course will examine topics of special interest in the human service field. Courses in pastoral counseling, criminal justice counseling and other areas of special interest will be as needed.

Academic Programs: Undergraduate Curriculum

International Studies and Service

Department Chairperson
Joseph Kovach, Psy.D.

Program Director: Joseph Kovach, Psy.D.

Service Learning Coordinator: Joan Crist, Ph.D.

Faculty: Tina Ebenger, Ph.D., Joan Crist, Ph.D., Eileen Stenzel, Ph.D., Terry, Ferrari, M.B.A., Richard Morrisroe, D.Min., Needleman, Ruth, Ph.D., Pennanen, Valerie, Ph.D., Alexandre daSilva, M.S., George Grzesiowski, M.B.A., Desila Rosetti, M.S., Nanette Naranjo. M.S.

The Global Studies and Service Program will provide students with the knowledge, skills, and abilities to serve in the Peace Corps or in other structured and approved service settings. The proposed program is designed in two phases:

- The first 3 years of the 5-year program will be completed at Calumet College of St. Joseph. Phase one would include three elements: a prescribed course of study; participation in a series of in-service seminars; and a series of service-learning projects and/or activities. Students who complete this phase will be awarded Associate of Science degrees in Global Studies and Service.
- Phase two will begin with student's acceptance into Peace Corps or into another approved program of international service. A total of 18 hours of credit will be awarded for the successful completion of an approved pre-service training program in the country to which the student is assigned. An additional 5 hours of credit will be awarded for the demonstrated completion of two or more formal in-service training courses offered by the Peace Corps or the approved host organization. The student will engage in a capstone project as well. The successful completion of phase two of the proposed program will qualify the student for a Bachelor of Science degree in Global Studies and Service.

Associate of Science in International Studies and Service

The following courses are required for an Associate in Arts Degree in International Studies and Service (98 hours):

1. 56 hours: General Studies
2. 42 hours: Requisites for the Major
 - BIOL 250 Environmental Dynamics and associated lab (substituted for 2nd science **(required in Gen Ed Program)**)
 - BSMT 380 Organizational Leadership
 - ECON 480 International Business
 - EDU 391 Human Diversity in Education
 - ISS 200 Globalization and Media

Academic Programs: Undergraduate Curriculum

- ISS 205 Cross-Cultural Perspectives in International Populations
- HIST 390 History of Latin America
- HSV 413 Methods in Community Organization
- PHIL 375 Business and Professional Ethics
- PLSC 340 Comparative Political Systems
- SPN 103 Introduction to Spanish I (or waiver)
- SPN 104 Introduction to Spanish II (or waiver)
- SPN 203 Advanced Conversation and Composition
- ISS 496 Topics: Immersion Experience

Course substitutes may be approved by the program director.

3. Volunteer Service/Internship in Approved Community Service Development Projects

Projected Distribution for Required Service Hours:

- Freshman Year: 10 hours Religious Studies and 40 hours Habitat for Humanity or another approved project.
- Sophomore Year: 40 hours Habitat for Humanity or another approved project and participation in the College's Guatemala Initiative.
- Junior Year: 40 hours Habitat for Humanity or another approved project and participation in the College's Guatemala initiative.

4. Participation in at Least Four International Studies and Service Seminars Each Year.

5. Skill Development Activities.

One or more of the follow developmental activities are recommended in phase one of the proposed program as well:

- Off campus study with an international program;
- Internship in business management/accounting;
- Tutoring/teaching experience;
- Healthcare/outreach experience; and
- Experience in construction/skilled trade.

Bachelor of Science in International Studies and Service

The Bachelor of Science in International Studies and Service degree is available exclusively to students who have earned an Associate of Science degree in International Studies and Service from Calumet College of St. Joseph and who have served in the Peace Corps or who have completed another approved international service experience.

In addition to the requirements associated with the Associate of Science in International Studies and Service degree, students will be awarded the following:

Academic Programs: Undergraduate Curriculum

1. 18 credit hours for demonstrated completion of an approved pre-service training program in the county to which the student is assigned (i.e., technical training, language training, cross-cultural training, health and safety training, and training in the role of the volunteer in development);
2. 5 credit hours for demonstrated completion of two or more formal in-service training courses offered by the Peace Corps or another approved partner with the number of hours accredited to be determined in consultation with the Program Director; and
3. 3 credit hours for successfully completing a Senior Seminar (ISS 499*) in International Studies and Service course developed in consultation with the Program Director and conducted on an independent study basis. Possible topics include:
 - The Role of Women in Global Societies
 - Dealing with Trauma
 - Self Care Mental Health
 - The Laptop Project
 - Perception: Time in Americas
 - Maintaining Personal Mental Health
 - Developing Networks of Support
 - Entrepreneurship in Another Country
 - Social Media in Other Countries
 - Global Immigration
 - The Sociology of Consumerism

International Studies and Service Courses

ISS 200. Globalization and Media

3 hours

What role do the media play in the rush towards globalization? In this course students will explore the global reach of media. The radio, computers, internet connectivity, and social networking will be explored as agents of globalization. Students will understand the relationship between media and globalization and the various processes at work.

ISS 205. Cross-Cultural Perspectives in International Populations

3 hours

Students will explore trans-cultural issues in international and cross-cultural contexts. Historical and religious struggles within and between nations will be explored. Students will also explore the transformative effects of sojourning in diverse cultural environments.

ISS: 499* Senior Seminar in International Studies and Service

3 hours

This capstone course is designed to assist the student to integrate and communicate learnings particular to the Peace Corps and service experiences. The student will engage in a comparative analysis of the systemic aspects of the cultural, political, religious, social and economic structures encountered through

Academic Programs: Undergraduate Curriculum

the International Studies and Service program. Communication of the analysis will include internal and external audiences.

BIOL 250. Environmental Dynamics **3 hours**

This course addresses the factors effecting nature and man-made environmental conditions. Anthropogenic activities are highlighted as major influences on terrestrial and aquatic ecosystems. Integrated knowledge from ecological theory and conservation biology are the foundations in which to determine the “richness” and degradation of habitats. Economic and political concerns are also highlighted in this course.

BSMT 380. Organizational Leadership **3 hours**

This course presents the key foundational concepts essential to an understanding of leadership. Servant leadership will be considered within a thorough study of the historical and theoretical models of leadership. Leadership will be defined and understood within the context of action and function and then expanded into the specific context of organizational life. Learners will discover their unique giftedness to lead and serve and will actively build their leadership understanding and competencies.

ECON 480. International Business **3 hours**

The content of this course, an integrated treatment of theory, policy, and enterprise in international trade and investment, will provide the student with an understanding of the economic dynamics and policy issues of trade and investment flows among nations.

EDUC 391. Human Diversity in Education **3 hours**

An integrative interactive approach to address the preparation of teachers for the wide diversity of students they are certain to meet in their classrooms, schools, and communities. This course is an examination of the relationship of cultural values to the information of the child’s self-concept and learning. The lessons will examine the role of prejudice, stereotyping, and cultural incompatibilities in education. Emphasis is placed on preparing future teachers to offer an equal opportunity to children of all cultural groups. Field experience is required.

HIST 390. History of Latin America **3 hours**

The main trends in the development of Latin American civilization from the Age of Discovery to recent times are the focus of this course.

HSV 413. Methods in Community Organization **3 hours**

The organizer’s role in various stages of the problem-solving process is explicated, and factors influencing successful and unsuccessful interventions are examined. Although emphasis is placed on practical problems confronting community planners and organizers today, historical perspectives are reviewed for their significance in understanding current theoretical principles and practices. Delivered as a Hybrid course.

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PHIL 375. Business and Professional Ethics

3 hours

This course will investigate some of the major social and ethical issues associated with business and the professions. Topics to be covered include theories of right and wrong, relativism, the justification of moral judgments, the social responsibilities of business employers, bluffing in negotiations, deception in advertising, extortion, decision-making, role of the professional, and professional responsibility.

PLSC 340. Comparative Political System

3 hours

This course is an introduction to the comparative method study of representative modern and developing political systems of the world.

SPN 103. Introduction to Spanish I

3 hours

This course is for students who have had no previous experience in the language. Intense training is given in the fundamentals of grammar, pronunciation, and the simultaneous development of the four ends of language study: reading, aural comprehension, writing and speaking.

SPN 104. Introduction to Spanish II

3 hours

This course is a continuation of Spanish I.

SPN 203. Advanced Conversation and Composition

3 hours

This course prepared students to demonstrate Spanish proficiency I three communication modes; interpersonal (interactive communication), interpretive (receptive communication) and presentational communication (productive).

Academic Programs: Undergraduate Curriculum

Mathematics

Department Chairperson
Joseph Kovach, Psy.D.

Support Area Coordinator: Benjamin S. Basile, C.PP.S., M.S.

Faculty: Reid Amones, M.S.; Benjamin S. Basile, C.PP.S., M.S.; Lindsay Botha, M.S.; Jack Burton, M.S.; Terry Ferrari, M.B.A.; Tony Franco, M.A.; Carrie Hutton, B.S.; Antonia Koslow, M.S.; Ricardo Medrano, M.B.A.; Richard Ohlenkamp, M.S.; Jerome Paucak, M.B.A.; Jeanette Shutay, Ph.D.

Math Placement

Before taking any math course, a student must take the COMPASS Placement Exam in the Tutoring and Testing Center. While an appointment is needed, the test is free and can be repeated.

Mathematics Courses (MATH)

MATH 095. Developmental Mathematics **3 hours**

The student will study fundamental operations and properties of whole numbers, integers, rational numbers, and real numbers, including decimals, ratios, percent, proportions, and exponents.

Credit not applicable toward a degree.

MATH 097. Beginning Algebra **3 hours**

This course introduces students to fundamental algebraic concepts in preparation for Intermediate Algebra. Topics include operations with real numbers, variables, polynomials, factoring, linear equations and inequalities, graphing, and solution of quadratic equations.

Credit not applicable to a degree.

MATH 102. Integrated Mathematics Concepts **3 hours**

This survey course in contemporary mathematics explores theories and real-world applications in mathematics and presents mathematics as a human endeavor in a historical context. Topics may include: number theory, the real number system, problem solving, counting techniques, elementary probability and statistics, Euclidean and non-Euclidean geometry.

Prerequisite: MATH 095 or equivalent.

MATH 103. Intermediate Algebra **3 hours**

This course treats algebraic expressions, exponents, polynomials, graphing, inequalities, absolute value, linear and quadratic expressions, and systems of equations, word problems, rational expressions, and logarithms.

Prerequisite: MATH 097 or equivalent.

MATH 104. Algebra and Trigonometry **3 hours**

Building upon the knowledge of intermediate algebra, this course will introduce students to algebraic and trigonometric functions, inverse functions, and graphing of functions. Topics will include exponential and logarithmic functions,

Academic Programs: Undergraduate Curriculum

polynomial and rational functions, trigonometric functions, and the laws of sines and cosines. This course will prepare the student for calculus.

Prerequisite: MATH 103 or equivalent (e.g. two years High School algebra).

MATH 110. Finite Mathematics

3 hours

This course treats set theory, linear systems, matrices and determinants, probability, and linear programming.

Prerequisite: MATH 103 or equivalent (e.g. two years High School algebra).

MATH 115. College Geometry

3 hours

This course treats the fundamental concepts of Euclidean geometry from a modern point of view. Its topics include set, points, lines, space, betweenness, incidence, congruence, parallelism, similarity, transformations, volumes, and areas. Non-Euclidean geometries are introduced.

Prerequisite: MATH 103 or equivalent (e.g. two years High School algebra).

MATH 148. Mathematics for Elementary Teachers I

3 hours

This is the first course in a two-semester sequence for elementary teachers covering the fundamental ideas and theories of mathematics beginning with arithmetic. Topics include problem solving, sets, whole numbers, integers, rational numbers, real numbers and algebraic expressions. Mathematical reasoning and precision of language are emphasized. Although various perspectives and approaches are taken for individual topics, this content course is not a methods course in the teaching of mathematics.

Prerequisite: MATH 097 or equivalent

MATH 149. Mathematics for Elementary Teachers II

3 hours

This course is a continuation of Mathematics for Elementary Teachers I. It is the second course in a two-semester sequence for elementary teachers covering the fundamental ideas and theories of mathematics beginning with arithmetic. Topics include geometry, probability, statistics, and measurement. Mathematical reasoning and precision of language are emphasized. Although various perspectives and approaches are taken for individual topics, this content course is not a methods course in the teaching of mathematics.

Prerequisite: MATH 148

MATH 160. Business Mathematics

3 hours

This course introduces students to the mathematical concepts and applications necessary for successful business careers. Topics will include finance charges, cash discounts, commissions, payroll, tax deductions, depreciation, book value, compound interest, net present value, annuities, statistics, and graphs.

Prerequisite: MATH 095 or equivalent.

MATH 170. Statistics for Business and Sciences

3 hours

Topics include gathering, organizing, presenting, and interpreting data; variability, uncertainty and hypothesis testing; methods of drawing inferences, making decisions from observed data, and probabilistic models. Students will be introduced to statistical software and/or the graphing calculator to help analyze and interpret example data from business and sciences.

Academic Programs: Undergraduate Curriculum

Prerequisite: MATH 103 or equivalent.

MATH 171. Principles of Statistics 3 hours

This course treats the gathering and interpretation of statistical data presented in various forms. Topics include the graphical and numerical representation of data, probability, sampling, statistical inference, correlation, and regression.

Prerequisite: MATH 103 or equivalent (e.g. two years High School algebra).

MATH 201. Analytic Geometry 3 hours

This course explores coordinate geometry of two and three dimensions, conic sections, families of equations, graphing families of equations, isometries of the plane, polar coordinates, cylindrical coordinates, and spherical coordinates.

Prerequisite: MATH 104 or equivalent.

MATH 220 Brief Survey of Calculus 3 hours

This course introduces the concepts of differential and integral calculus. Topics include functions, graphs, and limits, the derivative and applications; integration and applications.

Prerequisite: MATH 104 or equivalent.

Recommended: MATH 201

MATH 221. Calculus for Business, Social Physical Sciences 3 hours

Introduces calculus through functions, differentiation and integration with applications in business, social science, and physical science.

Prerequisite: MATH 104 or equivalent.

Academic Programs: Undergraduate Curriculum

Political Science

Department Chairperson
Joseph Kovach, Psy.D.

Support Area Coordinator: Tina Ebenger, Ph.D.

Political Science Courses (PLSC)

PLSC 220. American Political System I 3 hours

Students are introduced to the basic concepts for the study of political life in terms of the structure and functions of the American political system. Students will examine the Constitution and its development, the changing nature of federalism, a study of the popular control of government, and the structure and functions of the national government.

Pre-requisite: ENGL 103

PLSC 230. American Political System II 3 hours

This course is a continuation of Political Science 220 with a study of state and local governments in the U.S. Constitutional and legal framework of state and local governments, state and local politics, executive, legislative, and judicial institutions, state and local government services and major policies, state and local finances.

Pre-requisite: ENGL 103

PLSC 310. Political Participation 3 hours

This course investigates the entire range of linkages between citizens and governors. It considers both the legitimate and the illegitimate political activities and behavior. Public opinion and voting behavior, political parties, interest groups, corruption and violence are the principal modes of political participation analyzed in this course.

Pre-requisite: ENGL 103; PLSC 220

PLSC 312. Urban Politics 3 hours

The course focuses on the impact of an urban society upon the forms, structures, and functions of city and county government agencies. The course will also examine the political problems associated with urban growth, and city government's response to policy issues such as employment, education, housing, social welfare and social inequality.

Prerequisites: ENGL 103; PLSC 220

Cross-listed: SSC 312

PLSC 315. United States Constitutional History 3 hours

Students will examine the development of the national and state constitutions from British and colonial origins to the present and constitutional theory and practice, through conventions, court cases, amendments, and custom.

Pre-requisite: ENGL 103; PLSC 220

Academic Programs: Undergraduate Curriculum

PLSC 340. Comparative Political System **3 hours**

This course is an introduction to the comparative method study of representative modern and developing political systems of the world.

Pre-requisite: ENGL 103; PLSC 220

PLSC 420. Civil Rights and Civil Liberties **3 hours**

A study of the politics of civil rights and civil liberties in the United States focusing upon the Constitution, legislation, court decisions and executive implementation.

Prerequisite: ENGL 103; PLSC 220

Cross-listed: SSC 420

PLSC 450. Modern Political Thought **3 hours**

This course is a brief survey of major contemporary currents of political thought--conservatism, liberalism and socialism. The principal focus of the course, however, is on the philosophical contributions of John Locke, Edmund Burke, John Stewart Mills and Karl Marx.

Pre-requisite: ENGL 103; PLSC 220

PLSC 496. Topics in Political Science **3 hours**

This course will investigate, analyze and discuss significant and contemporary topics in the field of political science. Topics courses (but not specific courses) may be repeated for a total of 6 credits.

Pre-requisites: ENGL 103, ENGL 104, PLSC 220

Academic Programs: Undergraduate Curriculum

Psychology

Department Chairperson
Joseph Kovach, Psy.D.

Program Director: Joseph Kovach, Psy.D.

Faculty: Charles Bright, Ph.D.; Barbara Butcher, M.A.; Cheryl Cole, M.A.; Margaret Dust, Ph.D.; Patrick Ellis, M.A.; Tony Franco, M.A; Ph.D.; Timothy Gobek, M.S.W.; Terry Harman, Ph.D.; Michael Lalic, M.A.; Daniel McGuire, M.A.; Jill Miller, Psy.D.; Martha O'Danovich, Psy.D.

Mission Statement of the Psychology Program

The Psychology Program offers a B.S. in Psychology. The mission of the Psychology Program is to develop appropriate skill, knowledge, and values for students who expect to continue their education at the graduate level or who plan careers in health, education, business, social, or religious work. The goals of the Psychology Program focus on a wide and diverse range of human experience and behavior related to development, emotion, intellect, learning, personality, normal and abnormal behavior, rehabilitation, and research. This knowledge enables the individual to better understand self and others, to realize unique potentialities more fully, and to enhance one's humanness as well as significantly affect behavior. Psychology majors can diversify in other academic areas or enroll in a specific concentration area to prepare for advanced study or delineate a stronger preparation for a career at a baccalaureate level.

Program Outcome Objectives

Upon completion of this program, it is expected that students will:

1. Have a general understanding and appreciation of the role of human behavior, particularly at the individual, familial, organizational, and societal levels;
2. Demonstrate knowledge of the biological and conceptual languages of the brain and their potential permutations and combinations and the ability to apply this knowledge to the creation of new frameworks of thought;
3. Have a general understanding and appreciation of the connection between scientific inquiry and the creative and artistic dimensions in the field of psychology; and
4. Be able to engage in ethical analysis of professional problems in light of the Code of Professional Ethics outlined by the American Psychological Association.

B.S. in Psychology (125 hours)

The following are required for a baccalaureate degree:

1. 56 hours: General Education
2. 10 hours: Requisites for the Major
 - PSYC 210 Research Methodology

Academic Programs: Undergraduate Curriculum

- PSYC 217 Careers in Psychology
 - PSYC 230 Statistics for Behavioral Sciences
 - PSYC 260 Psychological Testing
3. 27 hours: Upper Level Courses in Major
- PSYC 315 Personality Psychology
 - PSYC 335 Abnormal Psychology
 - PSYC 351 Brain and Behavior
 - PSYC 495 Field Instruction
 - PSYC 499 Senior Seminar
 - PSYC ____
 - PSYC ____
 - PSYC ____
 - PSYC ____
4. 32 hours: Electives
- Suggested Psychology Elective Areas
- The following elective courses are recommended for a major in Psychology interested in clinical studies: Psychology 315, 335, 351, 352 or 355; Biology 101; and Philosophy 250.
 - The following elective courses are recommended for a major in Psychology interested in Industrial-Organizational Psychology: Psychology 260, 315, 320; Business Management 220, 320, and 375,
 - The following elective courses are recommended for a major in Psychology interested in Life Span: Psychology 340, 341, 342, 343 or 344, and Biology 101.
 - The following elective courses are recommended for a major in Psychology interested in Child Development and Education: Psychology 250, 315, 341 or 342; Business Management 220; Education/Psychology 300, and Biology 101.
 - The following elective courses are recommended for a major in Psychology interested in Spiritual Psychology: Psychology 250, 340, 355, 363; Religious Studies 130, 210, 430; Philosophy 200, 315; and Human Services 350.
 - The following elective courses are recommended for a major in Psychology interested in Forensics: Psychology 312, 320, 325; Criminal Justice 355, 356, 420, and 440.
 - The following elective courses are recommended for a major in Psychology interested in Sports Psychology 326; Biology 101; Science EXSS 200, EXSS 215, EXSS 415, EXSS 420, EXSS 445, EXSS (1 credit hour course).
 - The following elective courses are recommended for a major in Psychology interested in Life Science Pre-Professional: Biology 115, 205, 300, 305, 370; CHEM 200, 205, 300, 310; PHYS 300.

Academic Programs: Undergraduate Curriculum

- The following elective courses are recommended for a major in Psychology interested in Restoration: Environmental Psyc; Biology 115, 205, 370, 415; RESC 200, 212, 300, ECOL 400.
- The following elective courses are recommended for a major in Psychology interested in Forensic Science; Psychology 335, 325; BIOL 115, 205, 370, 390, 460; FORN 200, 300.
- The following elective courses are recommended for a major in Psychology interested in Forensics: Psychology 312, 320, 325; Criminal Justice 355, 356, 420, and 440.

Minor in Psychology (18 hours)

The following courses are required:

1. PSYC 210 Research Methodology
2. PSYC 230 Statistics for Behavioral Sciences
3. PSYC 260 Psychological Testing
4. PSYC ____
5. PSYC ____
6. PSYC ____

Academic Programs: Undergraduate Curriculum

Other Requirements

Psychology majors must take BIO 101 to fulfill the General Education requirements.

Students wishing to continue in the Psychology Program must maintain a 2.75 grade point average in their major and obtain a grade of no less than "C" in Field Instruction.

Student will participate in field instruction. They will learn to use the knowledge of psychology in actual settings whether in the clinic, school, or work place under the supervision of experienced staff.

Psychology Courses (PSYC)

PSYC 100. Introduction to Psychology 3 hours

This course surveys the field of psychology. Fundamental concepts of the discipline drawn from experimentation and research are stressed. Social psychology, personality, abnormal psychology, development, learning, memory, and perception are studied to provide the student with a basis for further study of psychology and for applying the tools and methods of psychology to everyday living.

PSYC 210. Research Methodology 3 hours

This course includes training in laboratory procedures and research methodology to provide the individual student with the opportunity to pursue the field of psychology from an empirical point of view. The student will be expected to design, implement, and construct a formal report on a research topic.
Prerequisites: PSYC 100, ENGL 103 and 104 or permission of program director.

PSYC 217. Careers in Psychology 1 hour

The course is designed to help the student evaluate if Psychology is the correct career choice. Career opportunities in Psychology and related fields will be explored. Emerging areas will also be discussed.

PSYC 230. Statistics for Behavioral Science 3 hours

This course serves as an introduction to the fundamentals of modern statistics. Topics to be considered include the following: descriptive statistics, frequency distribution, measures of variation, probability and decision-making, problems of estimation and tests of hypotheses, linear regression and correlation. Emphasis will be placed on the interpretation and application of statistical analysis in the social sciences. (formerly PSY 380.)
Prerequisite: MATH 103.

PSYC 260. Psychological Testing 3 hours

Students will make intensive studies of many of the more frequently employed testing instruments with emphasis on the theory and problems involved in the measurement of psychological variables. Attention is given to the principles involved in the selection and use of intelligence, achievement, interest, aptitude, and personality tests. (formerly PSY 450.) Lab Fee.
Prerequisites: PSYC 100 and PSYC 230 or permission of program director.

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PSYC 300. Educational Psychology

3 hours

This course surveys the physical, emotional, social, moral, and mental development of children from infancy to adulthood and the psychological principles involved in learning.

Prerequisite: PSYC 100 or EDU 200-210

Cross-Listed: EDUC 300

PSYC 310. Psychology of Adjustment

3 hours

Students will explore the adjustive demands placed on individuals in a world of moral, philosophical, and technological change. Adjustment is defined as "the ability to select appropriate and effective measures of meeting the demands of the environment while maintaining a healthy attitude toward the circumstances." Motivation, learning, stress, interpersonal relationships, intellect, and emotion are investigated with other emerging modes of adjustment. (formerly PSY 310.)

Prerequisite: PSYC 100 or permission of program director.

PSYC 312. Interviewing Techniques

3 hours

This course examines the subject of interviewing and skills necessary to become a good interviewer. Interviewing as it applies to many aspects of life will be examined. General interviewing skills will be learned and applied to several settings. Part of the focus will be on resumes and job interviews, the other part will focus on interviewing and interrogation in the criminal justice setting.

Cross-listed: CRIJ 312

PSYC 315. Personality Psychology

3 hours

This course deals with the biological and psychological foundations of personality as they emerge in the theories set forth by pioneers and contemporaries in the field. Special emphasis is placed on contemporary theorists and the application of their contributions to an understanding of the normal personality.

Prerequisites: PSYC 100 and 210 or permission of program director.

PSYC 320. Social Psychology

3 hours

The course provides a unified view of the field of social psychology organized around the concepts of social influence and power and exchange in social life and explores in-depth human thoughts, feelings, and actions as influenced by other people. Specific topics include socialization, perception of self and others, pro-social and anti-social behavior, attitudes, interpersonal attraction, social influence, and group behavior.

Prerequisites: PSYC 100 and 210 or permission of program director.

Academic Programs: Undergraduate Curriculum

PSYC 325. Forensic Psychology **3 hours**

This course examines police, court, and correctional aspects of forensic psychology. It attempts to understand how psychologists impact the research, practice, and policy of crime, law, and justice. Case illustrations are used to understand each area. Timely issues and controversies are presented. The adult, juvenile, family, and civil aspects of forensic psychology are reviewed. Cross-listed: CRIJ 325

PSYC 326. Sports Psychology **3 hours**

Student athletes will develop insight and principles of the psychology of sports by examining fundamental ideas, supported by research literature, that apply to athletic performance. Students will examine the behavior of sport and exercise participants such as: role of self-confidence and goal setting; and effectiveness of behavioral and cognitive intervention in sport. Strategies will include: coping, relaxation, imagery, hypnotism, energizing, and psychological-skills training. Pre-requisites: PSYC 100, ENGL 103 or permission of program director.

PSYC 335. Abnormal Psychology **3 hours**

This course blends theory, application, history, and science as they apply to understanding and treating the psychological behavior of deviant individuals. Case studies are employed to document and illustrate various pathologies and their treatment. Social consequences of psychopathology are also confronted in terms of recent research on deviant personality, which include the areas of alcoholism and drug use.

Prerequisites: PSYC100 and 210 or permission of program director.

PSYC 340. Developmental Psychology **3 hours**

This survey course explores various factors that influence behavior throughout the life cycle from prenatal issues to death. (formerly PSY 400.)

Prerequisites: PSYC 100 and 210 or permission of program director.

PSYC 341. Child Psychology **3 hours**

The student is given a basic understanding of the development of the child from conception to adolescence. Emphasis is placed on the physical, emotional, social, and moral development of the child. (formerly PSY 410.)

Prerequisites: PSYC 100 and 210 or permission of program director.

PSYC 342. Psychology of Adolescence **3 hours**

This course serves as a study of the nature of adolescents with special reference to their physical, mental, emotional, social, moral and religious problems and development. (formerly PSY 420.)

Prerequisites: PSYC 100 and 210 or permission of program director.

PSYC 343. Adult Development and Aging **3 hours**

The student will explore the aging process from early adulthood to death. Biological, cognitive, social and personality aspects and development will be considered.

Prerequisite: PSYC 100 and 210 or permission of program director.

Academic Programs: Undergraduate Curriculum

PSYC 344. Death and Dying **3 hours**

This course is designed to explore the psychological and behavioral aspects of death and dying. The course will facilitate the identification and an in-depth study of current issues in dying and death through projects tailored to the needs and interests of individual students. Lectures, open discussions, media aids, and first-hand observations will expose the student to facts and values of dying and death.

Prerequisite: PSYC 100 and 210 or permission of program director.

PSYC 345. Industrial Organizational Psychology **3 hours**

A survey course discussing the research and theory as it relates to the following topics: personnel, employee motivation and satisfaction, group processes and leadership, and organizational change and development. Human factors of psychology may also be considered. (formerly PSY 445.)

Prerequisites: PSYC 100 and 210 or permission of program director.

PSYC 351. Brain and Behavior **3 hours**

The unique relationship between physiological process and behavior are examined with emphasis upon emotion, learning, and motivation. (formerly PSY 455.)

Prerequisites: PSYC 100 and 210 or permission of program director.

PSYC 352. Drugs and Behavior **3 hours**

The variety of drugs which affect the nervous system and behavior are examined. The physiological and pharmacological bases for the use and misuse of drugs in our society are discussed and historical perspectives are explored.

Prerequisites: PSYC 100 and 210 or permission of program director.

PSYC 355. Clinical Methods in Psychology **3 hours**

The content of this course is geared to the assessment of maladaptive behaviors with emphasis on the principles and techniques involved in helping restore adaptive behaviors of the individual. (formerly PSY 440.)

Prerequisites: PSYC 100 and 210 or permission of program director.

PSYC 363. Psychology of Religion **3 hours**

There exists a unique interaction between psychology and religion. Certain psychological relationships can be seen in religious behaviors. Psychological variables may interact in unique ways within religion, producing observable psychological phenomena. Other topics to be discussed include conversation, faith healing mysticism, guilt, shame, will and self-management and love.

Prerequisite: PSYC 100 and 210 or permission of program director.

PSYC 495. Field Instruction **1-3 hours**

Students will learn to use knowledge of psychology in an actual agency setting under the supervision of experienced agency staff. This course is a laboratory experience to integrate psychological and addiction theory with practice. This course may be repeated for up to a total of 6 credits.

Academic Programs: Undergraduate Curriculum

Prerequisite: Junior standing or above required. Application for and approval of the class must be obtained at least one semester before enrollment. See program director.

PSYC 496. Topics in Psychology

3 hours

In order to foster students' growth and development, this course will offer topics not specifically listed in the psychology program. These offerings will allow the student to gain additional depth and breadth in their field. Topics to include adult development and aging, death and dying or psychology of religion. Topics courses (but not specific topics) may be repeated for a total of 6 credits. Prerequisites: PSYC 100 and 210 or permission of program director.

PSYC 497. Research for Behavioral Sciences

3 hours

As a means to promote scholarship, initiative, and experiential learning to senior students, this course is based on the student's interest. It is a course of independent study, directed reading, and research, the results of which are to be formulated in a research paper. The program director must approve topics for research. This course requires senior status, a cumulative 3.25 index in the major, and the approval of the program director.

Prerequisite: PSYC 210, 230, 260.

PSYC 499. Senior Seminar in Psychology

3 hours

This capstone course is designed to assist students in the integration and critical examination of the various concepts, theories, and methods of inquiry presented both in general education and the major. Learning outcomes for both the general education program and the major are reviewed. Course assignments assist students in assessing the degree for which learning outcomes have been mastered. Senior standing is required.

Academic Programs: Undergraduate Curriculum

Religious Studies and Pastoral Care

Department Chairperson
Joseph Kovach, Psy.D.

Program Directors: Eileen Stenzel, Ph.D. and Eugene Finnegan, Ph.D.

Faculty: Joan Crist, Ph.D.; Richard Morrisroe, J.D., D. Min.; John Shields, Ph.D.; Fr. Alphonse Spilly, C.P.P.S., Ph.D.; Edward Stibili, Ph.D.

The Bachelor of Arts in Religious Studies and Pastoral Care is an interdisciplinary degree in Religious Studies and Human Services. It has been designed for persons who are interested in working in areas of pastoral care and counseling with special populations within local church settings.

The goals of the program are to increase the number of pastoral care and counseling providers who have entry-level professional competency in theology and counseling and prepare students for successful completion of a graduate degree in a related area of study.

Program Outcome Objectives

Upon completion of the bachelor degree in Religious Studies and Pastoral Care students will be able to:

1. Explain the origin and development of the Judeo-Christian Bible;
2. Identify the major periods of development of patterns of diversification within the Christian tradition;
3. Identify and discuss the role that religion has played and continues to play in American society;
4. Summarize and discuss the Christian concept of God, one and Triune, and the role that doctrine plays in the development of Christian personal and ecclesial self-identity and practice;
5. Identify and summarize various approaches to the counseling process;
6. Demonstrate entry-level professional-level mastery of basic counseling skills used in any approach to counseling;
7. Apply developmental perspectives to the process of faith development;
8. Identify the various approaches to pastoral counseling used in its practice and articulate an approach to pastoral counseling from within that range of alternatives that will inform the student's engagement with the profession;
9. Demonstrate entry-level professional competence in working with a particular special population: the chemically dependent; the elderly; persons dealing with loss and grief; children, adolescents, and families in crisis; or and another population of the student's choosing around which courses in other areas of study will be selected;
10. Formulate a theology of ministry and demonstrate integrated, entry-level clinical skills through the completion of an interdisciplinary Capstone Seminar and Practicum.

B.A. in Religious Studies and Pastoral Care

The required courses are required for a baccalaureate degree:

Academic Programs: Undergraduate Curriculum

1. 56 hours: General Education
2. 42 hours: Upper Level Course in Major

RLST 310 Introduction to Old Testament

- RLST 320 Introduction to New Testament
- RLST 330 History of Christianity
- RLST 340 Christian Worship and Sacraments
- RLST 345 Religion in American
- RLST 370 Christology: The Person and Work of Jesus
- RLST 400 Contemporary Catholicism: Church, World and Theology
- RLST 430 Contemporary Christian Morality
- RLST 435 The Doctrine of God: One and Triune
- HSV 305 Theoretical Bases of Counseling
- HSV 310 Clinical Counseling Practice
- HSV 350 Theological Skills for Human Services Professionals
- HSV 400 Crisis Intervention
- HSV 495 (Practicum) or RLST 499 (Senior Seminar in Religious Studies)

3. One or more of the following sequence of courses:

- *Bereavement Counseling* 9 hours (HSV 312, 355, 357)
- *Chemical Dependency Counseling* 12 hours (HSV 200, 230, 315, 328)
- *Working with Families* 9 hours (HSV 300, 342, 357)
- *Working with the Elderly* 6 hours (HSV 360, PSY 343, HSV 495 above will be done with the elderly)
- *Working with Children and Adolescents* 12 hours (HSV 347, PSY 250, 341, 342)

4. Electives: As need to complete 124 total hours of credit.

The following courses may be substituted as indicated by courses successfully completed in the Gary Diocese Lay Ministry Program:

CCSJ

Lay Ministry Program

- RST 310 Introduction to the Bible
- RST 130 Introduction to Theology
- RST 430 Introduction to Morality
- RST 370 Christology
- RST 435 Mystery of the Holy Trinity
- RST 496 (Topics) Ecclesiology
- RST 340 Liturgy and the Sacraments
- RST 496 (Topics) Spirituality

An additional sequence of courses taken as electives is recommended for students who are considering graduate studies in social work, counseling,

Academic Programs: Undergraduate Curriculum

human services, or related clinical areas of study. Students who plan to pursue a graduate degree in a clinical area will be advised to use elective hours to meet graduate school admission and preparation standards including the possibility of substituting additional courses for the required Practicum or Research Seminar.

Religious Studies and Pastoral Care Courses

RLST 310. Introduction to Old Testament 3 hours

This course will explore the Old Testament with a special attention to the historical and cultural context in which the various books developed. Introducing and using modern critical tools for studying scripture, the course will survey the Pentateuch (the first five books of the Bible), the historical books, the prophetic and wisdom literature and will raise questions concerning the theological meaning of the Old Testament both then and today.

Prerequisite: RST 130

RLST 320. Introduction to New Testament 3 hours

This course will explore the New Testament with a special attention to the historical and cultural context in which the various books developed. The course will introduce modern critical methods for examining the Gospel texts, with a focus on the historical Jesus question, and will survey the other literature of the New Testament, including Paul's letters and the Book of Revelation. The theological meaning of these books both then and now will be discussed.

Prerequisite: RST 130

RLST 330. History of Christianity I 3 hours

This course will trace the development of Christianity from its founding up to the Reformation. Focusing primarily on key events in the life of church and society, this course will survey such topics as early church life and the persecution of Christians in the Roman Empire, the development of early doctrines about Jesus, the development of monasticism, the Christianization of Europe in the Middle Ages, the Crusades, the papacy and the Renaissance.

Prerequisite: RST 130

RLST 340. Christian Worship and Sacraments 3 hours

Worship and reverence are the nearly universal human responses to the presence of the divine. This course will examine the specifically Christian response to the divine initiative in Jesus Christ: worship and liturgy through word and sacrament. Using the Eucharist or Lord's Supper as a focus, this course will examine both the history of Christian doctrines and practices with regard to the sacraments, and the many ways in which Christians worship today.

Prerequisite: RST 130

Academic Programs: Undergraduate Curriculum

RLST 345. Religion in America **3 hours**

This course surveys the history of religion in America, with an emphasis on the development of both American Protestantism and Catholicism from the time of the first European settlers down to the present. The course will also survey such topics as Native American religion, Judaism in America, African-American religion, and the relationship of religion and American culture.

Prerequisite: RST 130

RLST 370. Christology: The Person and Work of Jesus **3 hours**

One central claim of Christianity is that God is most fully and finally revealed in the life, death and resurrection of Jesus of Nazareth. This course will explore the wide range of Christian understandings of Jesus, examining first the scriptural sources, then the historical development of Christian doctrines and church teachings about Jesus and finally the writings of contemporary theologians and other thinkers.

Prerequisite: RST 130; RST 320 recommended

RLST 400. Contemporary Catholicism: Church, World and Theology **3 hours**

The Catholic Church has undergone a massive amount of change in the thirty years since the close of the Second Vatican Council (1962-1965). This course will examine the Council in detail in order to understand what changes it began in Catholic worship, practice and thought. Particular emphasis will be given to the new styles of theology, which have become prevalent in the Catholic Church. Selected theologians will be read on a series of important theological issues such as God, Christ, church, ministry, etc.

Prerequisite: RST 130

RLST 430. Contemporary Christian Morality **3 hours**

This course will examine both the process of moral reasoning and a range of contemporary moral issues using critical tools drawn from theological ethics. Drawing on Scripture, tradition, reason and the contemporary situation, the course will examine Christian ethical responses to such issues as sexuality, family life, medicine and health, the environment, business, violence, and euthanasia.

Prerequisite: RST 130

RLST 435. The Doctrine of God: One and Triune **3 hours**

The mystery of God is at the heart of religion. This course will examine the particularly Christian doctrine of God, the claim that God is One and Three, a Trinity of Father, Son and Spirit. Beginning with the scriptural sources about the relationship of God and humanity, this course will survey the development of the Christian doctrine and the understanding of this mystery today.

Prerequisite: RST 130; RST 320 and 330 recommended

RST 499. Senior Seminar in Religious Studies **3 hours**

This capstone course is designed to assist students in the integration and critical examination of the various concepts, theories, and methods of inquiry presented both in general education and the major. Learning outcomes for both the general

Academic Programs: Undergraduate Curriculum

education program and the major are reviewed. Course assignments assist students in assessing the degree for which learning outcomes have been mastered. Senior standing is required.

Prerequisites: RST 130 and RST major

HSV 200. Introduction to Alcoholism and Drug Abuse **3 hours**

Students are provided with an overview of alcoholism and drug abuse. The course surveys the various causation theories including the disease concept. The biological, psychological and spiritual implications of chemical dependency will be examined. Various counseling approaches will be surveyed as well as the influence of the self-help movement.

HSV 230. Pharmacology of Psychoactive Substances **3 hours**

This course focuses upon the nature of psychoactive drugs, the effects they have on the body and mind of the user and the behaviors associated with their use and abuse. Drug interactions and withdrawal symptoms will be identified for each class of drugs. The relationship with pharmacology and the addictions counseling field will be emphasized. Delivered as a Hybrid course.

Prerequisite: Introduction to Alcoholism and Drug Abuse (HSV 200) or permission of Instructor

HSV 300. Family Counseling **3 hours**

This course will explore the systems approach to family treatment using several theories of family therapy. Focus will be on the recognition of the rules, roles, and communication styles and coping mechanisms within different family systems. The use of various techniques including the genogram, sculpturing, and paradoxical interventions will also be studied.

Prerequisites: Introduction to Human Service (HSV 100); Theoretical Base of Counseling (HSV 305)

HSV 305. Theoretical Bases of Counseling **3 hours**

This course surveys theoretical foundations of major contemporary approaches to counseling and psychotherapy. Students will learn the theory of personality and understanding of how to effect change characteristic of nine theories of personality and counseling. Students will be encouraged to begin the process of developing a personal style of counseling.

HSV 310. Clinical Counseling Practice **3 hours**

This course introduces students to a short-term, problem solving model of counseling, instruction in each of the Twelve Core Functions of the counselor and an overview of the Eight Counselor Skill Groups.

Prerequisites: introductory level course for student's concentration in Human Services; Theoretical Base of Counseling (HSV 305)

HSV 312. Death, Dying and Caregiving **3 hours**

This course will offer an overview of the grief process and the common beliefs and myths about death and dying. This course will help students increase their awareness about the issues surrounding the death process and how grief

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impacts loved ones. Students will also have an opportunity to develop the ability to recognize situational grief reactions and secondary losses and explore effective helping interventions. Delivered as a Hybrid course.

HSV 315. Compulsive and Addictive Behaviors 3 hours

This course will examine the various addictions and compulsive behaviors the counselor might encounter as a treatment provider. Topics include but are not limited to, pathological gambling, anorexia nervosa, bulimia nervosa, sexual addiction, religious addiction, workaholism and co-dependency. These behaviors will be compared to and distinguished from the obsessive-compulsive disorder. Prerequisite: Introduction to Alcoholism and Drug Abuse Counseling Practice (HSV 200)

HSV 328. Counseling the Chemically Dependent 3 hours

This course surveys three aspects of chemical dependency; namely the biological, psychological and spiritual dimensions. The user and the family system will be studied. Practical counseling strategies will be explored. Special emphasis will be given to the Judeo-Christian resources available to pastoral counselors.

Prerequisites: Introduction to Alcoholism and Drug Abuse (HSV 200); Theoretical Base of Counseling (HSV 305), and Clinical Counseling Skills (HSV 310)

HSV 342. Counseling for Sexual and Domestic Violence 3 hours

This course will introduce students to the theory and practice of counseling individuals and families impacted by sexual and domestic violence. The psychological dimensions of rape, battering and other forms of sexual and domestic violence will be explored. Special attention will be given to treatment methods and the various roles of mental health counselors, pastoral counselors and criminal justice counselors in responding to offenders and victims.

Prerequisite: Introduction to Criminal Justice

HSV 347. Social Services with Children 3 hours

The student will develop a vital concern for children and their families through the exploration of services to children, the effects of early childbearing and the family, day care and child development programs, child abuse and neglect, foster care, adoption, and child advocacy. The student will learn how services to families and children interact with the larger social and political structures of American cultural values and their affects on social policies.

Prerequisite: Case Management (HSV 319)

3 hours

HSV 350. Theological Sills for Human Service Professionals

This course examines the philosophical, theological and clinical foundations of varied approaches to pastoral counseling and the framework for understanding pastoral counseling as a specialization within the mental health profession. Students will contract for and complete a field experience in an area of pastoral counseling of particular interest to him/her, i.e. bereavement, hospital chaplainry, parish ministry, pastoral counseling with the chemically dependent. (Formerly HSV 210)

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May be taken as a Religious Studies elective

HSV 355. Psychological Consequences of Dying **3 hours**

This course will focus on developing an understanding of the psychological and physical experiences of the dying person. The student will study the different responses among children and adults who are dying. Attention will also be given to the patient diagnosed with AIDS and the responses these patients receive from society. The student will learn how to respond appropriately to the dying patient.

Prerequisite: Completion of the counseling core or permission of instructor
Delivered as a Hybrid course

HSV 357. Bereavement Counseling with Families **3 hours**

The student will learn to recognize the difference between complicated and simple grief reactions and the difference between a normal grief response and depression. The varied responses to the dying by children and adults as well as differences between males and female response will also be studied. Students will also explore the potential for the shifting of roles within the family. Finally, students will learn to recognize both the long term and short term reactions to grief. Prerequisite: Permission of the counseling core or permission of instructor
Delivered as a Hybrid course

HSV 360. Gerontological Social Services **3 hours**

Students receive an orientation to the field of social service concerned with the psychosocial treatment of the elderly. Review of the development and management of present and needed social services and programs for the aged population and for elderly individuals will be studied. Current population trends and their implications for both the social service profession and society at large will be studied through the use of demographic information, current contemporary literature, and historical data.

Delivered as a Hybrid course

HSV 400. Crisis Intervention **3 hours**

Students will be introduced to the various crisis intervention theories and models and the application toward various crises such as but not limited to, natural disaster, suicide, homicide, and domestic violence.

3 hours

HSV 495. Practicum

This course will place students in an appropriate agency, depending on their concentration, in which they will be exposed to the work of that agency in a supervised setting. The program director, or an assigned instructor, will coordinate the students' supervision by an experienced staff from the selected agency. This course may be repeated for up to a total of 6 hours. All students are required to complete a comprehensive exam as part of this course. The results of this exam do not influence the student's final grade. The results are used to assess the extent to which the student has mastered the objectives of the Human Services Program and assist in strengthening the Human Services curriculum.

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This exam will be coordinated by the program director in consultation with the faculty practicum supervisor.

Pre-requisite: Senior status and meeting with program director by November 1 for the spring term, March 1 for the summer term, and April 1 for the fall term

PSY 250. Psychology of Adjustment 3 hours

Students will explore the adjustive demands placed on individuals in a world of moral, philosophical, and technological change. Adjustment is defined as "the ability to select appropriate and effective measures of meeting the demands of the environment while maintaining a healthy attitude toward the circumstances." Motivation, learning, stress, interpersonal relationships, intellect, and emotion are investigated with other emerging modes of adjustment. (Formerly PSY 310)
Prerequisite: PSY 100 or permission of program director

PSY 341. Child Psychology 3 hours

The student is given a basic understanding of the development of the child from conception to adolescence. Emphasis is placed on the physical, emotional, social, and moral development of the child.
(Formerly PSY 410)
Prerequisites: PSY 100 and 210 or permission of program director

PSY 342. Psychology of Adolescence 3 hours

This course serves as a study of the nature of adolescents with special reference to their physical, mental, emotional, social, moral and religious problems and development. (Formerly PSY 420)
Prerequisites: PSY 100 and 210 or permission of program director

PSY 343. Adult Development and Aging 3 hours

The student will explore the aging process from early adulthood to death. Biological, cognitive, social and personality aspects and development will be considered.
Prerequisite: PSY 100 or permission of program director

PSY 363. Psychology of Religion 3 hours

There exists a unique interaction between psychology and religion. Certain psychological relationships can be seen in religious behaviors. Psychological variables may interact in unique ways within religion, producing observable psychological phenomena. Other topics to be discussed include conversation, faith healing mysticism, guilt, shame, will and self-management and love.
Prerequisite: PSY 100 or permission of program director

Academic Programs: Undergraduate Curriculum

Science

Department Chairperson
Joseph Kovach, Psy.D.

Program Director: Alexandre da Silva, M.L.A.

Faculty: Allen Brown, J.D.; Alan Carlson, M.S., Angella Charnot-Katsikas, M.D.; Alexandre da Silva, M.L.A.; Jennifer Fickett, M.S.; Michael Genova, J.D.; Joy Marburger, Ph.D.; Jane Norman, Ph.D.; Georgette Olson, M.S.; Lou Ann Unger, M.S., Michael Unger, Ph.D., Stephen Vogel, Ph.D.

Biology Courses (BIOL)

BIOL 100. Investigative Biology **4 hours**

A course focused upon applying sound and responsible biological techniques, to test and assess biological theories and concepts. The course utilizes common laboratory procedures to address questions surfacing from environmental problems to possible criminal activities. Laboratories are focused around answering particular biological questions, including techniques presently applied in DNA fingerprinting and analysis. This course is geared towards the non-science major who will be exposed to applied biological techniques, either in their chosen field of study, or in the work environment. Investigative Biology meets a science with a lab requirement for non-science majors.

Laboratory Fee: See current fee schedule.

BIOL 101. Human Biology **4 hours**

This course emphasizes human physiology and the role humans play in the biosphere. Bio-ethical issues and application concepts to daily activities and dilemmas are addressed and discussed between student and instructor. Through these activities, it is the goal of this course that each student leave with the understanding of how a normal human being functions. We are often called upon to be responsible for making decisions related to our own bodies' health and the health of the environment that we live in. It is our responsibility to take responsibility for our health, education and careers.

Laboratory Fee: See current fee schedule.

BIOL 111. General Biology I **4 hours**

This course introduces the student to the concepts of modern biology, focusing on the universal properties and processes of living organisms. Topics include cells, plants and animal structure and function, vertebrate organ systems, evolution, and ecology.

Prerequisite: BIOL 100 or High School Biology

Laboratory Fee: See current fee schedule.

BIOL 112. General Biology II **4 hours**

A continuation of Biology 111. Three hours of lecture and one three-hour laboratory each week.

Laboratory Fee: See current fee schedule.

Academic Programs: Undergraduate Curriculum

BIOL 210. Ecology

4 hours

An introduction to the basic principles and fundamentals influencing interactions between plants, animals, and their environment. Three hours of lecture and one three-hour laboratory each week.

Prerequisite: Consent of Instructor

Laboratory Fee: See current fee schedule.

BIOL 226. Biochemistry

4 hours

A general biochemistry course including the structure and function of biological molecules in metabolism, bioenergetics, and enzyme action. Three hours of lecture and one-three hour laboratory each week.

Prerequisites: CHEM 110-111, BIOL 111 and BIOL112

Laboratory Fee: See current fee schedule.

BIOL 230. Microbiology

4 hours

This course includes a study of the structure, life activities and classification of bacteria and viruses, as well as of parasitic protozoa and helminthes, and fungi together with principles of immunology. Laboratory work includes the methods of culture, isolation and identification of various micro-organisms. Three hours of lecture and one three-hour laboratory each week.

Prerequisites: BIOL 111-112 and CHEM 110-111

Laboratory Fee: See current fee schedule.

BIOL 240. Conservation Biology

4 hours

The preservation and conservation of species is dependent upon applying scientific studies focused on rare and endangered species. Keystone habitats and species of many different habitats are discussed, and possible management options are entertained in regard to the value (ethical and economic) of species and habitat diversity.

Prerequisites: High school biology or BIOL 100 Laboratory Fee: See current fee schedule.

BIOL 250. Environmental Dynamics

3 hours

This course addresses the factors effecting natural and man-made environmental conditions. Anthropogenic activities are highlighted as major influences on terrestrial and aquatic ecosystems. Integrated knowledge from ecological theory and conservation biology are the foundations in which to determine the "richness" and degradation of habitats. Economic and political concerns are also highlighted in this course.

Prerequisite: High school biology or BIOL 100. Laboratory Fee: See current fee schedule.

BIOL 355. Cell Biology

4 hours

A study of cell structure and physiology with emphasis on the roles of cell organelles, cell physiology, transport of materials, homeostatic mechanisms, genetic control, and cell division. Three hours of lecture and one three-hour laboratory each week.

Prerequisites: BIOL 111-112, CHEM 110-111, 225-226. Laboratory Fee: See current fee schedule.

Academic Programs: Undergraduate Curriculum

BIOL 385. Genetics

3 hours

An investigation of the principles of inheritance with emphasis on the nature of genetic material, transmission of genetic material, and its manifestation. Adaptation and natural selection are discussed. Three hours of lecture and one three-hour laboratory each week.

Prerequisites: BIOL 111-112, CHEM 110-111. Laboratory Fee: See current fee schedule.

BIOL 497. Research

ARRANGED

By participating in a semester long research program, students can earn credit toward their degree. Some local locations of possible research programs: John G. Shedd Aquarium, Argonne National Laboratories, Loyola University, and Indiana University. See Education program Director for details. Three hours of research activities are required each week for each credit hour enrolled.

BIOL 115. Diversity, Ecology and Behavior

3 hours

Overview of the unity and diversity of life. We attempt to construct a framework for ordering biology by studying both the shared and specialized modifications of organisms that allow them to adapt to their environment. We also apply biological principles to social, medical and environmental issues. Topics include: diversity of life, respiration, photosynthesis, mitosis/meiosis, Mendelian genetics and complications, natural selection, Hardy-Weinberg equilibrium, population growth (including humans), interactions among populations (competition, predation, parasitism), behavior, and conservation biology.

Prerequisites: SCIE 110 & SCIE 111

BIOL 115L. Diversity, Ecology and Behavior Laboratory

1 hour

This course is the laboratory component for Diversity, Ecology and Behavior Laboratory. It will provide students with an opportunity to perform the experiments necessary to support the issues and topics discussed in the course.

Prerequisites: SCIE 110 & SCIE 111

BIOL 205. Development, Structure and Function of Organisms

3 hours

This course introduces embryonic development and examines the functioning of physiological systems of both plants and animals. The underlying cellular and molecular basis for these processes will be emphasized. In particular, the transport of molecules and small ions through biological membranes will be studied. This will require an understanding of membrane structure, diffusion, electrical potentials and other physical and chemical principles.

Prerequisites: Diversity, Ecology and Behavior

BIOL 205L. Development, Structure and Function of Organisms Laboratory

1 hour

This course is the laboratory component for the above course Development, Structure and Function of Organisms. It will provide students with an opportunity to perform the experiments necessary to support the issues and topics discussed in the course.

Academic Programs: Undergraduate Curriculum

Prerequisites: Diversity, Ecology and Behavior Laboratory. Laboratory Fee: See current fee schedule.

BIOL 400. Cell Structure and Function **3 hours**

This course introduces students to cell biology through 3 over-arching themes: First, the shape and organization of molecules, organelles and cells underlie their function. Second, cellular organization and function require energy, and cells are in part energy-transducing machines. Third, the cell is constantly changing -- its shape, activity and molecular composition are dynamic and transient. Cell biology builds on a foundation of math, chemistry and physics, so we begin by discussing the structure and function of macromolecules and the most relevant principles of chemistry, kinetics and thermodynamics.

Prerequisites: Development, Structure and Function of Organisms

BIOL 400L. Cell Structure and Function Laboratory **1 hour**

This course is the laboratory component for the Cell Structure and Function course. It will provide students with an opportunity to perform the experiments necessary to support the issues and topics discussed in the course.

Prerequisites: Development, Structure and Function of Organisms Lab.

Laboratory Fee: See current fee schedule.

BIOL 370. Genetic and Molecular Biology **3 hours**

This course covers basic principles of classical genetics, molecular biology, and *population genetics*. The classical genetics section includes discussions on Mendelian genetics, linkage and meiotic mapping, sex determination, cytoplasmic inheritance, and chromosomal aberrations. The molecular biology section continues with discussions on DNA structure and replication, chromosomal organization, transcription, translation, the genetic code, mutations, DNA repair, and transposable elements. Basic regulatory mechanisms in prokaryotic and eukaryotic gene expression, as well as current developments (recombinant DNA technology, cancer-causing genes, imprinting, developmental genetics) are also presented.

Prerequisites: Cell Structure and Function

BIOL 370L. Genetic and Molecular Biology Laboratory **1 hour**

This course is the laboratory component for Genetics and Molecular Biology. It will provide students with an opportunity to perform the experiments necessary to support the issues and topics discussed in the course.

Prerequisites: Cell Structure and Function Lab. Laboratory Fee: See current fee schedule.

BIOL 405. Ecology and Evolution **3 hours**

Evolutionary processes and ecological principles associated with individuals, populations, communities, and ecosystems. Topics include genetic drift, natural selection, adaptation, life tables, population dynamics, competition, predation, biodiversity, and ecological stability, with emphasis on natural systems.

Prerequisites: Genetic and Molecular Biology

Academic Programs: Undergraduate Curriculum

BIOL 405L. Ecology and Evolution Laboratory **1 hour**

This course is the laboratory component for Ecology and Evolution. It will provide students with an opportunity to perform the experiments necessary to support the issues and topics discussed in the course.

Prerequisites: Genetic and Molecular Biology Laboratory Fee: See current fee schedule.

BIOL 420. Immunology **3 hours**

This course consists of an integrated series of lectures designed to familiarize students with cellular, molecular and biochemical aspects of the development of the immune system and the immune response. The course focuses on the development of the immune system and the function of its major components.

Prerequisites: Cell Biology, Chem I and Chem II

BIOL 420L. Immunology Laboratory **1 hour**

This course is the laboratory component for Immunology. It will provide students with an opportunity to perform the experiments necessary to support the issues and topics discussed in the course.

Laboratory Fee: See current fee schedule.

BIOL 300. Anatomy and Physiology I **3 hours**

First semester of a two-semester sequence dealing with the structure and function of the human body and mechanisms for maintaining homeostasis within it. Includes the study of cells, tissues, and the integumentary, skeletal, muscular and nervous systems.

Prerequisites: One year of Chemistry, Cell Structure and Function

BIOL 300L. Anatomy and Physiology I Laboratory **1 hour**

This course is the laboratory component for Anatomy and Physiology I. It will provide students with an opportunity to perform the experiments necessary to support the issues and topics discussed in the course.

Laboratory Fee: See current fee schedule.

BIOL 305. Anatomy and Physiology II **3 hours**

Continuation of the study of the structure and function of the human body and the mechanisms for maintaining homeostasis within it. The endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive systems, as well as the concepts of development, metabolism, fluid and electrolyte balance, and acid-base balance are included.

Prerequisites: Anatomy and Physiology I

BIOL 305L. Anatomy and Physiology II Laboratory **1 hour**

This course is the laboratory component for Anatomy and Physiology II. It will provide students with an opportunity to perform the experiments necessary to support the issues and topics discussed in the course.

Laboratory Fee: See current fee schedule.

Academic Programs: Undergraduate Curriculum

BIOL 460. Molecular Biology **3 hours**

Designed for students interested in molecular mechanisms by which cellular processes are controlled in eukaryotic cells. Topics include molecular genetic techniques and genomics, structure of genes and chromosomes, transcriptional and translational control of gene expression, signal transduction pathways and gene regulation, the cell cycle, and abnormal regulatory processes in cancer.

Prerequisite: CHEM I and CHEM II, BIOL 1 and BIOL II

BIOL 460L. Molecular Biology Laboratory **1 hour**

This course is the laboratory component for Molecular Biology. It will provide students with an opportunity to perform the experiments necessary to support the issues and topics discussed in the course.

Laboratory Fee: See current fee schedule.

BIOL 415. Evolution of Behavior **3 hours**

An introduction to comparative studies of animal behavior from neuroethological and evolutionary perspective. The first deals with proximate causes of behavior, with emphasis on motor, sensory and central aspects of the nervous system. The second deals with ultimate causes, with emphases on natural selection, natural history, and adaptive aspects of behavior.

Prerequisites: None

BIOL 390. Advanced Microbiology **3 hours**

The aim is to give the students insight and practical skills in Microbiology at an advanced level. The course will facilitate a project based learning process during which protocol formulation, safety procedures, tools, methodology, data handling and interpretation will be carried out.

Prerequisites: Microbiology

BIOL 390L. Advanced Microbiology Laboratory **1 hour**

This course is the laboratory component for Advanced Microbiology. It will provide students with an opportunity to perform the experiments necessary to support the issues and topics discussed in the course.

Laboratory Fee: See current fee schedule.

BIOL 410. Ecology and Evolution **3 hours**

This course introduces current concepts and principles of ecology and evolution. Animal behavior, populations, communities, ecosystems, biogeography, natural selection, speciation, the history of life, human evolution, and other topics will be studied through lectures, readings, discussion, and a field trip.

Prerequisites: Evolution of Behavior

Exercise and Sport Science Courses (EXSS)

EXSS 105. Beginning Bowling **1 hour**

This course is designed to help students acquire the fundamental skills of bowling including form and technique. Students will also learn the terminology, rules, strategies and scoring procedures. The course involves lectures, demonstration, and practice time.

Academic Programs: Undergraduate Curriculum

EXSS 110. Running Techniques

1 hour

Provides the student with a knowledge of coaching theory, methods and strategies. This knowledge is applied to track, field and cross country. The intent of this course is to apply the skills, theories and methods needed to coach track and field at all levels. Track, field and cross country are analyzed for individual form and techniques as well as team effort.

EXSS 125. Tennis Techniques

1 hour

Provides the student with a knowledge of coaching theory, methods and strategies. The coaching of tennis includes instruction in fundamental skills, strategies, coaching techniques, individual analysis by use of student participation, demonstrations and video presentations. Organization, administration, scoring, equipment, budgeting, scheduling and other aspects of tennis are included in the course.

EXSS 115. Beginning Martial Arts

1 hour

Basic movements, history, philosophy, and concepts of a martial art. Learning the martial art through its practice.

EXSS 120. Beginning Self-Defense

1 hour

This course is intended to increase students awareness and understanding of sexual assault. Focus will be placed on defense against sexual violence that is most often directed towards women, and increasingly men, in our culture. Techniques for diffusing or avoiding potentially dangerous situations will be examined. Such techniques include verbal, nonverbal, physical and psychological responses. Physical self-defense skills include evasions, blocks, counterattacks and other defenses against common attacks. The concept of unlearning "victim-like" thinking and behaviors will also be examined. The course will entail lecture, discussion, and participation.

EXSS 130. Beginning Yoga

1 hour

This course will explore the beginning aspects of Yoga.

EXSS 200. Certified Personal Trainer

2 hours

This course will prepare students in the processes, theories and application of being a personal trainer. This course will provide the content necessary for students to sit for the national certification exam.

Prerequisites: Fitness Assessment

EXSS 215. Survey of Physical Education Health

3 hours

This course will provide an overview of all facets of sports including management, career opportunities, marketing and promotion, public relations fund raising, and event and facilities management. Several factors combine to make sports administration a growing and important area of study. The need for qualified administrators in the field increases rapidly.

Academic Programs: Undergraduate Curriculum

EXSS 435. Kinesiology **3 hours**

A neuropsychological study of movement that integrates the central and peripheral nervous system mechanisms with those of the muscular system. These principles are applied to promoting the enhancement of skill acquisition and human performance. Dysfunctions affecting neuromuscular function are also studied.

Prerequisites: Principles of Conditioning

EXSS 435L. Kinesiology Laboratory **1 hour**

This course is the laboratory component for Kinesiology. It will provide students with an opportunity to perform the experiments necessary to support the issues and topics discussed in the course.

Laboratory Fee: See current fee schedule.

EXSS 496. Sports Law **3 hours**

This course covers various individual and non-professional sports law issues and focuses on the regulation of interscholastic, intercollegiate, and Olympic sports. Topics covered include tort law, contract law, Title IX gender discrimination, the relationship between the college athlete and university, drug testing of amateur athletes, the regulatory authority of the NCAA, and the rules and regulations pertaining to "amateurism" and use of agents.

EXSS 410. First Responder **2 hours**

This course prepares students to attain their certification in CPR and other life saving interventions.

EXSS 425. Individual Fitness **1 hour**

The development of teaching units and lesson plans, construction of objectives, use of expert curriculum sources, assessment of knowledge, dispositions, and performance through indicators.

Prerequisites: Kinesiology

EXSS 420. Group Fitness **1 hour**

The development of teaching objectives, unit plans for team sports, assessment of skills and field experience in using the skills developed in this course. Students are given the opportunity to master and teach specific sports skills.

Prerequisites: Kinesiology

EXSS 415. Fitness Assessment **3 hours**

Designed to give the student a foundation in the process of assessment (tests and measurement). The course includes the development of objectives/outcomes, test construction, use of formative and summative evaluation, norm and criterion referenced measures, elementary statistics and the use of other evaluative materials specific to health and kinesiology.

Prerequisites: Kinesiology and Group or Individual Fitness

EXSS 400. Principles of Conditioning **3 hours**

Lecture, discussion and laboratory course introducing athletic training and kinesiology students to basic procedures and philosophies of athletic training.

Academic Programs: Undergraduate Curriculum

Students gain knowledge of the basic science relationship to the prevention and care of, and recovery from athletic injuries. Students will begin practicing fundamental skills and orient themselves to the athletic training and coaching settings.

Prerequisites: Fitness Assessment

EXSS 400L. Kinesiology Laboratory **1 hour**

This course is the laboratory component for Principles of Conditioning. It will provide students with an opportunity to perform the experiments necessary to support the issues and topics discussed in the course.

Laboratory Fee: See current fee schedule.

EXSS 405. Field Experience in Exercise and Sports Science **3 hours**

Individual off-campus laboratory or field experiences that provide valuable, supervised practical experience.

Prerequisites: Department Approval

EXSS 440. Physiology of Sport **3 hours**

Learning and practice of mental skills and their application to enhance performance in domains such as athletics, performing arts and business. Analysis of cognitive-behavioral intervention strategies for performance enhancement across skill levels and different sports. Psychological aspects of peak performance.

Forensic Science (FRSC)

FRSC 200. Forensic Science Survey **3 hours**

Survey of the forensic sciences with emphasis on criminalistics; unique characteristics, underlying philosophies; nature, analytical methods, significance of results with chemical, biological, trace, pattern evidence.

FRSC 200L. Forensic Science Survey Laboratory **1 hour**

This course is the laboratory component for Forensic Science Survey. It will provide students with an opportunity to perform the experiments necessary to support the issues and topics discussed in the course.

Laboratory Fee: See current fee schedule.

FRSC 300. Forensic Biology **3 hours**

Students will learn how to collect, transport and analyze blood samples. They will become acquainted with legally definable methods of labeling, tracking samples and sample analysis. Familiarity with chain of custody procedures will ensure that students understand the process of being an expert witness. This course will also cover physiological fluid identification and DNA typing.

Prerequisites: Forensic Science Survey

FRSC 300L. Forensic Biology Laboratory **1 hour**

This course is the laboratory component for Forensic Biology. It will provide students with an opportunity to perform the experiments necessary to support the

Academic Programs: Undergraduate Curriculum

issues and topics discussed in the course. Laboratory Fee: See current fee schedule.

FRSC 305. Forensic Professional Practice **3 hours**

Sophomore standing and permission. A structured practical experience under the supervision of a forensic science professional.

FRSC 310. Forensic Science Case Work **3 hours**

In-depth training for casework analysis in a specific forensic discipline (e.g. drug identification, DNA typing, fingerprint comparisons) in an approved forensic science laboratory.

Prerequisites: Department Approval

FRSC 315. Forensic Biology Internship **1-3 hours**

A supervised external full-time internship at a pre-approved facility. Students will be exposed to forensic analysis in an operational forensic laboratory and will be evaluated by the forensic science program external internship committee and the sponsoring forensic laboratory. Credit will depend on number of hours in the internship, with a minimum of 100 hours.

Prerequisites: Department Approval

Chemistry Courses (CHEM)

CHEM 110. General Chemistry **3 hours**

Designed for students in health-related majors as well as those seeking to fulfill general education requirements. It provides an introduction to organic and biological chemistry and the principles that govern them. The course will focus on the interrelatedness of all these areas as well as their practical applications to health science and environmental issues. Satisfies the science with a lab general education requirement. Laboratory Fee: See current fee schedule.

CHEM 200. Chemistry I **3 hours**

An introduction to the chemical nature and properties of inorganic compounds. Topics presented include atomic and molecular structures, inorganic nomenclature, states of matter, properties of gases and solutions, acids/bases and salts, chemical equilibrium, nuclear and chemical reactions. Laboratory Fee: See current fee schedule.

CHEM 200L. Chemistry I Laboratory **1 hour**

This course is the laboratory component for Chemistry I. It will provide students with an opportunity to perform the experiments necessary to support the issues and topics discussed in the course. Laboratory Fee: See current fee schedule.

CHEM 225. Survey of Organic Chemistry **4 hours**

An introduction to the chemistry of hydrocarbons and their principle derivatives. Laboratory experience in the preparation and properties of organic molecules with some biological emphasis. Three hours of lecture and one three-hour laboratory each week.

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Prerequisites: CHEM 110, and CHEM 111 or equivalent. Laboratory Fee: See current fee schedule.

CHEM 300. Biochemistry

3 hours

A general biochemistry course including the structure and function of biological molecules in metabolism, bioenergetics, and enzyme action.

Three hours of lecture and one three-hour laboratory each week.

Prerequisite: CHEM 225. Laboratory Fee: See current fee schedule.

CHEM 300L. Biochemistry Laboratory

1 hour

This course is the laboratory component for biochemistry. It will provide students with an opportunity to perform the experiments necessary to support the issues and topics discussed in the course. Laboratory Fee: See current fee schedule.

CHEM 240. Quantitative Analysis

4 hours

The theory and applications of classical and instrumental analytical methods. Unknowns are quantitatively assayed using gravimetric, volumetric, electroanalytical, and spectrometric methods.

Prerequisites: CHEM 110-111 and MATH 103. Laboratory Fee: See current fee schedule.

CHEM 205. Chemistry II

3 hours

An introduction to the fundamental principles of chemistry, including chemical stoichiometry; the properties of gases, liquids, and solids; solutions; chemical equilibria; atomic and molecular structure; an introduction to thermodynamics; reaction kinetics; and a discussion of the chemical properties of selected elements.

Prerequisites: Chem I

CHEM 205L. Chemistry II Laboratory

1 hour

This course is the laboratory component for Chemistry II. It will provide students with an opportunity to perform the experiments necessary to support the issues and topics discussed in the course.

Laboratory Fee: See current fee schedule.

CHEM 310. Organic Chemistry II

3 hours

Organic Chemistry II builds upon the relationship between the structure of organic compounds, the physical properties defined by these structures, and the manner in which we can manipulate materials by chemical synthesis. We will investigate methods for structural identification, expand your knowledge of synthetic methods, and discuss in more depth biological species. You are responsible for remembering lessons described in Organic Chemistry I regarding chemical structure, properties, bonding, stereochemistry, reactions, and reaction mechanisms.

Prerequisites: Organic Chem I

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CHEM 310L. Organic Chemistry II Laboratory

1 hour

This course is the laboratory component for Organic Chemistry II. It will provide students with an opportunity to perform the experiments necessary to support the issues and topics discussed in the course.

Laboratory Fee: See current fee schedule.

CHEM 430. Instrumentation Analysis

4 hours

This course is designed to give the students a broad experience in the theory of instrumentations. The labs will be investigative in nature where students are required to use the Internet and the Chemical literature to explore practical ways of using instruments for solving chemical problems qualitatively and quantitatively. The students will survey the theory and application of instruments such as: visible, ultra violet, Infra red, Fluorescence, Nuclear Magnetic Resonance, Atomic absorption, Chromatography, and Mass Spectrometry.

Prerequisites: Organic Chem

CHEM 430L. Instrumentation Analysis Laboratory

1 hour

This course is the laboratory component for Instrumentation Analysis. It will provide students with an opportunity to perform the experiments necessary to support the issues and topics discussed in the course.

Geology Courses (GEOL)

GEOL 100. Physical Geology

4 hours

This course is a survey of physical geology. Topics covered in the three hours of weekly lectures include: plate tectonics, volcanoes, earthquakes and mountain building, the rock cycle, weathering and erosion, mass wasting, stream landscapes and flooding, wind processes, shoreline erosion and deposition. The weekly laboratory period includes the study of typical rocks and minerals, topographic maps and survey systems, and an introduction to aerial photographic interpretation. A geological field experience included.

Laboratory Fee: See current fee schedule.

GEOL 110. Earth and Space Science

4 hours

This course will introduce the student to the sciences of astronomy, geology, meteorology, and oceanography. This course includes a laboratory component.

Laboratory Fee: See current fee schedule.

Physics Courses (PHYS)

PHYS 110. Mechanical Universe I

3 hours

A non-calculus approach to the physics of everyday life that covers the principles of mechanics, heat, waves, and forces using a non-calculus approach. Lab covers scientific experiments and observations that enhance an understanding of mechanics, heat, waves and forces. Field trips may be substituted for regularly scheduled lab sessions.

Prerequisite: MATH 103 or equivalent. Laboratory Fee: See current fee schedule.

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PHYS 110L. Mechanical Universe Laboratory **1 hour**
This course is the laboratory component for mechanical universe. It will provide students with an opportunity to perform the experiments necessary to support the issues and topics discussed in the course. Laboratory Fee: See current fee schedule.

PHYS 300. Physics I **3 hours**
This basic course deals with first-course subject matter including mechanics, electricity, magnetism, wave motion and light. Included is an introduction to modern physics. Three hours of lecture and one three-hour laboratory each week.
Prerequisite: MATH 104 Laboratory Fee: See current fee schedule.

PHYS 300L. Physics I Laboratory **1 hour**
This course is the laboratory component for biochemistry. It will provide students with an opportunity to perform the experiments necessary to support the issues and topics discussed in the course. Laboratory Fee: See current fee schedule.

PHYS 305. Physics II **3 hours**
A continuation of Physics I. Three hours of lecture and one three hour laboratory each week.
Prerequisite: PHYS 221, MATH 104 Laboratory Fee: See current fee schedule.

PHYS 305L. Physics II Laboratory **1 hour**
This course is the laboratory component for Physics II. It will provide students with an opportunity to perform the experiments necessary to support the issues and topics discussed in the course. Laboratory Fee: See current fee schedule.

Restoration Ecology (RSEC)

RSEC 200. Restoration Ecology **3 hours**
This course is intended as a broad overview of restoration ecology. During the first part of the course we will focus on using knowledge of ecosystem functioning to facilitate the recovery of damaged ecosystems. During the second half of the course we will discuss topics related to the implementation of restoration projects such as planning, evaluating success, legislation, and financing. These two approaches will be integrated through the discussion of case studies.
Prerequisites: Conservation Biology

RSEC 200L. Restoration Ecology Laboratory **1 hour**
This course is the laboratory component for Restoration Ecology. It will provide students with an opportunity to perform the experiments necessary to support the issues and topics discussed in the course.
Laboratory Fee: See current fee schedule.

RSEC 212. Environmental Law **3 hours**
This course examines the philosophical foundations, common law roots, and constitutional frame-work of U.S. environmental law. Major statutes dealing with

Academic Programs: Undergraduate Curriculum

endangered species, clean air, clean water, environmental impact assessment, and hazardous waste cleanup are examined together with the statutory objectives and regulatory strategies of these efforts and their relative effectiveness. Specific topics include decision-making in the face of scientific uncertainty, the role of cost-benefit analysis, and the relative distribution of environmental burdens and pursuit of environmental justice. Alternatives to conventional regulatory approaches are presented as well.

RSEC 300. Public Policy

3 hours

This course provides an overview of public policy in America with an environmental focus. It examines the impact of environmental laws on government decision-making, including administrative law issues, comprehensive transportation planning, the National Environmental Policy Act, historic preservation, parkland protection, the Coastal Zone Management Act, wetlands protection, farmland protection, the Endangered Species Act and other wildlife issues, mitigation of environmental impacts, role of governmental policies relating to the environment, legislative issues, and state environmental laws.

Science Courses (SCIE)

SCIE 110. The Logic of Science

3 hours

This course is an introduction to the nature and philosophy of scientific discovery. It covers the central concepts of scientific discovery and the tools utilized by scientists in the process of making of various revolutionary discoveries. The historical implications of these discoveries are interpreted and related to modern discoveries. Students will travel across time and perform the classic experiments that revolutionized how we view the world. Learning to think as a scientist both from an empirical and a philosophical perspective provides students with entrée into the nature of the scientific enterprise. (Students enrolled in this course must also enroll in the SCIE 111.)

SCIE 110L. The Logic of Science Lab

1 hour

This course is the laboratory component for the Logic of Science course. SCIE 111 must be taken concurrently with SCIE 110. Laboratory Fee: See current fee schedule.

SCIE 250. Integrated Science I

3 hours

This course explores topics in physical and biological sciences through an integrated approach. In addition, an in-depth study will be conducted of current science research from the scientific, social, and ethical perspectives. The laboratory component SCIE 251 must be taken concurrently with SCIE 250.

Prerequisite: MATH 102 or equivalent, ENGL 103-104

Academic Programs: Undergraduate Curriculum

Social Sciences

Department Chairperson
Joseph Kovach, Psy.D.

Program Director: Tina Ebenger, Ph.D.

Faculty: George Grzesiowski, M.B.A., C.P.A.; Joseph Kovach, Psy.D., Edward Stibili, Ph.D.

Mission Statement of the Program

The Social Sciences Program provides students the theoretical and multi-disciplinary foundation to think critically about important issues facing society. Social Sciences courses expose students to various disciplines, including: Economics, History, Political Science, Psychology, and Sociology, with a focus on how underlying concepts, theories, principles, and laws affect human behavior, social justice, and societal systems and institutions.

As a multi-disciplinary program, the Social Sciences program prepares the student for numerous career tracks, especially in the fields of urbanization, globalization, and social issues, and provides valuable foundational knowledge for further study in graduate or professional schools.

The Social Sciences Program is designed to serve a diverse student population. Students entering with no prior college attendance will find that the program provides a well-rounded educational experience. The program's emphasis on writing, research and praxis serves to assist students to prepare for graduate or professional studies or for a wide variety of entry-level careers dealing with the social sciences. Students with previous college study and career experience in these fields will find the program to be an excellent opportunity to develop as reflective and competent practitioners.

Program Outcome Objectives

The Social Science program is designed to prepare the student to:

1. Understand the institutions, systems, and cultures of the United States and other countries;
2. Understand how historical, economic, psychological, social, and political forces and factors shape human behavior and affect society;
3. Derive a basic understanding of the concepts, theories, principles, and laws within these disciplines;
4. Acquire a distinct sensitivity about major social problems, both from an urban perspective and with a global vision;
5. Critically examine and interpret human behavior and societal phenomena; and
6. Develop certain intellectual abilities, including research and communication skills, computer and writing competencies, and problem-solving heuristics.

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B.S. in Social Sciences (125 hours)

The following courses are required for a baccalaureate degree:

1. 56 hours: General Education
2. 18 hours: Requisites for the Major
 - ECON 210 Principles of Economics I
 - ECON 211 Principles of Economics II
 - HIST 230 American Civilization I
 - HIST 240 American Civilization II
 - PSYC 210 Research Methodology
 - SOCL 210 General Sociology
3. 30 hours: Upper Level Courses in Major
 - SSC/PLSC 312 Urban Politics
 - SSC/SOCL 316 Social Problems
 - SSC/PSYC 320 Social Psychology
 - SSC/HIST 324 American Immigrant Experience
 - SSC/SOCL 350 Social Structure and Conflict in American Society
 - SSC/PLSC 420 Civil Rights and Civil Liberties
 - SSC/HIST 431 American Urban History
 - SSC/ECON 480 International Economics
 - SSC 495 Internship/Field Work
 - SSC/SOCL 496 Topics in Sociology or SSC 497 Research in the Social Sciences
4. 21 hours: Electives

Minor in Social Sciences (15 hours)

The following courses are required:

- SSC/PLSC 312 Urban Politics *or*
SSC/PLSC 421 Civil Rights and Civil Liberties
- SSC/SOCL 316 Social Problems *or*
SSC/SOC 350 Social Structure and Conflict in American Society
- SSC/PSYC 320 Social Psychology
- SSC/HIST 324 American Immigrant Experience *or*
SSC/HIST 431 American Urban History
- SSC/ECON 480 International Business

Students may also pursue a minor in one of three areas of the social sciences: Political Science (PLSC), Psychology (PSYC), or Sociology (SOCL).

Minor in Political Science (15 hours, must be upper-level courses)

1. PLSC ____
2. PLSC ____
3. PLSC ____

Academic Programs: Undergraduate Curriculum

4. PLSC ____
5. PLSC ____

Minor in Psychology (15 hours, must be upper-level courses)

1. PSYC ____
2. PSYC ____
3. PSYC ____
4. PSYC ____
5. PSYC ____

Minor in Sociology (15 hours, must be upper-level courses)

1. SOCL ____
2. SOCL ____
3. SOCL ____
4. SOCL ____
5. SOCL ____

Social Sciences Courses (SSC)

SSC 225. Introduction to Human Geography 3 hours

This course is designed to acquaint students with emerging global patterns and processes that have come to be known as globalization through the use of human geographic perspective. The course systematically explores globalization through the use of a series of human geographic "lenses," including: cultural geography, population geography, economic geography, urban geography, and political geography/geopolitics.

SSC 312. Urban Politics 3 hours

Focuses on the impact of an urban society upon the forms, structures, and functions of city and county government agencies. The course will also examine the political problems associated with urban growth, and city government's response to policy issues such as employment, education, housing, social welfare and social inequality.

Prerequisites: PLSC 220

Cross-listed: PLSC 312

SSC 316. Social Problems 3 hours

In this course, students will study social problems facing contemporary society. Students will explore the concept of "social problems" and such issues as street crime, poverty, drug use, racism, sexism, loss of jobs, and family disorganization within urban and rural settings. The use of different perspectives promotes a broad understanding of the study of social problems.

Prerequisite: SOCL 210

Cross-listed: SOCL 316

SSC 320. Social Psychology 3 hours

The course provides a unified view of the field of social psychology organized around the concepts of social influence and power and exchange in social life and explores in-depth human thoughts, feelings, and actions as influenced by

Academic Programs: Undergraduate Curriculum

other people. Specific topics include socialization, perception of self and others, pro-social and anti-social behavior, attitudes, interpersonal attraction, social influence, and group behavior.

Prerequisites: PSYC 100 and PSYC 210 or permission of program director

Cross-listed: PSYC 320

SSC 324. The Immigrant Experience **3 hours**

This course traces international immigration to the United States from all regions of the world. This course will describe the causes of immigration, immigrant occupations, immigrant social institutions, and immigrant adjustment to American life.

Prerequisites: HIST 110 or permission of the program director

Cross-listed: HIST 324

SSC 350. Social Structure and Conflict in American Society **3 hours**

This course is a historical survey and theoretical analysis of the changing social and psychological foundations of conflict in American society with special attention given to the social structure and culture as generative of civil strife and violence. Comparative methods and scientific models are used in search for an explanation of violence and rebellion, particularly in the contemporary setting.

Prerequisite: SOCL 210

Cross-listed: SOCL 350

SSC 420. Civil Rights and Civil Liberties **3 hours**

A study of the politics of civil rights and civil liberties in the United States focusing upon the Constitution, legislation, court decisions and executive implementation.

Prerequisites: PLSC 220

Cross-listed: PLSC 420

SSC 431. American Urban History **3 hours**

This course surveys the history of urban America from colonial times to the present. It emphasizes urban political, economic, social, and cultural factors and their impact on the historical development of American cities.

Prerequisites: HIST 110 or permission of the program director

Cross-listed: HIST 431

SSC 480. International Business **3 hours**

The content of this course, an integrated treatment of theory, policy, and enterprise in international trade and investment, will provide the student with an understanding of the economic dynamics and policy issues of trade and investment flows among nations.

Prerequisites: ECON 210-211, MATH 160 (or equivalent), or consent of program director.

Cross-listed: ECON 480

SSC 495. Internship **3 hours**

The internship course enables students to acquire practical experience in a variety of professional settings that draw on the skills and knowledge obtained in

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the Social Sciences disciplines. Work settings include government, legal, economic, political or social agencies and/or organizations. The program director will coordinate the internship. This course may be repeated for up to a total of 6 hours. Prerequisite: Senior status needed before application can be made. Approval of the class through the program director must be obtained at east one semester before enrollment.

SSC 497 Research in the Social Sciences

3 hours

As a means to promote scholarship, initiative, and experiential learning to senior students, this course is based on the student's area of interest. It is a course of independent study, directed reading, and research, the results of which are to be formulated in a research paper. This course requires the approval of the Program Director. Recommended for those going on to graduate school.

Prerequisites: PSYC 210

Academic Programs: Undergraduate Curriculum

Sociology

Department Chairperson
Joseph Kovach, Psy.D.

Support Area Coordinator: Tina Ebenger, Ph.D.

Faculty: Wanda Powe, M.S.

Sociology Courses (SOCL)

SOCL 210. General Sociology 3 hours

This course serves as an introduction to the conceptual framework of sociology and the scientific approach to social phenomena within the structure-functionalist, conflict, and symbolic interactionist frame of reference.

Pre-requisite: ENGL 103

SOCL 240. The American City 3 hours

This course will focus on an in-depth examination of the emergence of urban American society. Explored will be the experience of urbanization, the evolution of neighborhoods, how life and social action are produced within an urban arena, spatial arrangements, the interaction of people within urban space, the nature of work in cities, social class, gender and ethnic diversity.

Pre-requisite: ENGL 103

SOCL 316. Social Problems 3 hours

In this course, students will study social problems facing contemporary society. Students will explore the concept of "social problems" and such issues as street crime, poverty, drug use, racism, sexism, loss of jobs, and family disorganization within urban and rural settings. The use of different perspectives promotes a broad understanding of the study of social problems.

Pre-requisite: ENGL 103; SOCL 210

Cross-listed SSC 316

SOCL 317. Masters of Sociological Theory 3 hours

This course examines the origins of sociology from the social philosophers of the late nineteenth century to the more contemporary sociologists in the twentieth century. Special emphasis will be on the legacy of sociology's three founding theorists: Durkheim, Weber, and Marx.

Pre-requisite: ENGL 103; SOCL 210

SOCL 330. Family Sociology 3 hours

This course is designed to give a comprehensive view of the American family within a multi-disciplinary approach. Using the social system as a frame of reference, the foundation is presented for a scientific study of the social organization, function, and group relationships both within the institutional and structural framework of the family and its interchanges with other social systems. Current research is emphasized.

Prerequisite: ENGL 103; SOCL 210

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SOCL 350. Social Structure and Conflict in American Society

3 hours

This course is a historical survey and theoretical analysis of the changing social and psychological foundations of conflict in American society with special attention given to the social structure and culture as generative of civil strife and violence. Comparative methods and scientific models are used in search for an explanation of violence and rebellion, particularly in the contemporary setting.

Prerequisite: ENGL 103; SOCL 210

Cross-listed: SSC 350

SOCL 496 Topics in Sociology

3 hours

This course will investigate, analyze and discuss significant and contemporary topics in the field of sociology. Topics courses (but not specific courses) may be repeated for a total of 6 credits.

Prerequisites: ENGL 103; SOCL 210

Academic Programs: Undergraduate Curriculum

Department of Public Safety and Criminal Justice

Department Chairperson
Michael McCafferty, J.D.

Program		Directors/Coordinators
Criminal Justice	B.S.	Allen Brown, J.D.
Paralegal and Prelaw Studies	B.S.	Michael Genova, J.D.
Public Safety Management (Degree Completion)	B.S.	Dean Angelo, Ed.D.
Associate		
Criminal Justice	A.S.	Allen Brown, J.D.
Paralegal and Prelaw Studies	A.S.	Michael Genova, J.D.
Certificate		
Criminal Justice		Allen Brown, J.D.
Paralegal and Pre-law Studies		Michael Genova, J.D..
Masters		
Public Safety Administration (Refer to <i>Graduate Programs</i> after Department Listings)	M.S.	David Plebanski, Ph.D.

Academic Programs: Undergraduate Curriculum

Criminal Justice

Department Chairperson
Michael McCafferty, J.D.

Program Director: Allen Brown, J.D.

Faculty: Gary Bell, J.D.; Philip Benson, J.D.; Michael Bosch, J.D.; Patrick Ellis, M.P.A.; David Gladish, J.D.; Han Kwak Ph.D.

Mission Statement of the Program

The Criminal Justice Program prepares students for entry-level positions at local, state, and federal levels and successful completion of graduate studies or law school. The program accomplishes these goals through a course of study that emphasizes:

1. Mastery of the theoretical and skill foundations necessary for entry-level professional employment in the criminal justice field;
2. Familiarity with the codes of professional ethics and the ability to apply these principles to ethical problems encountered by the criminal justice professional; and
3. A broad-based program of general education that prepares students for successful completion of graduate studies or law school.

Vision Statement of the Criminal Justice Program

The Criminal Justice Program seeks to develop students who will have a positive impact on their communities by returning as correctional officers, police officers, probation officers, attorneys, and judges who demonstrate a strong commitment to social justice with a special concern for the poor and disenfranchised.

Program Outcome Objectives

Upon completion of this program, it is expected that students will:

1. Demonstrate mastery of the theories, principles and practices of criminal justice, including constitutional principles, judicial and correctional processes, legal institutions, and methods of law enforcement;
2. Have a general understanding and appreciation of the role of the criminal justice system at local, state, and federal levels; and
3. Demonstrate knowledge of appropriate codes of professional ethics and the capability to critically and reflectively engage ethical issues in criminal justice, particularly questions of social responsibility and professional decision-making.

B.S. in Criminal Justice with a Probation, Parole and Courts Concentration (124 hours)

The following courses are required for a baccalaureate degree:

1. 56 hours: General Education
2. 3 hours: Requisites for the Major

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- CRIJ 100 Intro to Criminal Justice
3. 45 hours: Upper Level Courses in Major
- CRIJ 300 Criminology
 - CRIJ 310 Criminal Law
 - CRIJ 320 Laws of Evidence
 - CRIJ 370 Juvenile Delinquency
 - CRIJ 400 Ethics in CRIJ
 - CRIJ 470 Corrections
 - CRIJ 471 Probation and Parole
 - CRIJ 472 Comm. Based Corrections
 - CRIJ 495 Internship/Field Experience
 - CRIJ 497 Research in Criminal Justice
 - CRIJ 499 Senior Seminar in Criminal Justice
 - CRIJ ____
 - CRIJ ____
 - CRIJ ____
 - CRIJ ____
4. 20 hours: Electives

B.S. in Criminal Justice with a Forensic Science Concentration (124 hours)

The following are required for a baccalaureate degree:

1. 56 hours: General Education
2. 3 hours: Requisites for the Major
- CRIJ 100 Intro to Criminal Justice
3. 45 hours: Upper Level Courses in Major
- CRIJ 300 Criminology
 - CRIJ 320 Laws of Evidence
 - CRJ 325 Forensic Psychology
 - CRIJ 355 Serial Killers
 - CRIJ 356 Cults in America
 - CRIJ 400 Ethics in CRIJ
 - CRIJ 420 Psychology of Stalking
 - CRIJ 440 Criminal Profiling
 - CRIJ 495 Internship/Field Experience
 - CRIJ 497 Research in Criminal Justice
 - CRIJ 499 Senior Seminar in CRJ
 - CRIJ ____
 - CRIJ ____
 - CRIJ ____
 - CRIJ ____
4. 20 hours: Electives

Academic Programs: Undergraduate Curriculum

B.S. in Criminal Justice with a Pre-Law or Professional Studies Concentration (124 hours)

The following are required for a baccalaureate degree:

1. 56 hours: General Education
2. 3 hours: Requisites for the Major
 - CRIJ 100 Intro to Criminal Justice
3. 45 hours: Upper Level Courses in Major
 - CRIJ 300 Criminology
 - CRIJ 310 Criminal Law
 - CRIJ 311 Criminal Procedures
 - CRIJ 320 Laws of Evidence
 - CRIJ 330 Scientific Criminal Invest
 - CRIJ 400 Ethics in CRIJ
 - CRIJ 435 White Collar Crime
 - CRIJ 460 Deviant Behavior
 - CRIJ 495 Internship/Field Experience
 - CRIJ 497 Research in Criminal Justice
 - CRIJ 499 Senior Seminar in Criminal Justice
 - CRIJ ____
 - CRIJ ____
 - CRIJ ____
 - CRIJ ____
4. 20 hours: Electives

A.S. in Criminal Justice with a Concentration in Probation, Parole, and the Courts (64 hours)

The following courses are required for the Associates degree:

1. 34 hours: General Education
2. 3 hours: Requisites for the Major
 - CRIJ 100 Intro to Criminal Justice
3. 27 hours: Upper Level Courses in Major
 - CRIJ 300 Criminology
 - CRIJ 310 Criminal Law
 - CRIJ 320 Laws of Evidence
 - CRIJ 370 Juvenile Delinquency
 - CRIJ 400 Ethics in CRIJ
 - CRIJ 470 Corrections
 - CRIJ 471 Probation and Parole
 - CRIJ 472 Comm. Based Corrections
 - CRIJ 312 Interviewing Techniques

Academic Programs: Undergraduate Curriculum

A.S. in Criminal Justice with a Concentration in Forensic Science (64 hours)

The following courses are required for the Associates degree:

1. 34 hours: General Education
2. 3 hours: Requisites for the Major
 - CRIJ 100 Intro to Criminal Justice
3. 27 hours: Upper Level Courses in Major
 - CRIJ 300 Criminology
 - CRIJ 320 Laws of Evidence
 - CRIJ 325 Forensic Psychology
 - CRIJ 355 Serial Killers
 - CRIJ 356 Cults in America
 - CRIJ 400 Ethics in CRIJ
 - CRIJ 420 Psychology of Stalking
 - CRIJ 440 Criminal Profiling
 - CRIJ 312 Interviewing Techniques

A.S. in Criminal Justice with a Concentration in Pre-Law or Professional Studies (64hours)

The following courses are required for the Associates degree:

1. 34 hours: General Education
2. 3 hours: Requisites for the Major
 - CRIJ 100 Intro to Criminal Justice
3. 27 hours: Upper Level Courses in Major
 - CRIJ 300 Criminology
 - CRIJ 310 Criminal Law
 - CRIJ 311 Criminal Procedures
 - CRIJ 312 Interviewing Techniques
 - CRIJ 320 Laws of Evidence
 - CRIJ 330 Scientific Criminal Invest
 - CRIJ 400 Ethics in CRJ
 - CRIJ 435 White Collar Crime
 - CRIJ 460 Deviant Behavior

Certificate in Criminal Justice (33 hours)

The following courses are required:

1. 3 hours: General Education
- 3 hours: Requisites for the Major
 - CRIJ 100 Intro to Criminal Justice

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2. 27 hours: Upper Level Courses in Major
- CRIJ 300 Criminology
 - CRIJ 310 Criminal Law *or*
CRIJ 311 Criminal Procedures
 - CRIJ 312 Interviewing Techniques
 - CRIJ 320 Laws of Evidence
 - CRIJ 330 Scientific Criminal Investigations
 - CRIJ 355 Serial Killers *or*
CRJ 356 Cults in America
 - CRIJ 370 Juvenile Delinquency
 - CRIJ 420 Psychology of Stalking *or*
CRIJ 440 Criminal Profiling
 - CRIJ 470 Corrections *or*
CRIJ 472 Comm. Based Corrections

Criminal Justice Courses (CRIJ)

CRIJ 100. Introduction to Criminal Justice 3 hours

Students are provided with a general overview of the agencies and processes involved in the criminal justice system--the police, the courts, and corrections.

CRIJ 300. Criminology 3 hours

This course is a theoretical approach to crime causation, behavior and correction. The theories of crime causation will be studied in a logical sequence having its origin in the classical school of criminology and progressing toward the newer concepts of crime and justice.

CRIJ 310. Criminal Law 3 hours

This course examines the legal definition and the interpretation of crimes, the law in relation to law enforcement and correctional work, and basic assumptions of the law compared with those of the social and biological sciences applied to the understanding of human behavior.

Cross-listed: PAR 310

CRIJ 311. Criminal Procedures 3 hours

As an introduction to the law of criminal procedure, this course provides guidelines for criminal justice professionals on legal aspects of police duties as well as understanding the reasons behind the rules. It covers such topics as arrest, search warrants, warrantless searches, and Enrollment Management, confessions and electronic surveillance.

CRIJ 312. Interviewing Techniques 3 hours

This course examines the subject of interviewing and skills necessary to become a good interviewer. Interviewing as it applies to many aspects of life will be examined. General interviewing skills will be learned and applied to several

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settings. Part of the focus will be on resumes and job interviews, the other part will focus on interviewing and interrogation in the criminal justice setting.

Cross-listed: PSYC 312

CRIJ 320. Laws of Evidence 3 hours

This course deals with those rules of evidence and procedure of particular importance to the operational level of law enforcement. Emphasis will be placed upon evaluation of kinds of evidence, tests of admissibility, competence of witnesses, and privileged and non-privileged communication.

CRIJ 325. Forensic Psychology 3 hours

This course examines police, court, and correctional aspects of forensic psychology. It attempts to understand how psychologists impact the research, practice, and policy of crime, law and justice. Case illustrations are used to understand each area. Timely issues and controversies are presented. The adult, juvenile, family, and civil aspects of forensic psychology are reviewed.

Cross-listed: PSYC 325

CRIJ 330. Scientific Criminal Investigation 3 hours

This course examines the scientific aspects of criminal investigation including the study of fingerprints and application of the forensic sciences. Emphasis will be placed upon the collection and examination of evidence.

CRIJ 355. Serial Killers 3 hours

This course examines serial murder through an analysis of the lives of serial killers in the United States. Biological, cultural, psychological, and sociological frameworks are explored as an explanation for serial murder. Written project(s) will be assigned.

CRIJ 356. Cults in America 3 hours

This course examines the complexities of the cult phenomenon. The general approach will be to determine what cults are, how they work and how to help ex-cult members. Written project(s) will be assigned. Satanic cults and law enforcement approaches to cults will be examined.

CRIJ 370. Juvenile Delinquency 3 hours

This course examines the nature, concept, and measurement of juvenile delinquency. Theoretical models are used to explain and understand the causes of delinquency. An overview and history of the juvenile justice system's philosophy and practice are given. The role of the police, the juvenile trial process, and both community-based and secure correctional sanctions are reviewed.

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CRIJ 400. Ethics in Criminal Justice

3 hours

This course introduces students to ethical concepts that are relevant to resolving moral issues in criminal justice professions. It is designed to aid students in developing the reasoning and analytical skills needed to apply ethical concepts as required by appropriate decision making. Case studies and court decisions will be examined.

CRIJ 420. Psychology of Stalking

3 hours

This course explores stalking from social, psychological, and behavioral perspectives. It covers such topics as threats, offender-victim typologies, cyberstalking, erotomania, stalking and domestic violence and stalking of public figures.

CRIJ 435. White Collar Crime

3 hours

This course examines the social phenomenon of white-collar crime. Principal issues will involve the concept of occupational and organizational crimes, the causes of white-collar crime, and ethical, moral and legal considerations. Actual case studies will be examined.

CRIJ 440. Criminal Profiling

3 hours

This course covers the deductive profiling method, an overview of the legal aspects involved in profiling, and an exploration of issues that arise in different types of serial crimes. An analysis of several key cases is included. Written project(s) will be assigned.

CRIJ 460. Deviant Behavior

3 hours

This course examines deviance as a social phenomenon. Principal issues will involve who and what is deviant, major theories concerning deviant behavior, crime as deviant behavior, deviance and organizations and controlling deviance by formal regulation.

CRIJ 470. Corrections

3 hours

This course provides an in-depth study of the methods and procedures utilized by correctional institutions in efforts to rehabilitate the offender. Historical development, prison administration, types of institutions, classification systems, composition of the prison population and diversionary tactics will be emphasized.

CRIJ 471. Introduction to Probation and Parole

3 hours

This course examines the changing role of probation and parole in community corrections. Emphasis will be given to preparing pre-sentence investigation reports, learning the language and terminology of this field and learning about intermediate sanctions such as electronic monitoring and home detention.

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CRIJ 472. Community Based Corrections

3 hours

This course examines the role that community based corrections plays in the criminal justice system. It provides the student with comprehensive knowledge about the procedures, practices, and personnel that serve community based corrections. Comparison is made between several different programs with emphasis on the federal system.

CRIJ 495. Internship

1-3 hours

A field experience in various federal, state, and local law enforcement and criminal justice agencies is available to qualified students each semester. Application should be made with and approval granted by the Program Director the semester *before* enrolling in the instruction.

CRIJ 496. Topics in Criminal Justice

1-3 hours

This course will examine topics of special interest in the criminal justice field. Topics courses may be chosen to fulfill elective hours as needed.

CRIJ 497. Research in Criminal Justice

3 hours

By participating in a semester-long research program, students earn credit for their degree. Training in research methodology provides students with the opportunity to pursue Criminal Justice from an empirical point of view. Students will design, implement and construct a formal report on research topic. This course requires the approval of the Program Director. Recommended for those going on to graduate school. Legal Research and Writing may be substituted by students planning on attending law school.

CRIJ 499. Senior Seminar in Criminal Justice

3 hours

This capstone course is designed to assist students in the integration and critical examination of the various concepts, theories, and methods of inquiry presented both in General Education and the major. Learning outcomes for both the General Education Program and the major are reviewed. Course assignments assist students in assessing the degree for which learning outcomes have been mastered. Senior standing is required.

Academic Programs: Undergraduate Curriculum

Paralegal and Pre-Law Studies

**Department Chairperson
Michael McCafferty, J.D.**

Program Director: Michael Genova, J.D.

Faculty: Leonard Axelrod, J.D.; Linda G. Axelrod, J.D.; Gary Bell, J.D.; Hon. Paul Cherry, J.D.; David Gladish, J.D.; Antonia Koslow, M.S.Ed.; Michael Mannion, J.D.; Ruth Needleman, Ph.D.; Stephen Rodriguez, J.D.; Kris Costa Sakelaris, J.D.; Tamara K. Tabor-Fredrickson, J.D.; Hon. Joseph S. Van Bokkelen, J.D.

The Paralegal and Pre-law Studies Program offers a B.S. and an A.S. in Paralegal Studies. A Certificate in Paralegal Studies is offered to those students who already possess a B.S. or B.A. The program is designed to help the student develop skills, knowledge, and values that will enable them to enter careers in law related areas as a paralegal professional.

Mission Statement of the Paralegal Studies Program

The Paralegal and Pre-law Studies Program prepares students for entry level positions as paralegal professionals. Our students see the law as a tool of social change and are prepared to function as professionals or continue their studies in graduate or law school. The program accomplishes objective outcomes through a course of study that emphasizes:

1. The familiarity of the theoretical and skill foundations necessary for entry-level paralegal professionals;
2. Familiarity with concepts of professional ethics and the ability to apply principles to ethical problems encountered in the profession; and
3. A broad based program of general education that prepares students for successful completion of graduate studies or law school.

Vision Statement of the Paralegal Studies Program

The Paralegal and Pre-law Studies Program seeks to develop students who will impact their community in a positive way. They understand law as a tool of social justice and empowerment. They will use their education to improve their lives and their community by demonstrating a commitment to social justice and concern for those who look to the legal system for assistance.

Program Outcome Objectives

Upon completion of this program, it is expected that students will:

1. Demonstrate an understanding of the profession and ethical obligations;
2. Demonstrate the ability to do legal research in a standard law library using available technology;
3. Demonstrate legal writing ability by preparing forms, documents, pleadings, and legal memoranda;
4. Demonstrate basic skills by interviewing and communicating legal issues;
5. Document the acquisition of legal knowledge;

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6. Demonstrate a professional commitment beyond course work by participation in extra-curricular activities; and
7. Demonstrate the ability to do evaluations of professional growth/evaluations of the program.

B.S. in Paralegal and Pre-law Studies (124 hours)

The following courses are required for a baccalaureate degree:

1. 56 hours: General Education
2. 9 hours: Requisites for the Major
 - PAR 100 Introduction to Paralegal Studies
 - PAR 200 Legal Research and Writing I
 - PAR 201 Legal Research and Writing II
3. 21 hours: Upper Level Courses in Major
 - PAR 300 Civil Litigation Practice
 - PAR 310 Criminal Law for Paralegals
 - PAR 340 Family Law
 - PAR 350 The Law of Contracts
 - PAR 495 Internship
 - PAR ____
 - PAR ____
4. 38 hours: Electives

A.S. in Paralegal and Pre-law Studies (64 hours)

The following courses are required for the Associates degree:

1. 34 hours: General Education
2. 21 hours: Requisites for the Major
 - PAR 100 Introduction to Paralegal Studies
 - PAR 200 Legal Research and Writing I
 - PAR 201 Legal Research and Writing II
 - PAR ____
 - PAR ____
 - PAR ____
 - PAR ____
3. 9 hours: Electives

Minor in Paralegal and Pre-law Studies (15 hours)

The following courses are required:

1. PAR 100 Introduction to Paralegal Studies
2. PAR 200 Legal Research and Writing I
3. PAR 201 Legal Research and Writing II
4. PAR ____
5. PAR ____

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Certificate in Paralegal and Pre-law Studies (21 hours traditional format or 24 hours online format)

For those students with a bachelor degree who are computer literate, the following courses are required:

1. PAR 100 Introduction to Paralegal Studies
2. PAR 200 Legal Research and Writing I
3. PAR 201 Legal Research and Writing II
4. PAR ____
5. PAR ____
6. PAR ____
7. PAR ____

The Certificate in Paralegal and Pre-law Studies is also offered in an online format . Students who pursue the online option are also required to take PAR 299 Paralegal and Prelaw Studies Orientation.

Other Information for Paralegal and Pre-law Students

A portfolio program has been established and is required of all paralegal graduates. See the program director for details.

The student will work in a law-related environment gaining training with an attorney and staff. This will provide exposure to the real working environment of legal assistants/paralegal professionals.

Paralegal and Pre-law Studies Courses (PAR)

PAR 100. Introduction to Paralegal Studies 3 hours

The introductory course to the paralegal profession. A practical, rather than theoretical approach is used to explain the role, skills, and responsibilities of a paralegal. Emphasis is on mastering legal terms, legal research writing, and ethics.

PAR 200. Legal Research and Writing I 3 hours

The course emphasis is on how to perform legal research in the library and on the computer. The fundamentals of the legal analysis and writing, correct citation form and eliminating mechanical errors are stressed. Students who have completed this course at another institution must have their skills/expertise evaluated by the program director.

Prerequisite: PAR 100

PAR 201. Legal Research and Writing II 3 hours

This course develops and refines skills gained in PAR 200 with an emphasis on actual written legal documents. Students who have completed this course at another institution must have their skills/expertise evaluated by the Program Director.

Prerequisite: PAR 200

PAR 299. Paralegal and Prelaw Studies: 3 hours

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Orientation

This onsite/online orientation course presents an introduction to the paralegal profession. It presents information and practice in using tools in the College's on-line learning environment, which utilizes the Blackboard e-learning platform. Student will utilize the following online tools: digital drop box, assignment, quiz, grades, discussion board, e-mail, virtual classroom, and chat, as well as lecture and audio content.

Prerequisite: BA or BS degree or permission of program director

PAR 300. Civil Litigation Practice **3 hours**

The course deals with a thorough analysis of the litigation process. Discovery and investigative techniques, pre- and post-trial litigation steps and other tasks performed by paralegals are covered.

Prerequisite: PAR 100

PAR 310. Criminal Law for Paralegals **3 hours**

The course introduces the paralegal student to basic principles that underlie criminal law while demonstrating the paralegal's role in the criminal justice system.

Prerequisite: PAR 100

Cross-listed: CRIJ 310

PAR 320. The Law of Real Property **3 hours**

An introduction to the paralegal student in assisting with document preparation for commercial and residential real estate transfers and closings. Creation of documents for appraisals, taxes and mortgage financing.

Prerequisite: PAR 100

PAR 330. Torts and Personal Injury **3 hours**

The course provides a comprehensive guide to tort law by examining the various theories of personal injury law. Students are helped to think and problem solve.

Prerequisite: PAR 100

PAR 331. Law and the Manager I **3 hours**

This course is designed to acquaint the student with the role of law in society and in business specifically. Areas of study include contracts, personal property, bailment and the legal environment of business.

Cross-listed: ACCT 332, BSMT 330

PAR 332. Law and the Manager II **3 hours**

This course is designed to acquaint the student with law in the areas of commercial paper, debtors' and creditors' rights, agency, legal forms of organization, real property and estates.

Cross-listed: ACCT 333, BSMT 331

PAR 340. Family Law **3 hours**

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The course covers family law from a case law perspective. A wide range of topics that affect family law are covered, including divorce, child support, custody, adoption, child abuse and alimony.

Prerequisite: PAR 100

PAR 350. The Law of Contracts

3 hours

This course covers the basics of contract law. Coverage includes contract formation, Statute of Frauds, damages, parole evidence rule, assignments, and more. Article 2 of the UCC is also covered. Students learn how to draft a contract.

Prerequisite: PAR 100

PAR 355. Law Office Technology

3 hours

This course examines the legal marketplace and introduces its members and their respective roles within the legal environment. Students learn about the integration of technology into the delivery of legal services. Topics include: legal fees, timekeeping, billing, case management and docketing software, calendaring software, electronic discovery and filing, and litigation support software. An emphasis will be placed on more advanced methods of legal research using Westlaw and/or LexisNexis.

Prerequisites: PAR 100, PAR 200, PAR 201, CMIS 115 or permission of program director.

PAR 410. Bankruptcy Practice

3 hours

The course is designed to acquaint the paralegal student with the Bankruptcy code, reduce the statutes to uncomplicated readability, and prepare the case documents for filing. Chapters 11, 12, and 13 are reviewed; Chapter 7 is stressed.

Prerequisite: PAR 100

PAR 495. Internship

3 hours

This class provides exposure to the real working environment of legal assistants. The student actually works in a law office gaining training with an attorney and staff. One hundred hours in the field and ten hours in the classroom. The course is taken only after most paralegal courses have been taken. Consent of Program Director needed.

PAR 496. Topics in Paralegal Studies

1-3 hours

This course will examine topics of special interest in the Paralegal field. Topics courses (but not specific courses) may be repeated for a total of 6 hours.

Anticipated topics: Labor Law, Municipal Law, Environmental Law, Constitutional Law, Administrative Law, School Law, Intellectual Property Law, Elder Law, Health Law, International Law, Zoning and Land Use Law, Immigration Law, Ethics, and the American Legal System.

PAR 497. Research in Paralegal Studies

3 hours

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By participating in a semester-long research program, students earn credit for their degree. Training in research methodology provides students with the opportunity to pursue Paralegal Studies from an empirical point of view. Students will design, implement, and construct a formal report on a research topic. This course requires senior status, a cumulative 3.25 index in the major, and the approval of the Program Director.

PAR 499. Senior Seminar in Paralegal Studies 3 hours

This capstone course is designed to assist students in the integration and critical examination of the various concepts, theories, and methods of inquiry presented both in General Education and the major. Learning outcomes for both the General Education program and the major are reviewed. Course assignments assist students in assessing the degree for which learning outcomes have been mastered. Senior standing is required.

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Public Safety Management

Department Chairperson
Michael McCafferty, J.D.

Program Director: Dean Angelo, Ed.D.

Faculty: Dean Angelo, Ed.D.; Eloise Carnevale, Ed.D.; Anthony Carothers, M.S.; John Chojnacki, M.S.; Thomas Cline, M.B.A.; John Cory, Jr., M.S.; Delores Deloughery, M.S. John Dowd, M.S.; Charles Dulay, M.A.; Michelle Engstrom, Ed.D.; Jeffrey Harkin, J.D.; Ernest Hernandez, M.S.; Robert Johnson, M.A.; Joseph Kovach, Psy.D.; Steven Kovacic, III, M.S.; Michael McCafferty, J.D.; Daniel McGuire, Ed.D.; Thomas McMahan, M.S.; Jill Miller, Psy.D.; James Pastor, Ph.D., J.D.; David J. Plebanski, Ph.D.; Leslie Rittenmeyer, Psy.D.; George Rosebrock, M.S.; Ronald Rufo, Ed.D.; James Rybolt, M.S.; Steven Scheckel, M.S.; Raymond Schweitzer, M.P.A.; Linda Trausch, J.D.; Richard Wedgbury, M.S.

The Public Safety Management (PSM) program has an interdisciplinary focus that prepares students to assume supervisory and leadership positions within the broad arena of public safety. The curriculum emphasizes theory and practice while teaching students to think critically about public safety issues from local through global perspectives. The course work exposes students to the essential elements of public safety: public safety environment and organizations, public safety management, public safety laws and methods, leadership and crisis management, investigative and crime scene management, identity and financial crime management, criminal procedure and constitutional law, and terrorism as concept and tactic. The societal and ethical implications of public safety concerns are addressed as well. Overall, the curriculum has a strong theoretical focus, providing students with an understanding of the underlying concepts, theories, principles, and laws that affect societal systems, public policy, constitutional rights, and human behavior. The multi-disciplinary focus of the program encourages synthesis of theoretical constructs, current research, ethical/legal considerations, and leadership roles, with the goal of educating progressive leaders capable of pursuing a wide variety of career tracts and implementing best practices models of public safety management.

Mission Statement of the Public Safety Management Program

The Public Safety Management curriculum is structured in an accelerated format to develop public safety professionals capable of meeting the constant changes they will encounter in their respective workplaces. It is a competency-based education program that prepares students to become able communicators, critical and synthetic thinkers, and life-long learners.

The program embraces and promotes diversity in all areas, respecting diverse academic levels, faith traditions, and social-economic backgrounds. The faculty and staff are committed to the innovative education of the whole person, keeping in focus each student as a returning adult who contributes unique experience and knowledge. The faculty and staff's methodology, teaching, and role modeling determine the expectations we have for our students: respecting others, seeking

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knowledge actively, and utilizing the skills and foundations needed for effective management in public safety settings.

Vision Statement

The mosaic of the United States is continually influenced and shaped by the cultural, ethnic, and religious make-up of its citizens and the implications this has for social justice in a democracy. The Public Safety Management professional needs to deal successfully and effectively with cultural diversity in the workplace. The program seeks to prepare graduates who are able to use their knowledge, skills, and abilities to promote positive transformation in public safety as well as the broader community. The program strives to prepare graduates who are able to:

1. Employ management skills that reflect knowledge of and the ability to respond to public policy needs, political implications, and culturally diverse populations;
2. Use management skills to engender innovative leadership in the public safety community;
3. Engage in ethical analysis and implement a commitment to social justice, societal safety, and personal freedom; and
4. Serve as models of public safety in the broader community.

Program Outcome Objectives

The PSM program is designed to prepare the student to:

1. Demonstrate a critical understanding of the principal theories in public safety management and the ability to apply such theories in public safety settings;
2. Examine the historical and contemporary implications of terrorism from its multi-dimensional conceptual nature to an urban perspective with a global vision;
3. Identify the interactions of the public safety providers and the communities they serve;
4. Analyze and categorize the historical, economic, psychological, legal, social, and political forces that influence human behavior and their effects on society;
5. Formulate an understanding of the basic concepts, theories, principles, and laws that affect public safety and homeland security;
6. Design a personal and professional philosophy that reflects an ethical obligation to social justice and contributes to self growth, respect for others, and professional commitment; and
7. Assess the impact of critical thinking skills, written and oral communication skills, and technological competencies on the public safety realm in conjunction with the student's career and personal philosophy.

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Public Safety Management Courses (PSM)

PSM 307. Public Safety Environment & Organizations **3 hours**

The course will explore various organizations involved in the provision of public safety services, such as police and fire agencies, private security firms, and emergency management providers. Emphasis will be placed on the challenges from terrorism and natural disasters, response strategies and decision making related to public safety, and organizational and security strategies raised in a diverse society.

PSM 311. Terrorism: The Public Safety Response **3 hours**

This class will examine the key concepts and implications of terrorism. This includes historical, group and contemporary orientations and threats derived from such. Explanations and theories on the causes and sources of terrorism along with various counter-measures and security methodologies will also be presented and discussed.

PSM 323. Public Safety Management **3 hours**

Provided will be a review, analysis, and synthesis of the various approaches to public safety management. Particular emphasis will be placed on operational considerations, administrative staff functions, human resource management, collective bargaining, and proactive management techniques.

PSM 325. Introduction to Research of Public Safety Issues **3 hours**

This course assists students to develop the ability to utilize applied research techniques in public safety settings. Emphasis will be placed on problem identification, the collection and analysis of primary data, and the writing of research reports. A research paper on a selected topic will be required.

PSM 333. Leadership & Crisis Management **3 hours**

This course examines the theories and practices of strategic and operational planning for crisis and emergency management. Students will learn and practice decision making during crisis events and situations. They will be able to differentiate between decision making in a crisis environment and a normal work environment. Emphasis will be placed on the emergent leadership model versus the designated leadership model. Students will explore ways to coordinate public safety response with private security entities as well as governmental agencies.

PSM 343. Investigative & Crime Scene Management **3 hours**

This course explains the importance and legal significance of evidence protection and processing, evidentiary admissibility and overall crime scene management. The course demonstrates how the investigative process works,

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beginning with crime scene preservation, case preparation and finally courtroom presentation. It also examines various techniques used during criminal investigations, such as photography, interviewing, evidence handling, scene reconstruction and how each applies to specific types of crimes.

PSM 353. Identity & Financial Crime Management **3 hours**

The course is intended to introduce students to basic applications of identity and financial investigative techniques, which are designed to detect and resolve criminal activity. Instruction focuses on the financial investigative approach, an approach that identifies and uncovers the movement of money and documentation during the course of investigating finance-based crimes.

PSM 407. Resource Allocation **3 hours**

Various theories of resource allocation in Public Safety will be introduced. Students will apply resource allocation models to specific operational areas, in a simulated urban environment. Models for the allocation of personnel and shift scheduling will be incorporated in the course, including how public safety administrators schedule time and budgets, as well as how to improve response times and productivity.

PSM 410. Criminal Procedure & Constitutional Law **3 hours**

This course is designed to address the legal issues in public safety management. Emphasis is placed the bill or rights, particularly the 4th amendment (probable cause, arrest, search and seizure, 5th amendment (privilege against self – incrimination, due process of law), 6th amendment (right to counsel), police use of force, executive branch authority, legislative authority and judicial review.

PSM 417. Public Safety Laws & Methods **3 hours**

This course will provide an overview of civil laws related to crime, misconduct, and terrorism. This entails tort laws, sexual harassment, workplace violence, terrorism cases and statutes along with related best practice methods and indicators to reduce the incidence and liability exposures related to such.

PSM 425. Ethics in Public Safety **3 hours**

The course defines the responsibilities of public safety providers, and the moral and ethical dilemmas faced by these officials. The class will enable the student to think critically and constructively on pressing issues in our contemporary society and to challenge his/her own personal beliefs and the social context from which these beliefs occur.

PSM 435. Contemporary Issues in Public Safety **3 hours**

Students are exposed to contemporary issues in public safety lead by guest experts. This lecture forum and simulated exercises will enable the student to apply and critically examine the theories, methods and behaviors discussed during the core curriculum.

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PSM 444. Focus Paper

3 hours

Students will prepare and present a project on a topic in Public Safety Management integrating the knowledge, skills and abilities developed in the core curriculum. Emphasis will be placed on the synthesis and application of learning.

PSM 455. Professional Development: Strategy & Policy In Public Safety Management

3 hours

This course is designed to apply knowledge and skills developed in the core curriculum. Utilizing a case study approach, students will apply critical thinking techniques, problem solving and decision making methods, and leadership strategies in order to respond to problems and issues in public safety settings.

PSM 497. Research in Public Safety

3 hours

This course will examine pre-selected topics of special interest in the public safety venue. This Topic Research course may be selected by Public Safety Management students with Program Director approval to fulfill elective hours as needed. By participating in this accelerated research orientated term, students will earn credit necessary to earn their degree. Course-work will concentrate on extensive research methodology providing students with the opportunity to complete a written project with a public safety concentration from an empirical point of view. Students will design, implement and construct a formal report of a pre-approved research topic. This course requires strong, independent student initiative along with constant Program Director involvement and approval.

Additional optional course offerings are available to all students enrolled in the *Degree Completion Track* of the College's accelerated undergraduate programs. These courses are delivered in a similar format to other accelerated courses, usually 5 weeks long, 4 hours one evening or Saturday per week, and reflect the same tuition rate charged for all of the College's accelerated classes. These courses are designed to assist students in the meeting their credit hour requirements. Contact your Accelerated Academic Advisor for information regarding the optional course offerings now available.

Academic Programs: Undergraduate Curriculum

Undergraduate Programs at Ancilla College

Calumet College of St. Joseph offers two baccalaureate programs at Ancilla College. Students who hold associate degrees from Ancilla College or another accredited institution of higher learning can earn a bachelor degree in Business Management or Criminal Justice while attending classes at Ancilla College. Each of these two programs is enhanced in order ensure that students earn the full number of credit hours required for graduation. A concentration in Human Resources Management is included as part of the Business Management Program, and a minor in Paralegal/Pre-law Studies is included as part of the Criminal Justice Program. (Individualized schedules can be developed for students for whom the enhanced portions of these two academic offerings may not be applicable.)

Classes are offered during evening hours at Ancilla College and are scheduled to enable students to complete their bachelor degrees in as little as two years. Students may also attend on a part-time basis. All courses offered by Calumet College of St. Joseph are delivered in an accelerated eight-week format.

To apply, a prospective student must complete and submit an electronic application for admission through Calumet College of St. Joseph's web site: www.ccsj.edu. Official college transcripts from all institutions of higher learning the student attended should be forwarded simultaneously to Calumet College of St. Joseph's Office of Enrollment Management. An analysis of the application and transcripts will then be conducted and an Enrollment Management decision will be forwarded to the applicant, usually within two weeks. All testing requirements are waived in the case of applicants who have earned or are about to earn an associate degree from Ancilla College. Once a student is admitted, registration for classes can be processed through Calumet College of St. Joseph's Online Services web portal. (Instructions will be provided as part of the Enrollment Management decision package.) Applications for financial aid can be processed online as well by annotating Calumet College of St. Joseph's unique financial aid code (001834) on the FAFSA form used by all institutions of higher learning. A financial aid counselor at Calumet College of St. Joseph will create a financial aid package for the prospective student upon his or her admission.

General questions concerning the two baccalaureate degrees offered at Ancilla College can be answered by student services professionals at Ancilla College. For more specific questions, the Offices of Enrollment Management, Advising, Financial Aid, and Student Financial Services can be contacted both by telephone and e-mail. A list of these telephone numbers and e-mail addresses will be included as part of the Enrollment Management decision package.

Academic Programs: Undergraduate Curriculum

Business Management with a Concentration in Human Resources Management

Department Chairperson
Roy Scheive, M.S.

Program Director: Terry Ferrari, B.A., M.B.A.

Faculty: Desila Rosetti, M.S.A..

Mission Statement of the Business Management Program

In support of the College mission, the Business Management Program helps students develop knowledge, skills, and values needed to become competent managers and successful candidates for entry into graduate school. Further, the faculty aspires to be on the leading edge in providing quality, relevancy, and innovation in its preparation of students.

Program Outcome Objectives

Upon completion of this program, it is expected that students will:

1. Demonstrate mastery of the theories, principles and practices of management and the ability to apply qualitative, quantitative, and information technology tools for effective decision-making;
2. Be able to engage the methods of inquiry and analysis of the liberal arts and sciences in relationship to the specific situations and problems of management in order to become reflective practitioners;
3. Have developed a general understanding and appreciation of the role of business and management in local, national, and world economies; and
4. Demonstrate the capability to critically and reflectively engage ethical issues in management, particularly questions of social responsibility and professional decision-making.

B.S. in Business Management with a Concentration in Human Resources Management (124 hours)

The following courses are required, assuming the student holds an associate degree in Business Administration from Ancilla College. (If the student does not hold an associate degree in Business Administration from Ancilla College, an academic advisor at Calumet College of St. Joseph will work with the student in developing a schedule of courses that will meet the requirements of the Business Management Program.) The courses are displayed in the order in which they will be offered for full-time students. A part-time sequence can be developed as well with the assistance of an academic advisor from Calumet College of St. Joseph.

Academic Programs: Undergraduate Curriculum

Semester 1 (Fall), Session A:

- BSMT 220, Management Thought, Principles and Practice
- BSMT 320 Human Resources in Management

Semester 1 (Fall), Session B:

- ACCT 475 Forensic Accounting (*to be changed to Fraud Examination*)
- BSMT 360 Business Communications

Semester 2 (Spring), Session A:

- ECON 480 International Business
- BSMT 380 Organizational Leadership

Semester 2 (Spring), Session B:

- BSMT 379 Small Business Management/Entrepreneurship
- GENL 299 Capstone

Semester 3 (Summer), Session A:

- BSMT 378 Supervision
- ORMN 473 Labor Relations

Semester 3 (Summer), Session B:

- ORMN 294 Leadership & Power: Perspectives from the Humanities

Semester 4 (Fall): Session A:

- BSMT 440 Financial Management
- RLST 110 Social Justice

Semester 4 (Fall), Session B:

- BSMT 375 Business and Professional Ethics
- BSMT 489 Strategic Management and Decision Making

Semester 5 (Spring), Session A:

- BSMT 499 Senior Seminar in Business Management
- ENGL 420 Ethics and Law in Print Broadcast and Web Media

Semester 5 (Spring), Session B:

- ORMN 470 Compensation & Benefits
- ORMN 476 Training and Development

Semester 6 (Summer), Session A:

- ORMN 467 Employment Law and the Workplace
- OMN 480 Strategic Management of Human Resources

Academic Programs: Undergraduate Curriculum

Courses

ACCT 475. Forensic Accounting **3 hours**

This course reviews strategies and tactics essential to the fraud examination process. The course guides the student into specialized applied settings, indicative of forensic accounting. Coverage includes: financial statement analysis, interpretation and scrutiny of financial records and documentation, trace techniques, reporting irregularities, fraud examination approaches, legal rules and statutory construction pertinent to accounting practices. Common fraud cases are reviewed such as bankruptcy, insurance, employee/employer reporting, covert examinations, trading practices, and money laundering schemes.

BSMT 220. Management Thought, Principles and Practice **3 hours**

This course provides a conceptual framework of fundamental knowledge in management thought, principles, and practices. Students in this course will: understand the workings of organizational processes; understand the role of entrepreneurship; explore essential management duties and responsibilities; develop an awareness of organizational behavior; understand the social and ethical impacts of decisions; and decide on future aspirations. Topics include the environment, corporate culture, social responsibilities, planning and goal setting, decision making, change and innovation, leadership, motivation, and communication.

BSMT 320. Human Resources in Management **3 hours**

This course is an introduction to behavioral issues and personnel functions as they apply to modern organizations. Students in this course will: understand the changing role of human resources in today's work environment; identify the key functions of human resource management; recognize the expanding role of human resource management in strategic planning; discuss the social, ethical and legal responsibilities of the human resources manager; and engage in critical problem-solving and decision-making, applying key principles of human resource management. Topics include human resource planning, the impact of the organization's strategic planning process, and how these areas fit within the context of behavioral sciences.

BSMT 360. Business Communications **3 hours**

This course investigates written and oral communication skills through the study of communication theory and its practical application in preparing correspondence, reports, and oral presentations in organizations. Students in this course will: identify and understand critical oral and written communication processes; consider the ethical, cultural, and technological ramifications of the communication process; apply appropriate techniques to various business-related scenarios; and understand their role in supporting organizational goals. Topics include communication foundation and theory, the writing process, business correspondence, report writing, proposals and presentations, and oral communication skills. In addition, students have an extensive review of key grammar and usage issues.

Prerequisite: Sophomore standing

Academic Programs: Undergraduate Curriculum

BSMT 375. Business and Professional Ethics **3 hours**

This course will investigate some of the major social and ethical issues associated with business and the professions. Topics to be covered include theories of right and wrong, relativism, the justification of moral judgments, the social responsibilities of business employers to their employees, obligations of employees to their employers, bluffing in negotiations, deception in advertising, extortion, decision-making role of the professional and professional responsibility.

BSMT 378. Supervision **3 hours**

This course explores the role of supervisors in modern organizations. Key skills such as goal-setting, delegating, interviewing, negotiating, coaching, counseling and handling grievances are covered, along with management functions of planning, organizing, directing and monitoring.

BSMT 379. Small Business Management/Entrepreneurship **3 hours**

This course deals with the organization and management of a small business. Among the topics covered are entrepreneurship, financing, marketing, location, accounting, human resources and developing a business plan.

BSMT 380. Organizational Leadership **3 hours**

This course presents the key foundational concepts essential to an understanding of leadership. Servant leadership will be considered within a thorough study of the historical and theoretical models of leadership. Leadership will be defined and understood within the context of action and function and then expanded into the specific context of organizational life. Learners will discover their unique giftedness to lead and serve and will actively build their leadership understanding and competencies.

BSMT 440. Financial Management **3 hours**

The content of this course covers actual analysis of financial problems involved in the formation management of organizations, especially businesses. The course includes study of the financial aspects of promotion, securing of capital, effective utilization of funds, capitalization, dividend policies, financial analysis, current financing, bankruptcy and related issues. Students will understand the nature of the finance function and the role of the financial manager in the attainment of the goal of maximization of shareholder wealth. In this course, students will: understand the relationships of the internal and external financial environment in regard to the risk/return impact of the decision making process; apply tools of financial ratio analysis to determine the financial strength and weaknesses of a business; understand the principles and theories of working capital management; apply capital budgeting techniques used in the control and development of the capital budget; Apply NPV, IRR, PI, and payback methods to capital budgeting decision situations; solve problems involving the time value of money as it relates to the present value of a cash payment and the future value of existing funds; understand the elements of long and short term financing and the process of evaluating the elements of the cost of capital; and demonstrate proficiency in financial management by applying techniques to case studies.

Academic Programs: Undergraduate Curriculum

Prerequisites: BSMT 220, either BSMT 300 or ACCT 210-211, and either MATH 160 or MATH 103-104.

BSMT 489. Strategic Management and Decision Making **3 hours**

This capstone course is designed to assist students in integration and critical examination of the various concepts, theories, and methods of inquiry presented both in general education and the major. Learning outcomes for both the general education program and the major are reviewed. Course assignments assist students in assessing the degree for which learning outcomes have been mastered. Students in this course will interpret and critically examine the various concepts, theories, and methods of inquiry presented both in general education and the management's major.

Prerequisites: This course must be taken in the student's last semester.

BSMT 499. Senior Seminar in Business Management **3 hours**

This capstone course is designed to assist students in the integration and critical examination of the various concepts, theories, and methods of inquiry presented both in general education and the major. Learning outcomes for both the General Education Program and the major are reviewed. Course assignments assist students in assessing the degree for which learning outcomes have been mastered.

ECON 480. International Business **3 hours**

The content of this course, an integrated treatment of theory, policy, and enterprise in international trade and investment, will provide the student with an understanding of the economic dynamics and policy issues of trade and investment flows among nations.

ENGL 420. Ethics and Law in Print, Broadcast and Web Media **3 hours**

This course is the study of legal and ethical problems in print, broadcast and web media, including libel, court systems and cases, copyrights laws, obscenity and pornography, freedom of press, FCC regulations, etc.

GENL 299. General Education Capstone **3 hours**

The General Education Capstone at Calumet College of St. Joseph is designed to focus on: integrative learning experience focusing on the foundational knowledge and skill sets associated with the College's General Education Program; an in-depth service-learning experience; and data gathering for academic counseling, self-reflection, and planning purposes.

ORMN 294. Leadership and Power: Perspectives from the Humanities **3 hours**

Students will examine the nature of power, the characteristics of effective leadership, and the relationship between the two. These topics will be viewed through the lens of the humanities, providing students the opportunity to develop deeper familiarity with expressions of leadership and power in drama, film, historic texts, biography, and narrative.

Academic Programs: Undergraduate Curriculum

ORMN 467. Employment Law and the Workplace **3 hours**

This course will review key legislation affecting: employee rights, privacy, and consumer protection. Legislation regarding equal employment opportunity, affirmative action, gender discrimination and harassment will also be reviewed. Legal employment practices and wrongful termination and employer defenses against legislation will also be covered.

ORMN 470. Compensation and Benefits **3 hours**

This course provides an in-depth treatment of pay and benefit practices, including job evaluation, salary surveys, individual and group performance-based pay, health insurance and pensions. The objective of this class is to help line managers and human resource department staff members understand pay/benefit plans and communicate them effectively to employees. Theory and practice are combined in practical projects.

ORMN 473. Labor Relations **3 hours**

This course is a study of the American labor force: measurement, characteristics and behavior under changing income, employment and technology. An examination of recent labor market developments provides the basis for a critical analysis and appraisal of contemporary wage theory. Topics include changes in the labor force, unemployment, wage determination, the minimum wage, internal labor markets, productivity, discrimination, unions, and collective bargaining. Key legislation affecting employees and labor relations are also reviewed.

ORMN 476. Training and Development **3 hours**

This course is an intensive study of personnel training and development in contemporary organizations. Emphasis is placed upon the identification of training needs, program design, choice of training methods, and evaluation of results. Classroom activities focus on application, with students designing and presenting training seminars.

ORMN 480 Strategic Management of Human Resources **3 hours**

This course will help students understand how the management of people is influenced by the social, ethical, and legal environment; by diversity in the work place; by the organizational culture; and by the firm's overall business strategy. Students will learn how to perform the following activities: selecting employees; career development; evaluating and rewarding performance; and managing conflict.

RLST 110. Social Justice **3 hours**

This course focuses on reading and discussion of social justice issues. There is also an emphasis on college-level skills. This course includes ten hours of community service learning. This course must be taken in the student's first semester at the College.

Academic Programs: Undergraduate Curriculum

Criminal Justice with a Minor in Paralegal/ Pre-Law Studies

Department Chairperson
Michael McCafferty, J.D.

Program Director: Allen Brown, J.D.

Faculty: To be announced.

Mission Statement of the Criminal Justice Program

The Criminal Justice Program prepares students for entry-level positions at local, state, and federal levels and successful completion of graduate studies or law school. The program accomplishes these goals through a course of study that emphasizes:

1. Mastery of the theoretical and skill foundations necessary for entry-level professional employment in the criminal justice field;
2. Familiarity with the codes of professional ethics and the ability to apply these principles to ethical problems encountered by the criminal justice professional; and
3. A broad-based program of general education that prepares students for successful completion of graduate studies or law school.

Program Outcome Objectives

Upon completion of this program, it is expected that students will:

1. Demonstrate mastery of the theories, principles and practices of criminal justice, including constitutional principles, judicial and correctional processes, legal institutions, and methods of law enforcement;
2. Have a general understanding and appreciation of the role of the criminal justice system at local, state, and federal levels; and
3. Demonstrate knowledge of appropriate codes of professional ethics and the capability to critically and reflectively engage ethical issues in criminal justice, particularly questions of social responsibility and professional decision-making.

B.S. in Criminal Justice with a Minor in Paralegal/Pre-law Studies (124 hours)

The following courses are required, assuming that the student holds an associate degree in Criminal Justice from Ancilla College. (If the student does not hold an associate degree in Criminal Justice from Ancilla College, an academic advisor at Calumet College of St. Joseph will work with the student in developing a schedule of courses that will meet the requirements of the Criminal Justice Program.) The courses are displayed in the order in which they will be offered for full-time students. A part-time sequence can be developed as well with the assistance of an academic advisor from Calumet College of St. Joseph.

Academic Programs: Undergraduate Curriculum

Semester 1 (Fall), Session A:

- PAR 100 Introduction to Paralegal Studies
- PAR 200 Legal Research and Writing I

Semester 1 (Fall), Session B:

- CRIJ 330 Scientific Criminal Investigation
- CRIJ 355 Serial Killers

Semester 2 (Spring), Session A:

- PAR 201 Legal Research and Writing II
- CRIJ 420 Psychology of Stalking

Semester 2 (Spring), Session B:

- CRIJ 471 Introduction to Probation and Parole
- GENL 299 Capstone

Semester 3 (Summer), Session A:

- CRIJ 356 Cults in America
- PAR 300 Civil Litigation and Practice

Semester 3 (Summer), Session B:

- CRIJ 472 Community-Based Corrections
- CRIJ 496 Topics (1-credit hour)

Semester 4 (Fall): Session A:

- CRIJ 435 White Collar Crime
- RLST 110 Social Justice

Semester 4 (Fall), Session B:

- CRIJ 460 Deviant Behavior
- PAR 350 The Law of Contracts

Semester 5 (Spring), Session A:

- CRIJ 495 Internship
- ENGL 420 Ethics and Law in Print Broadcast and Web Media

Semester 5 (Spring), Session B:

- CRIJ 320 Laws of Evidence
- CRIJ 497 Research in Criminal Justice

Semester 6 (Summer), Session A:

- CRIJ 325 Forensic Psychology
- CRIJ 499 Senior Seminar in Criminal Justice

Academic Programs: Undergraduate Curriculum

Courses

CRIJ 320. Laws of Evidence **3 hours**

This course deals with those rules of evidence and procedure of particular importance to the operational level of law enforcement. Emphasis will be placed upon evaluation of kinds of evidence, tests of admissibility, competence of witnesses, and privileged and non-privileged communication.

CRIJ 325. Forensic Psychology **3 hours**

This course examines police, court, and correctional aspects of forensic psychology. It attempts to understand how psychologists impact the research, practice, and policy of crime, law and justice. Case illustrations are used to understand each area. Timely issues and controversies are presented. The adult, juvenile, family, and civil aspects of forensic psychology are reviewed.

CRIJ 330. Scientific Criminal Investigation **3 hours**

This course examines the scientific aspects of criminal investigation including the study of fingerprints and application of the forensic sciences. Emphasis will be placed upon the collection and examination of evidence.

CRIJ 355. Serial Killers **3 hours**

This course examines serial murder through an analysis of the lives of serial killers in the United States. Biological, cultural, psychological, and sociological frameworks are explored as an explanation for serial murder. Written project(s) will be assigned.

CRIJ 356. Cults in America **3 hours**

This course examines the complexities of the cult phenomenon. The general approach will be to determine what cults are, how they work and how to help ex-cult members. Written project(s) will be assigned. Satanic cults and law enforcement approaches to cults will be examined.

CRIJ 420. Psychology of Stalking **3 hours**

This course explores stalking from social, psychological, and behavioral perspectives. It covers such topics as threats, offender-victim typologies, cyber-stalking, erotomania, stalking and domestic violence and stalking of public figures.

Academic Programs: Undergraduate Curriculum

CRIJ 435. White Collar Crime **3 hours**

This course examines the social phenomenon of white-collar crime. Principal issues will involve the concept of occupational and organizational crimes, the causes of white-collar crime, and ethical, moral and legal considerations. Actual case studies will be examined.

CRIJ 460. Deviant Behavior **3 hours**

This course examines deviance as a social phenomenon. Principal issues will involve who and what is deviant, major theories concerning deviant behavior, crime as deviant behavior, deviance and organizations and controlling deviance by formal regulation.

CRIJ 471. Introduction to Probation and Parole **3 hours**

This course examines the changing role of probation and parole in community corrections. Emphasis will be given to preparing pre-sentence investigation reports, learning the language and terminology of this field and learning about intermediate sanctions such as electronic monitoring and home detention.

CRIJ 472. Community Based Corrections **3 hours**

This course examines the role that community based corrections plays in the criminal justice system. It provides the student with comprehensive knowledge about the procedures, practices, and personnel that serve community based corrections. Comparison is made between several different programs with emphasis on the federal system.

CRIJ 495. Internship **1-3 hours**

A field experience in various federal, state, and local law enforcement and criminal justice agencies is available to qualified students each semester. Application should be made with and approval granted by the Program Director the semester *before* enrolling in the instruction.

CRIJ 496. Topics in Criminal Justice **1-3 hours**

This course will examine topics of special interest in the criminal justice field. Topics courses may be chosen to fulfill elective hours as needed.

CRIJ 497. Research in Criminal Justice **3 hours**

By participating in a semester-long research program, students earn credit for their degree. Training in research methodology provides students with the opportunity to pursue Criminal Justice from an empirical point of view. Students will design, implement and construct a formal report on research topic. This course requires the approval of the Program Director. Recommended for those going on to graduate school. Legal Research and Writing may be substituted by students planning on attending law school.

Academic Programs: Undergraduate Curriculum

CRIJ 499. Senior Seminar in Criminal Justice **3 hours**

This capstone course is designed to assist students in the integration and critical examination of the various concepts, theories, and methods of inquiry presented both in General Education and the major. Learning outcomes for both the General Education Program and the major are reviewed. Course assignments assist students in assessing the degree for which learning outcomes have been mastered. Senior standing is required.

ENGL 420. Ethics and Law in Print, Broadcast and Web Media **3 hours**

This course is the study of legal and ethical problems in print, broadcast and web media, including libel, court systems and cases, copyrights laws, obscenity and pornography, freedom of press, FCC regulations, etc.

GENL 299. General Education Capstone **3 hours**

The General Education Capstone at Calumet College of St. Joseph is designed to focus on: integrative learning experience focusing on the foundational knowledge and skill sets associated with the College's General Education Program; an in-depth service-learning experience; and data gathering for academic counseling, self-reflection, and planning purposes.

PAR 100. Introduction to Paralegal Studies **3 hours**

The introductory course to the paralegal profession. A practical, rather than theoretical approach is used to explain the role, skills, and responsibilities of a paralegal. Emphasis is on mastering legal terms, legal research writing, and ethics.

PAR 200. Legal Research and Writing I **3 hours**

The course emphasis is on how to perform legal research in the library and on the computer. The fundamentals of the legal analysis and writing, correct citation form and eliminating mechanical errors are stressed. Students who have completed this course at another institution must have their skills/expertise evaluated by the program director.

PAR 201. Legal Research and Writing II **3 hours**

This course develops and refines skills gained in PAR 200 with an emphasis on actual written legal documents. Students who have completed this course at another institution must have their skills/expertise evaluated by the Program Director.

PAR 300. Civil Litigation Practice **3 hours**

The course deals with a thorough analysis of the litigation process. Discovery and investigative techniques, pre- and post-trial litigation steps and other tasks performed by paralegals are covered.

Academic Programs: Undergraduate Curriculum

PAR 350. The Law of Contracts

3 hours

This course covers the basics of contract law. Coverage includes contract formation, Statute of Frauds, damages, parole evidence rule, assignments, and more. Article 2 of the UCC is also covered. Students learn how to draft a contract.

RLST 110. Social Justice

3 hours

This course focuses on reading and discussion of social justice issues. There is also an emphasis on college-level skills. This course includes ten hours of community service learning. This course must be taken in the student's first semester at the College.

Academic Programs: Graduate Curriculum

Master of Arts in Teaching

Department Chairperson
Michele Dvorak, PHJC, Ed.D.

Program Director: John M. Shields, Ph.D.

Faculty: Sr. Michele Dvorak, PHJC, Ed.D.; Barbara O'Block, Ed.D.; Joi Patterson, Ph.D.; John Shields, Ph.D.; Jeanette Shutay, Ph.D.; Bruce Wisowaty, M.A.; Kevin Zajdel, Ph.D.

Calumet College of St. Joseph's Master of Arts in Education Program prepares teachers to emerge as leaders and advocates of change in their classrooms, schools, and communities.

Designed to meet the needs of current Transition to Teaching (T2T) candidates, the Master of Arts in Teaching (MAT) Program is designed with two distinct levels. The initial phase leads to initial licensure and focuses on preparation of professionals for second careers as teachers. The final phase terminates with a Master's Degree and begins once the teacher candidate achieves the status of a highly qualified teacher (i.e., licensed and a practitioner in her/his own classroom). A field-based research approach is embodied in the final phase. Teachers utilize their own classrooms to implement best practices designed to improve student learning. They test these practices against research standards and methodologies. Teachers are thus developed as leaders who can communicate practical findings drawn from action research and will emerge as effective leaders and change agents in their respective school communities. The T2T/MAT in secondary education requires a total of 33 graduate credit hours, while the MAT in elementary education requires a total of 39 graduate credit hours.

Graduates of the MAT Program become part of the Calumet College of St. Joseph legacy, continuing a tradition of civic engagement and public service rooted in the principles of Catholic Social Justice. The CCSJ Education Program graduates make a difference in the lives of their communities.

Designed to meet the needs of current practitioners, the MAT Program offers a flexible schedule and a practical focus on the student. The MAT Program incorporates online learning components to eliminate time and space barriers. By completing coursework, the educator offers scholarly leadership that influences the future of education in Northwest Indiana and Illinois.

Academic Programs: Graduate Curriculum

Mission Statement of the Master of Arts in Teaching Program

The T2T/MAT Program provides educational experiences for teacher candidates (Initial Phase) and professional educators (Final Phase) that reflect current educational theory and best practice in the profession. Six stages of development are embodied in this academic offering.

- Professional Preparation;
- Continuous and Critical Reflection;
- Ongoing Personal and Professional Transformation;
- The critical application of research to practices in the field;
- The ongoing refinement of research-proven skills for Master Teaching; and
- Engagement with professional educators in effective Leadership within their educational communities.

CCSJ's T2T/MAT Program prepares teacher candidates to become effective professional educators of P-12 students and when licensed provides these teachers with ongoing professional development involving action research and the development of teacher leadership skills and abilities. Graduates of the Program are prepared to serve Northwest Indiana's diverse population of K-12 students. They are thus able to transform their communities by:

- Preparing students to master the knowledge and skills requisite to meet state educational standards;
- Fostering critical reflective thinking skills in students; and
- Encouraging students to work towards personal transformation and to grow as change agents committed to the transformation of a just society.

The T2T/MAT Program of Calumet College of St. Joseph supports the General Educational mission of the College to prepare a diverse student body for professional careers and graduate education. Guided by a Catholic vision of social justice, it empowers students to improve their personal lives and to create a more equitable society.

Program Competencies

The T2T/MAT Program has clearly identified competencies aligned directly to Calumet College of St. Joseph's Graduate Goals, which define and shape the curriculum. The graduate must demonstrate the following competencies:

1. Effectively applies researched-based strategies to the classroom, school, and community;
2. Autonomously conducts action research as the foundation for decision-making;
3. Analyzes the classroom environment, makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work;
4. Models and implements effective oral, written and technology communication strategies in conveying ideas, information, and in asking questions;

Academic Programs: Graduate Curriculum

5. Applies various theoretical constructs to enhance instructional approaches;
6. Utilizes research as a source for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice;
7. Initiates and participates in collegial activities designed to make the entire school a productive learning environment;
8. Establishes respectful and productive relationship with parents and guardians from diverse home and community situations, and seeks to develop cooperative partnerships in support of student learning and well-being;
9. Maintains high ethical standards and an impartial approach to decision-making processes; and
10. Demonstrates commitment to social justice and the well being of a diverse/urban/metropolitan community.

Program Curriculum (Elementary Course Sequence, Initial Phase)

MAT 500	Educational Psychology
MAT 502	Foundations in Education
MAT 504	Child Development
MAT 508	Technology in Education
MAT 516	Curriculum Development
MAT 518	Measurement and Evaluation
MAT 524	Exceptional Children
MAT 528	Developmental Reading
MAT 534	Social Studies and Language Arts Methods
MAT 536	Corrective Reading
MAT 538	Mathematics and Science in Elementary Schools

Program Curriculum (Secondary Course Sequence):

MAT 500	Educational Psychology
MAT 502	Foundations in Education
MAT 506	Adolescent Development
MAT 516	Curriculum Development
MAT 518	Measurement and Evaluation
MAT 512	Reading Strategies for Secondary Schools
MAT 524	Exceptional Children
MAT 526	Secondary Methods
MAT 547-553	Secondary Methods in Content Area

Final Phase for Elementary and Secondary

MAT 510	Foundations of Educational Research I
MAT 521	Effective Management Strategies
MAT 525	Leadership Theory
MAT 530	Leadership in Diverse Schools and Communities
MAT 543	Foundations in Educational Research II
MAT 545	Professional Growth Capstone

Academic Programs: Graduate Curriculum

Transition to Teaching/Master of Art in Teaching Courses (T2T/MAT)

Initial Phase

EDUC 299. Teacher Education Seminar

Non-credit

The Education Program offers four (4) seminars each semester. These seminars address current issues, timely concerns, and employment procedures often not addressed in depth elsewhere. All teacher candidates are required to attend all seminars. Seminar Fee: \$40.00 per semester.

MAT 500. Educational Psychology

2 hours

This course surveys the research associated with the physical, emotional, social, moral, and mental development of children from infancy to adolescence. Educational theories and theorists provide the backdrop for research review. A review of the literature pertaining to psychological factors that influence instruction, learning management, assessment and motivation complements the expectations of the course. Field experience required.

MAT 502. Foundations of Education

2 hours

What we teach, why we teach, and how we teach are always informed by the philosophical, historical, and legal foundations which serve as the underpinnings for our professional actions as educators. This course will, therefore, serve to facilitate a clear and explicit understanding of those foundations. Our goal is twofold: to come to a greater understanding of the philosophical, historical, and legal foundations of American education, *and* to come to evaluate those foundations with a view towards developing our own personal professional self-reflective philosophy of education. Thus, while this course will offer the student the opportunity to appropriate the relevant historical, philosophical, and legal facts/concepts available in a "foundations" course in American education, the primary goal of this course is to facilitate the critically reflective development of a coherent philosophy of education. Field experience required.

MAT 504. Child Development

2 hours

The teacher candidate examines major theories and research findings concerning human development from birth through the elementary years and the implications of these for the professional educator. The course concentrates on the most current brain research as it relates to physical development, intelligence, perception, language, socio-emotional development, gender role development, moral development, and developmental issues. The most current English Learner theory (EL), technology and emerging theories are explored. Field experience required.

MAT 506. Adolescent Development

2 hours

This course examines the characteristics of growth in adolescents including physical, psychological, social, cognitive, emotional, and moral development with particular reference to relevance for the professional educator. Candidates research and evaluate strategies for addressing the plethora of issues facing adolescents today ranging from parenting style, addressing English Learner (EL)

Academic Programs: Graduate Curriculum

standards, to issues of sexuality, drug and alcohol abuse, delinquent behavior, and peer pressure. Field experience required.

MAT 508. Technology in Education (Elementary only) 2 hours

This course is designed to advance the teacher candidate in utilizing the technological classroom environment for research and data analysis. Emphasis is given to the concept of a holistic, integral classroom system. The course evaluates the theories and hands-on computer applications opportunities necessary to design and function in the classrooms of tomorrow. Field experience required.

MAT 512. Reading Strategies for Secondary Teachers 2 hours

This course develops understanding in solving reading problems encountered by secondary students in all content areas. The course prepares teacher candidates with the basic principles of English Language (EL) instruction as they relate to reading instruction for English Learners. This course provides teacher candidates the ability to identify, comprehend, analyze, synthesize, and evaluate the basic principles, fundamental concepts and essential content defined in these standards, and to apply that knowledge to the tasks of planning and delivering effective instruction and assessment. Students gain knowledge of the key concepts in scientifically based research (SBRR). Clinical experience required.

MAT 516. Curriculum and Instruction 2 hours

This course includes the historical, sociological, philosophical, and psychological examination of school curriculum theories, trends and curriculum construction. During the course, candidates incorporate best practices to be implemented in the classroom environment as a part of the teaching and learning process. This course also explores researched based methods for implementing instruction, and compares and contrasts the work of theorists and scholars who have presented pedagogy according to proven and effective strategies and methodologies. In addition, teacher candidates enhance knowledge of the theoretical framework of curriculum, and transfer theory to practice. As a result of discovering new knowledge about curriculum theories, trends and practice, candidates plan instruction and develop lesson plans based upon knowledge of subject matter, student needs, the community, and curriculum goals in today's digital environment. Field experience required.

MAT 518. Measurement and Evaluation 2 hours

This comprehensive course engages the teacher candidate in the current issues regarding the necessity, design, development, and implementation of effective formative and summative assessment in the classroom. As positive and negative characteristics of current assessment practices are examined, candidates will develop greater effectiveness using a variety of assessment strategies and instruments. Candidates will engage in the creation of teacher-made instruments and revise them based on actual use. Research based on best practices will lead candidates to develop of a comprehensive philosophy of assessment and classroom assessment program. Professional growth, communications strategies, technological facility, and field experience permeate the course. Field experience required.

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MAT 524. The Exceptional Child

2 hours

The characteristics, capabilities, and expectations of students with special needs, students who are at-risk for learning problems, English Learners (EL) and gifted students encompass the diverse approach to evaluating strategies for quality learning. Students research the teacher's role in assisting students who face attention, behavioral, learning, physical and social challenges, and other relevant and practical issues unique to educating exceptional students. As well, students engage in descriptive research on parenting the exceptional child. Field experience required.

MAT 526. Secondary Methods

2 hours

This course ensures that teachers at the secondary level have a broad and comprehensive understanding of student development, diversity, while demonstrating the ability to provide instruction that is responsive to student differences as it relates to English Learners. The course promotes development and learning for all students while demonstrating strategies for teaching School Setting Developmental Standards (pedagogy) for Secondary Education. The learning process is applied at the secondary level to promote a broad and comprehensive understanding of learning processes and demonstrate the ability to facilitate student achievement. Clinical experience required.

MAT 528. Developmental Reading and Instruction

3 hours

This course develops an understanding of the theories and concepts involved in the process of reading, including phonemic awareness, phonics, fluency, vocabulary and comprehension. Students gain knowledge of the key concepts in scientifically based reading research (SBRR). The course examines factors involved in the concept of emergent literacy, pre-reading assessment, and beginning reading instruction. It covers both the theory and practice of teaching basic reading skills such as word identification and comprehension, reading in the content area, and writing skills. Teacher candidates evaluate the various types of reading instruction to meet the needs of a diverse student population. The course explores a variety of assessment and evaluation practices for monitoring students' progress and remedial instruction. Field experience required.

MAT 547. Business Secondary Content Methods

2 hours

Teacher candidates with the content area of *business* will understand the central concepts, tools of inquiry, and structures of business and information technology and can create learning experiences that make these aspects of subject matter meaningful for secondary students. This course strengthens the candidate's background in curriculum and instruction related to business. Teacher candidates apply instructional planning, delivery, and demonstrate the ability to deliver standards-based, differentiated instruction that engages students. Candidates make effective use of contemporary tools and technologies and use assessment to monitor student progress and use data to guide instructional decision-making. This course provides instruction in classroom management, incorporates English Learner standards (EL), and provides opportunities for candidates to collaborate with HQT's to improve student learning, engage in continuous professional

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growth and self-reflection, and adhere to legal and ethical requirements of the profession. Clinical Experience required.

MAT 548. English/Language Arts Secondary Content Methods **2 hours**
Teacher candidates with the content area of *English/Language Arts* are expected to have a broad and comprehensive understanding of the knowledge and skills needed for this educator license, and to use that knowledge to help students prepare for the challenges and opportunities of the twenty-first century. This requires the ability to identify, comprehend, analyze, synthesize, and evaluate the basic principles, fundamental concepts, and essential content defined in these standards, and to apply that knowledge to the tasks of planning and delivering effective instruction and assessment. This course strengthens the candidate's background in curriculum and instruction related to English/Language Arts. Teacher candidates apply instructional planning, delivery, and demonstrate the ability to deliver standards-based, differentiated instruction that engages students. Candidates make effective use of contemporary tools and technologies and use assessment to monitor student progress and use data to guide instructional decision-making. This course provides instruction in classroom management, incorporates English Learner standards (EL), and provides opportunities for candidates to collaborate with HQT's to improve student learning, engage in continuous professional growth and self-reflection, and adhere to legal and ethical requirements of the profession. Clinical Experience required.

MAT 549. Fine Arts Secondary Content Methods **2 hours**
Teacher candidates with the content area of *fine arts* will clearly communicate a philosophy of and justification for lifelong learning in the *Fine Arts* as well as their specific fine arts discipline (music, visual arts, theater arts, or dance). This course strengthens the candidate's background in curriculum and instruction related to specific content areas, i.e. language arts, business, science, social studies, mathematics, fine arts, and journalism. Teacher candidates apply instructional planning, delivery, and demonstrate the ability to deliver standards-based, differentiated instruction that engages students. Candidates make effective use of contemporary tools and technologies and use assessment to monitor student progress and use data to guide instructional decision-making. This course provides instruction in classroom management, incorporates English Learner standards (EL), and provides opportunities for candidates to collaborate with HQT's to improve student learning, engage in continuous professional growth and self-reflection, and adhere to legal and ethical requirements of the profession. Clinical Experience required.

MAT 550. Journalism Secondary Content Methods **2 hours**
Teacher candidates with the content area of *Journalism* know and understand the central concepts, tools of inquiry and the structures of the discipline(s) they teach, and can create learning experiences that make these aspects of journalism and mass communication meaningful for students. This course strengthens the candidate's background in curriculum and instruction related to journalism. Teacher candidates apply instructional planning, delivery, and demonstrate the ability to deliver standards-based, differentiated instruction that

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engages students. Candidates make effective use of contemporary tools and technologies and use assessment to monitor student progress and use data to guide instructional decision-making. This course provides instruction in classroom management, incorporates English Learner standards (EL), and provides opportunities for candidates to collaborate with HQT's to improve student learning, engage in continuous professional growth and self-reflection, and adhere to legal and ethical requirements of the profession. Clinical Experience required.

MAT 551. Mathematics Secondary Content Methods

2 hours

Teacher candidates with the content area of *Mathematics* understand the key concepts and procedures of mathematics and have a broad understanding of the mathematics curriculum. Teachers of mathematics understand the appropriate structures within the discipline and its interaction with technology. This course strengthens the candidate's background in curriculum and instruction related to mathematics. Teacher candidates apply instructional planning, delivery, and demonstrate the ability to deliver standards-based, differentiated instruction that engages students. Candidates make effective use of contemporary tools and technologies and use assessment to monitor student progress and use data to guide instructional decision-making. This course provides instruction in classroom management, incorporates English Learner standards (EL), and provides opportunities for candidates to collaborate with HQT's to improve student learning, engage in continuous professional growth and self-reflection, and adhere to legal and ethical requirements of the profession. Clinical Experience required.

MAT 552. Science Secondary Content Methods

2 hours

Candidates with the content area of *Science* understands the central concepts, tools of inquiry, and the history and nature of science in order to create learning experiences that make these aspects of science meaningful for the student in their specific area of science. This course strengthens the candidate's background in curriculum and instruction related to science. Teacher candidates apply instructional planning, delivery, and demonstrate the ability to deliver standards-based, differentiated instruction that engages students. Candidates make effective use of contemporary tools and technologies and use assessment to monitor student progress and use data to guide instructional decision-making. This course provides instruction in classroom management, incorporates English Learner standards (EL), and provides opportunities for candidates to collaborate with HQT's to improve student learning, engage in continuous professional growth and self-reflection, and adhere to legal and ethical requirements of the profession. Clinical Experience required.

MAT 553. Social Studies Secondary Content Methods

2 hours

Teacher candidates with the content area of *Social Studies* understand the ideals, principles, and practices of citizenship in a democratic republic and can use this knowledge to create meaningful learning experiences for students in their specific social studies discipline. This course strengthens the candidate's background in curriculum and instruction related to social studies. Teacher candidates apply instructional planning, delivery, and demonstrate the ability to

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deliver standards-based, differentiated instruction that engages students. Candidates make effective use of contemporary tools and technologies and use assessment to monitor student progress and use data to guide instructional decision-making. This course provides instruction in classroom management, incorporates English Learner standards (EL), and provides opportunities for candidates to collaborate with HQT's to improve student learning, engage in continuous professional growth and self-reflection, and adhere to legal and ethical requirements of the profession. Clinical Experience required.

MAT 534. Language Arts and Social Studies Methods **2 hours**

Language Arts: This course provides a study of methods and materials used in developing an integrated language arts program in the elementary classroom. The course provides teacher candidates with strategies to understand and use language arts concepts to teach reading, writing, speaking, viewing, listening, and teaching skills while incorporating the professional teacher standards for language arts teachers that include the following reading components: ability to comprehend, interpret literary texts, such as creative nonfiction, fiction, drama, poetry; and nonliterary texts, such as informational, persuasive, technical, and functional texts as well as major genres, authors, and works of American, world and children's literature. The course also provides instructional strategies and materials for developing a language arts lesson plan according to the academic standards. Clinical experience required.

Social Studies: The social studies aspect of this course provides a study of methods and materials used in developing a social studies program in the elementary classroom. Teacher candidates gain knowledge and understanding, and use the major concepts and modes of inquiry from the social studies- the integrated study of history, geography, the social sciences, and other related areas- that will promote students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world while exploring multi-cultural perspectives and backgrounds as they relate to social studies. Clinical experience required.

MAT 536. Corrective Reading **3hours**

This course examines formal and informal reading instruments useful for evaluating students who continue to have difficulties acquiring grade level reading and writing skills. The course explores in detail corrective instructional strategies and effective evidence-based instruction intervention and extension programs, including RtI (Response to Instruction) in the elementary grades. Components of differentiated instruction, including pacing, modifications, and complexity of instruction will be discussed, reviewed, and studied. Candidates review and research literature on corrective reading, and present research on current reading trends and programs. The course develops skills in diagnosis and remediation of reading concerns in elementary grade students. Teacher candidates develop and administer an informal reading inventory assessment, and plan a remedial program for an individual student based upon data collection and analysis of the reading inventory. Clinical experience required.

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MAT 538. Mathematics and Science Methods

2 hours

Candidates know, understand and practice the use of central concepts in math and science and structure it in such a way to create meaningful learning experiences that develop students' appreciation and competence in math and science. Candidates use the major concepts and procedures that define number and operating, algebra, geometry, measurement and data analysis and probability in order to foster student learning and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and deal with data. Candidates use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age appropriate inquiry lesson to teach science, to build student understanding for personal and social applications, and to convey the nature of science. Candidates use a variety of resources including technology and collaborate with HQT to promote learning in math and science. Candidates use Bloom's taxonomy to implement Indiana Academic Standards. Candidates use a variety of teaching strategies that promote the development of critical thinking, problem solving and performance skills. Clinical experiences required.

MAT 594. Student Teaching: Elementary

0 hours

This is the culminating fourteen-week practicum required of all teacher candidates who will apply for an elementary license. The teacher candidate collaborates with a master teacher to plan, and develop lessons according to Bloom's Taxonomy as well as the intellectual, personal and social levels of a diverse K-6 student population. Teacher candidates teach appropriate classes and content to K-6 students in an accredited elementary school under the supervision of a licensed cooperating teacher and a college supervisor who specializes in elementary education. Teacher candidates must implement a variety of assessment methods according to the learning styles of the K-6 students. All required coursework must be completed prior to participating in a student teaching experience.

MAT 595. Student Teaching: Secondary

0 hours

This is the culminating fourteen-week practicum required of all teacher candidates who will apply for a secondary license. The teacher candidate collaborates with a master teacher to plan, and develop lessons according to Bloom's Taxonomy as well as the intellectual, personal and social levels of a diverse 5-12 student population. Teacher candidates teach appropriate classes and content to 5-12 students in an accredited secondary school under the supervision of a licensed cooperating teacher and a college supervisor who specializes in the content area in which the teacher candidate will be licensed. Teacher candidates must implement a variety of assessment methods according to the learning styles of the 5-12 students. All required coursework must be completed prior to participating in a student teaching experience.

Final Phase

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MAT 510. Foundations of Educational Research **2 hours**

This course is designed to be an introductory research methods course covering research methods including developing a theoretical framework from a literature review, developing hypotheses and designing research studies relative to the field of Education. This course will require class participation, a literature search and the construction of a theoretical framework based on the literature search. Students are expected to select a research design applicable to their specific research objectives.

MAT 521. Effective Management Strategies **3 hours**

In this course, the professional educator researches theories that support and sustain effective and successful classroom organization and management. The educator will review current school/system policies on discipline and behavior management and assess how these align with best practices. A critical review of the vision and mission statements of the school/system will support/negate the use of current discipline policies and procedures. Strategies to effectively deal with today's students and families will be researched and designed. Professional development opportunities to inform and assist faculty in these strategies will be planned. Communication strategies and technological facility permeate the course.

MAT 525. Leadership Theory **3 hours**

This course introduces the students to leadership theory in general and as applied to the educational setting. A major premise of the course is that teachers as well as administrators serve as leaders for their classroom and educational communities. The course focuses on identifying major leadership theories and the characteristics and skills of effective leaders. By participating in the course, the professional educator will also come to identify their own personal leadership styles in the effort to enhance their leadership performance. Professional growth, communication strategies, and technological facility permeate the course.

MAT 530. Leadership Theory in Diverse Schools and Communities **3 hours**

This course investigates the social and cultural conditions that influence education. Education that is truly diverse provides an environment that values diversity and portrays it positively. Participants in the course will examine the cultural norms and beliefs of the school and compare and contrast these with the cultures, beliefs, and experiences of the student population. Topics include an examination of the beliefs, attitudes, and values around which schools are organized, as well as student/family environments, perceptions, and attitudes and how these perspectives mutually influence each other and student achievement. Participants will investigate and propose strategies to strengthen relationships, communication, and collaboration among the school, the home, and throughout the community. The belief that educators can deliver an equitable education for all students supports personal research and inquiry, readings, and class discussions. Professional growth, communication strategies, and technological facility permeate the course.

MAT 543. Foundations of Educational Research II **2 hours**

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This course is designed to be an introductory research, data analysis and data interpretation course covering sampling techniques, instrumentation, descriptive statistics and inferential statistics (i.e. hypothesis testing). This course will require class participation, SPSS work in the computer lab and the preparation of a research proposal. Students are expected to select the appropriate sampling technique, instrumentation and data analysis techniques to address their research questions that they developed in Educational Foundations of Research I. Therefore students collect data based on their action research proposal. The data will be analyzed in this course using SPSS.

MAT 545. Professional Growth Capstone

2 hours

This comprehensive course involves participants in a synthesis of the results of the previous research courses (MAT 510 and MAT 543) and prepares them to present their findings to educational colleagues and community members. Participants in this capstone seminar will describe the action research project undertaken during the master's program, including reasons for undertaking the research topics, details of the action research design, outcomes of the research, analysis of the data, conclusions drawn, strategies for implementing the research outcomes (if appropriate), and suggestions for next steps in the research. Professional growth, communication strategies, and technological facility permeate the course.

Academic Programs: Graduate Curriculum

Master of Arts in Psychology (MAP)

Department Chairperson
Joseph Kovach, Psy. D.

Program Director: Joseph Kovach, Psy. D.

Faculty: Joseph Kovach, PsyD., Dawn Muhammad, Ph.D., David Plebanski, Ph.D., Jeanette Shutay, Ph.D., Eileen Stenzel, Ph.D., Charles Bright, Ph.D., Margaret Dust, Ph.D., Danny McGuire, Jr., Ph.D., Martha O'Danovich, PsyD, Leslie Rittenmeyer, PsyD., Barbara Butcher, M.A., Robert Zagar, Ph.D.

Program Advisory Committee: Barbar Butcher, M.A., Yvonne Dolan, M.A., Alan Long, Ph.D., Jeanette Shutay, Ph.D., Martha O'Danovich, PsyD.

The Master of Arts degree in Psychology degree reflects a two-tiered approach that incorporates a combination of theoretical and clinical practices. Students are required to fulfill requirements associated with each of three domains: the professional; the theoretical; and the applied.

Mission Statement of the Masters in Psychology Program

The Master of Arts in Psychology Program at Calumet College of St. Joseph prepares individuals to achieve academic and professional success. Students develop appropriate skills, knowledge, and values for continuing their education at the doctoral level or to enhance their careers in health, education, business, social, or academic work. Students reflect upon and practice a commitment to social justice and to the respect of individual and cultural differences.

Program Competencies

The MAP program is designed to prepare the student to:

- Articulate the role of human behavior, particularly at the individual, familial, organizational, and societal levels;
- Demonstrate knowledge of the biological and conceptual languages of the brain and their potential permutations and combinations, and the ability to apply this knowledge to the creation of new frameworks of thought;
- Articulate the connection between scientific inquiry and the creative and artistic dimensions in the field of psychology;
- Engage in legal and ethical analysis of professional problems based on the Code of Professional Ethics outlined by the American Psychological Association;
- Model and implement effective oral, written and technological communication strategies in conveying ideas, information, and asking questions; and
- Demonstrate the skills techniques required for assessment, evaluation and diagnostic process.

Academic Programs: Graduate Curriculum

Program Curriculum

The curriculum is based on two intellectual foundations: (1) the general body of knowledge and practice associated with graduate education; and (2) an emerging body of knowledge and practice drawn more specifically from the profession.

Professional Development Domain

PSYC 500	Orientation to Graduate Learning in Psychology
PSYC 503	Graduate Writing and Communication
PSYC 510	Graduate Research and Writing

Statistical Analysis and Methods of Research Domains

PSYC 520	Graduate Statistics
PSYC 525	Graduate Research and Reading

Theoretical Domain

PSYC 533	Clinical Methods in Psychology
PSYC 535	Cultural Diversity
PSYC 537	Life Span Development
PSYC 540	Crisis Intervention
PSYC 543	Biological Bases of Behavior
PSYC 545	Psychopathology
PSYC 547	Substance Abuse

Applied Domain (any two of the following assessment courses)

PSYC 550	Psychological Assessment
PSYC 553	Intellectual and Cognitive Assessment
PSYC 555	Personality Assessment

Applied Domain-Continued (any two of the following therapy courses)

PSYC 570	Behavioral and Cognitive Therapies
PSYC 573	Brief Therapeutic Approaches
PSYC 575	Group Therapy
PSYC 577	Marital and Family Therapies

Terminal Projects

PSYC 595	Practicum
PSYC 599	Thesis

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Electives

PSYC 591	Independent Study
PSYC 593	Topics in Psychology
PSYC 597	Thesis Maintenance

MAP Courses

PSYC 500: Introduction to Graduate Learning in Psychology 2 hours

In this course, students improve their ability to navigate the virtual campus and become familiar with library, career center, and writing center resources. This course requires the articulation of a professional identity based on master's-level training in psychology. Students will examine professional roles, organizations, specializations requirements, and codes of ethics in psychology. Learners choose a focused area of study within *the field of psychology and identify the educational steps necessary to successfully complete the master's degree in their chosen specialization.*

PSYC 503: Graduate Writing and Communication 2 hours

Student will be exposed to APA writing style as the usual and customary writing in psychology. In addition, the student will learn the various practices and procedure of grant writing. Finally, the student will be exposed to various consultative practices to include documentation, presentation strategies and peer consultations. Terminal projects will also be discussed.

PSYC 506 – Introduction to Statistics 3 hours

Provides an introduction to statistics. The rationale and methods used to numerically manipulate information. This course focuses on analysis of data most often collected by individuals in the social sciences.

PSYC 508. Research Design 3 hours

An introduction to the use of scientific methods in the study of behavior. Considerations of experimental design and methodology are integrated with the treatment of data analysis, and the interpretation of results.

PSYC 512. Tests & Measurements 3 hours

Theory and principles of psychological measurement, test construction, use, evaluation and interpretation; problems in assessment and prediction are discussed.

PSYC 510: Professional, Legal and Ethical Issues 3 hours

This course emphasizes legal and ethical dilemmas that confront psychologists in professional practice as well as the issues facing the profession. Students obtain knowledge of the APA code of ethics and standards regarding professional practice and demonstrate skill with the laws that establish the qualifications, rights, and duties of psychologists in their local jurisdiction.

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PSYC 520: Graduate Statistics

3 hours

This course covers descriptive and inferential statistical methods, including univariate and multivariate techniques. This course will require class participation, SPSS work in the computer lab and the completion of a data analysis project.

PSYC 525: Graduate Research and Readings

3 hours

This course develops the student's ability to understand and utilize applied research techniques in psychology settings. Topics covered include developing research and null hypotheses, quantitative and qualitative research methods and designs, sampling techniques, data collection strategies, reliability and validity and the concept of hypothesis testing. Students will acquire the necessary skills and knowledge to develop their own research proposals as well as apply this knowledge to the demands of their professional responsibilities.

PSYC 533: Clinical Methods in Psychology

3 hours

The course is a survey of clinical methods in psychology including a review of psychopathology, introduction to basic principles of assessment and treatment, and current issues.

PSYC 535: Cultural Diversity

3 hours

The purpose of this course is for students to gain competence using a multi-cultural perspective in the clinical practice of psychology. The course addresses the implications of a multi-cultural perspective for developing current approaches to managing individual and social problems.

PSYC 537: Lifespan Development

3 hours

This course provides an inclusive survey of contemporary and classical psychological theory and research related to human physical, cognitive, psychological, and social development throughout the lifespan.

PSYC 540: Crisis Intervention

3 hours

Students will be introduced to the various crisis intervention theories and models and the application toward various crises such as, but not limited to, natural disasters, substance abuse, homicide, suicide, domestic violence, mental health, and terrorism.

PSYC 543: Biological Bases of Behavior

3 hours

This course examines the structural and functional relationship between the central nervous system, physiological, sensory processes, and human behavior. This course is divided into two components: 1) physiological psychology; and 2) evolution, genetics, and behavior. Students will become familiar with the biological bases of memory and the biological/genetic characteristics of psychiatric disorders.

PSYC 545: Psychopathology

3 hours

This course examines the characteristics of psychological disorders presently found in the DSM-IV-TR. Historical, sociopolitical, medical, behavioral, and epidemiological implications of the current nosological system are addressed.

Academic Programs: Graduate Curriculum

Additional topics include differential diagnosis within diagnostic categories, etiology, and alternatives to the existing system. Research in this field is also discussed.

PSYC 547: Substance

3 hours

The course presents a biopsychosocial view of contemporary substance abuse treatment, types and classes of addictive substances.

PSYC 550: Psychological Assessment

3 hours

This course examines current state-of-the-art procedures in applied behavioral analysis. Students will undertake the implementation of state-of-the-art psychological testing instruments.

PSYC 553: Intellectual and Cognitive Assessment

3 hours

The course provides a review of state-of-the-art intellectual and cognitive assessment tools. Training in intellectual assessment across the lifespan will be provided with particular emphasis placed on the Wechsler tests. The course will also survey other individual and group intelligence tests and examine controversial issues and current theoretical models of intelligence. Laboratory course; materials fee.

PSYC 555: Personality Assessment

3 hours

This is a course on the objective methods of personality evaluation. Instruction is provided for the use and interpretation of specific instruments that assess adult psychopathology, such as the MMPI-2 and MCMI-III. The course also provides an introduction to nonclinical personality evaluation and selected trait measures. Students will write clinical reports and review research in personality assessment. Laboratory course; materials fee.

PSYC 570: Behavioral and Cognitive Therapies

3 hours

Students examine the manner in which human behavior is shaped and altered by cognition, affect, and the interrelationship between the two. Research from the fields of perception, motivation, language, memory, and learning is reviewed.

PSYC 573: Brief Therapeutic Approaches

3 hours

This course provides a practical overview of the evidence-based brief therapies designed for counselors, teachers, probation and human services professionals who work with complex school, home and community problems such as multi-problem families, substance abuse, and repeated crises at home and work.

PSYC 575: Group Therapy

3 hours

Along with the exploration of various theories and development of groups, students will explore group dynamics and various roles members play within the group. Therapeutic processes will also be discussed.

PSYC 577: Marital and Family Therapies

3 hours

The course examines the historical and cross-cultural views of the multifaceted and changing forms and structures of the family. Contemporary theories and current issues in marriage and family therapy are addressed.

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PSYC 591: Independent Study

1-3 hours

At times a student finds a subject area within psychology of particular interest. This class under the guidance of a faculty member will allow the student to research and explore such domain interests.

PSYC 593: Topics in Psychology

3 hours

In order to foster students' growth and development, this course will offer topics not specifically listed in the graduate program. These offerings will allow the student to gain additional depth and breadth in their field. Emphasis will be placed on scholarly discernment of data. A sequence of prescribed classes could lead to a certificate in specific areas of psychology.

PSYC 595: Internship

6 hours

The internship is an organized field experience that provides supervised, face-to-face training with clients/patients using both psychological assessment and clinical intervention. The minimum practicum experience is 1000 hours.

PSYC 597: Thesis Maintenance

3 hours

Individuals who have not completed their Master's thesis work will need to register for this course.

PSYC 599: Thesis

3 hours

Under the direction of a thesis committee, the student will plan, research and write the master's thesis. The thesis option is designed to meet the needs of students who plan to pursue doctoral study.

Academic Programs: Graduate Curriculum

Public Safety Administration (PSA)

Department Chairperson
Michael McCafferty, J.D.

Program Director: David J. Plebanski, Ph.D.

Faculty: Dean Angelo, Ed.D., Tina Ebenger, Ph.D.; Terri Ferrari, M.B.A.; Clarence Hill, M.B.A.; Michael McCafferty, J.D.; Jill Miller, Psy.D.; Steven Regnier, M.S.; James Pastor, Ph.D., J.D.; David J. Plebanski, Ph.D.; Jeanette Shutay, Ph.D.; Richard Wedgbury, M.S.

Program Advisory Committee: Dean Angelo, Ed.D., Michael McCafferty, J.D.; James Pastor, J.D., Ph.D., Jeanette Shutay, Ph.D.

The Master of Science in Public Safety Administration is an innovative and practitioner-oriented degree offering. The program complements and expands the institution's historic commitment to addressing the educational need of individuals engaged in law enforcement and related fields. Structured as an accelerated, adult-learning initiative, the degree program removes the time and space barriers that often prevent working professionals from completing graduate level education.

Mission Statement of the Public Administration Program

The Public Safety Administration program has a strong theoretical focus combined with practical applications for persons who are interested in the dynamic study of public safety. The program is designed to prepare graduates to offer innovative leadership and to manage personnel in crisis and non-crisis situations. The capstone enables students to apply research in a private or public setting to solve a public safety problem. The thesis track option enhances the student's preparation for doctoral graduate study by providing additional opportunities to master the knowledge and skills necessary to conduct research.

Vision Statement

Calumet College of St. Joseph places the resources of higher education in the service of the common good. The primary purpose of the Public Safety Administration Program is to prepare students to assume advanced leadership positions within the broad area of public safety. The program aims to prepare a graduate capable of applying innovative management skills and principled leadership in a variety of settings, thereby contributing to the advancement of the field of public safety. Such leaders will be prepared to influence others to meet the challenges of function effectively and ethically, not only as deterrents to crime, but also as agents of greater social justice in the communities they serve.

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Program Outcome Objectives

The PSA program is designed to prepare the student to:

1. Articulate an understanding of the far reaching impact of public safety issues on societal systems, public policy, institutions and the ethos of the country;
2. Explain the historical, economic, psychological, legal, social, and political forces that influence human behavior and its affect on society;
3. Communicate a comprehensive knowledge base of the concepts, theories, principles, and laws that affect public safety and homeland security;
4. Articulate a distinct insight into the multi-dimensional nature of terrorism from an urban perspective with a global vision;
5. Explain the dimensions of public safety policy and how it is shaped, analyzed, evaluated, and influenced by various stakeholders;
6. Evolve a personal and professional philosophy that reflects an ethical obligation to social justice and contributes to self growth, respect for others, and professional commitment;
7. Evaluate the reliability, validity, and applicability of the body of research relevant to public safety administration; and
8. Demonstrate mastery of critical thinking skills, written and oral communication skills, and technological competence.

Program Curriculum

PSA 500	Communication Leadership Skills and Management Crisis Decisions
PSA 510	Diversity and Social Justice in Public Enforcement Administration
PSA 520	Research Methods/Data Analysis for Public Safety Administrators
PSA 521	Research Lab
PSA 525	Terrorism: Ideologies, Tactics and Counter-Measure
PSA 534	Risk Management and Public Safety
PSA 537	Public Safety Laws and Operational Implications
PSA 540	Ethical and Political Issues in Public Safety
PSA 547	Information Security and Technology
PSA 550	Public Safety Personnel Administration
PSA 560	Fiscal Planning and Management
PSA 580	Capstone Course
PSA 598	Topics in Public Safety Administration
PSA 599	Master's Thesis Research

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Public Safety Administration Courses (PSA)

PSA 500. Communication Leadership Skills and Managing Crisis Decisions **3 hours**

Examines the theories and practices of strategic and operational planning for crisis and emergency management. Operationalizes the principles associated with evaluation of risk and the formulation of prevention programs, including: organizing the response; managing the response organization; managing in a turbulent, high stress environment; and utilizing crisis decision-making and crisis communication. Identifies the issues and policy responses necessary to achieve coordination of agencies and collaboration with private resources. Group leadership skills will be learned and performed, including task leadership in both the designated leader and emergent leader perspectives. Process skills performed by crisis managers, such as practicing standard operating procedures, exercising intuition and practicing mental stimulations will be learned and exhibited in group presentations. Cases and group scenarios will be examined to apply these concepts in practice.

PSA 510. Diversity and Social Justice in Public Enforcement Administration **3 hours**

This course will provide students with an opportunity to develop an understanding of four critical components of implementing a commitment to social justice as a public safety administrator: 1) the challenge to respond effectively to multi-cultural communities; 2) insight into the relationship between social justice and criminal justice; 3) criminology research in light of the threat of terrorism and its implications upon society; 4) understanding and discerning the larger implications of terrorism and public safety.

PSA 520. Research Methods/Data Analysis for Public Safety Administrators **4 hours**

This course introduces the student to research design as applied to the field of public safety. Students will master the following research methodologies: participant observation, interviewing, constructing and implementing surveys, content analysis, coding and analysis of qualitative data, coordinating qualitative and quantitative methods. The student will develop mastery of simple and multiple regression, chi-square analysis, interpretation of crime trends and correlation, the analysis of "hot spot" crime and selected additional analytical techniques. Students will also become familiar with basic ethical principles that guide research (Taken concurrently with PSA 521).

PSA 521. Research Lab **2 hours**

This course support PSA 520. Students will have an opportunity to focus on specific issues in data analysis in an applied technology setting.

Academic Programs: Graduate Curriculum

PSA 525. Terrorism: Ideologies, Tactics and Counter-Measures

3 hours

The central concern of this course is the systematic study of political, religious and ideological violence in its different forms. This course is the study of terrorism; using a criminological or criminal justice framework, focusing on terrorist origins, goals, tactics, ideologies, media implications, counterterrorism methods, and the ramifications on public safety. The course also examines the full continuum of terrorist violence, ranging from small scale violence to mass violence assassinations, terrorism by sub-national and transnational organizations, state terror and international implications.

PSA 534. Risk Management and Public Safety

3 hours

This course deals in risk management theory and practice relative to strategic and operational planning in both the private and public sectors. The risk management process is developed in great detail throughout this course by generating an on-site risk assessment evaluation, utilizing the implementation of safety-orientated programs and countermeasures designed to assist in the reduction of risk levels. Students will examine the management of risk associated with a range of conditions and events, which include, but not limited to fire and fire safety, crime and terrorism, public safety deficiencies, hazardous and toxic materials, and natural disasters. Site assessment case studies are intended to familiarize and better prepare students for the Public Safety Administration capstone project by developing a greater sense of the practical application of these concepts.

PSA 537. Public Safety Laws and Operational Implications

3 hours

This course examines important legal and operational considerations for public safety professionals. Students will understand how tort, contract, criminal, constitutional, and discrimination laws affect the liability and operations of public safety entities, from both a private security and public policing perspective. In addition, students study security methods, policing models and relevant legislative initiatives in light of the threat of terrorism. Underlying this understanding is the ethical, financial, legal and public policy issues which affect liability exposure and operational implications. Cases and scenarios are examined to apply these concepts in practice.

PSA 540. Ethical and Political Issues in Public Safety

3 hours

This course examines crime as a political concern and delves into the conflicting political philosophies and ethical issues that guide our judgments relative to criminal justice issues and policy.

PSA 547. Information Security and Technology

3 hours

This course focuses on the personnel, legal, regulatory, and privacy issues that constitute many of the basic management areas that must be considered in developing and implementing an effective information security program. The

Academic Programs: Graduate Curriculum

course examines the legal basis for privacy and security of information and related technologies. Students study the USA PATRIOT ACT, GASSP, security best practices and appropriate organizational responses to risk associated with the integrity of information. It presents methods and procedures for the assessment of risk, and examines strategies for mitigation of risk involving operational procedures, political issues in the organization and the implementation of an enterprise wide security strategy.

PSA 550. Public Safety Personnel Administration 3 hours

The course is designed to assist public safety administrators in personnel administration. The course will focus on employee recruitment, hiring, retention, discipline, development and assessment of public safety employees. The rights of the employees and obligations imposed upon administrators by applicable federal and state statutes, and/or local ordinances and collective bargaining agreements will be discussed. Students will be required to complete assignments applying the principles learned in class to make recommendations for improving the personnel administration for their agency.

PSA 560. Fiscal Planning and Management 3 hours

This course will teach students how to conduct fiscal planning that accurately reflects policies and priorities, create capital budgets to provide necessary organizational infrastructures, design expense budgets to support ongoing daily operations and manage overall departmental expenses by conducting fiscal analyses of proposed programs and personnel needs.

PSA 580. Capstone Course 3 hours

This course functions as a cumulative assessment process as students complete the requirements for the degree. In this course students will demonstrate the ability to integrate the theory and skills developed in the graduate program through a security audit, which will then be presented and evaluated by a panel of Public Safety Administrators.

PSA 598. Topics in Public Safety Administration 3 hours

This course covers specific topics and/or issues related to a variety of public safety concerns. It provides an in-depth study of a specific topic.

PSA 599. Master's Thesis Research 3 hours

Under the direction of a thesis committee, the student will plan, research and write the Master's thesis. The thesis option is designed to meet the needs of students who plan to complete doctoral study.

Academic Programs: Graduate Curriculum

Masters of Science in Quality Assurance (MSQA)

Department Chairperson Roy Scheive, M.S.

Program Director: Steven Schuelka, M.S., M.S.E.

Faculty: Alex Klein, M.S., Desila Rosetti, M.B.A., Jeanette Shutay, Ph.D., William Vendramin, M.B.A., Daniel Williams, M.S.A.

Program Advisory Committee: Ralph Weldy, Dan Mateja, Robin Beymer, Gene Kessler, Daniel Lowery.

The Master of Science in Quality Assurance is a broad-based, practitioner-oriented degree, *now delivered in online format only*, designed for mid-career professionals and is structured to address the needs of working adults. It is competency based and adheres to the principles and practices of adult learning with respect to instructional strategies, curricular design and student services. Structured as an accelerated, adult learning initiative, this degree program, like the other graduate programs at Calumet College of St. Joseph, eliminates the time and space barriers that often prevent working professionals from completing graduate level education.

Mission Statement of the Masters in Quality Assurance Program

The MSQA Program at Calumet College of St. Joseph prepares individuals to achieve personal and professional success. Students are empowered with knowledge, skills, abilities, and personal dispositions pertinent to the emerging field of quality. Graduates are expected to perform effectively and responsibly as professionals, managers, and leaders in the manufacturing sector, healthcare, the nonprofit sector, government, and other settings.

Online Program Competencies

The MSQA program is designed to prepare the student to:

1. Articulate an understanding of the concepts of quality, its history, and development;
2. Model and implement effective oral, written and technology communication strategies in conveying ideas, information, and asking questions;
3. Articulate an understanding of the dynamics of the interactions of organizations and people;
4. Demonstrate the skills and techniques required for analysis and implementation in the continuous quality improvement (CQI) process;
5. Demonstrate an understanding the role of laws, standards, models, associations and professional bodies play as each relates to quality management; and
6. Evaluate and participate in strategic planning processes as they pertain to quality assurance.

Academic Programs: Graduate Curriculum

Online Curriculum

QLP 500	Introduction to Quality Assurance
QLP 511	Statistical Techniques I
QLP 512	Statistical Techniques II
QLP 515	Statistical Quality Control & Acceptance Sampling
QLP 525	Human Resource Management & Quality Leadership
QLP 531	Management Information Systems & Quality
QLP 535	Accounting and Quality
QLP 540	Measurement and Testing
QLP 543	Quality Communications, Documentation & Auditing
QLP 545	Managing Operations to Achieve & Maintain Quality
QLP 5xx	Graduate Elective
QLP 565	Capstone Course

MSQA (QLP)

QLP 500. Introduction to Quality Assurance **3 hours**

An introduction into the history and development of quality assurance principles and practices, documentation-and-audit based standards, quality awards and certification systems, professional ethics and social responsibility, and the emergence of quality assurance as a distinct field.

Cross-listed with ORMN 471

QLP 511. Statistical Techniques I **3 hours**

The application of statistical concepts and techniques, including univariate analysis, hypothesis testing, and bivariate analysis, to decision-making challenges that confront managers.

Prerequisites: QLP 500

QLP 512. Statistical Techniques II **3 hours**

The application of statistical concepts and techniques in the areas of regression analysis and experimental design.

Prerequisites: QLP 500, QLP 511

QLP 515. Statistical Quality Control & Sampling **3 hours**

A survey of strategies and techniques associated with statistical analysis, including measures of central tendency and dispersion, the concept of variability, statistical process control, Six-Sigma, and reliability testing.

Prerequisite: QLP 500

Academic Programs: Graduate Curriculum

QLP 525. Human Resource Management & Quality Leadership **3 hours**

The survey and application of human resources management theories and practices with a special focus on leadership, facilitation, teams, and managerial ethics.

Prerequisite: QLP 500

QLP 531. Management Information Systems & Quality **3 hours**

An analysis of modern management information systems and strategies and techniques designed to support quality assurance objectives in a variety of work settings.

Prerequisite: QLP 500

QLP 535. Accounting and Quality **3 hours**

A survey of accounting principles and practices with a particular focus on their relevance to robust quality assurance programs (e.g., the analysis of quality costs, activity-based costing, etc.).

Prerequisite: QLP 500

QLP 540. Measurement and Testing **3 hours**

The survey and application of measurement and testing strategies and techniques, including measurement systems analysis, metrology, destructive and non-destructive testing, calibration, and the use and maintenance of inspection equipment.

Cross-listed with ORMN 475

Prerequisite: QLP 500

QLP 543. Quality Communications, Documentation & Auditing **3 hours**

The survey and workplace application of principles and practices associated with managerial communications, quality documentation, quality auditing, corrective action documentation and reporting, and professional ethics.

Cross-listed with ORMN 482

Prerequisite: QLP 500

QLP 545. Managing Operations to Achieve & Maintain Quality **3 hours**

The application of principles and practices mastered in QLP 515, QLP 531, and QLP 543 in manufacturing, healthcare, government, and the service sector, with a special emphasis on advanced product quality planning, control of ongoing operations, the control of incoming products and supplies, purchasing, and inspection processes.

Prerequisite: QLP 500, QLP 511

Academic Programs: Graduate Curriculum

QLP 5xx. Graduate Elective

3 hours

Students will select from one of the offered graduate electives to be taken during their second year in the program. The choices are: Quality Management, Regulatory Affairs, Reliability and Social Responsibility.

Prerequisite: QLP 500, QLP 511, QLP 515

QLP 565. Capstone Course

3 hours

Preparation for one or more professional certificate examinations (e.g., CQM, CQA, CQE). Evaluate and participate in strategic planning processes as they pertain to quality assurance.

Prerequisite: QLP 500, QLP 512, QLP 515, QLP 543

Faculty

Full-Time Faculty

Dean Angelo: 2005 --Associate Professor in Public Safety Management. B.S., Lewis University, 1995; M.S., Lewis University, 1997; Ed.D., Loyola University, 2005

Benjamin S. Basile, C.P.P.S.: 1981--Associate Professor in Mathematics. B.S., St. Joseph's College, 1970; M.S., University of Notre Dame, 1974.

R. Allen Brown: 1985--Professor in Criminal Justice and Paralegal Studies. B.A., Culver-Stockton College, 1965; M.P.A., Indiana University, 1974; J.D., Northern Illinois University College of Law, 1978.

Christopher Buczinsky: 2002--Associate Professor in English. B.S. Northern Arizona University, 1983; Ph.D., Northwestern University, 1994.

Joan Crist: 2004 – Assistant Professor in Religious Studies. B.A., St. John's College, 1991; M.A., University of Notre Dame, 1998; Ph.D., Ibid, 2004.

Alexandre da Silva: 2008—Instructor in Science. B.S., Calumet College of St. Joseph, 1994; M.P.A., Indiana University Northwest, 2000; M.L.A., University of Chicago, 2002.

Betty Delinck: 1998--Instructor in Media and Fine Arts. B.A., Calumet College of St. Joseph. 1975, M.A., Governor's State University, 2008.

Michele Dvorak: 1998--Associate Professor in Education. B.A., Alverno College, 1979; M.A., University of Dayton, 1985; Ed.D. University of San Francisco, 1998.

Tina Ebenger: 2003--Associate Professor in Social Sciences. B.S., Wright State University, 1979, M.A., University of Dayton, 1990, Ph.D., University of Cincinnati. 2004.

Terry Ferrari: 2008--Associate Professor in Economics. B.A., Augustana College, 1971; M.B.A., Loyola University Chicago, 1976.

Eugene Finnegan: 1998--Professor in Religious Studies. B.A., Loyola University, 1964; M.A., Louvain University, 1966; M.B.A., Loyola University, 1976; S.T.D., Trier University, 1970.

Michael Genova: 2004—Assistant Professor in Paralegal Studies. B.A., St. Joseph's College, 1971, J.D., DePaul University, 1975.

George Grzesiowski: 1997--Assistant Professor in Accounting and Business Management. B.S., Purdue University 1978; M.S.B.A., Indiana University 1982; M.B.A., Indiana University, 1991.

Darren Henderson: 1996--Assistant Professor in Computer Information Systems. B.S., Purdue University Calumet, 1990; M.S., Ibid., 1991.

Faculty

Kurt A. Jordan: 2005--Associate Professor in Computer Information Systems. B.S., St. Calumet College of St. Joseph, 1990; M.S., Nova Southeastern University, 1996.

Joseph W. Kovach: 1984--Professor in Psychology. B.A., St. Joseph's College, 1969; M.A., Roosevelt University, 1980; Illinois Institute of Technology, 1981; Psy.D., Chicago School of Professional Psychology, 1986.

Daniel Lowery: 2005--Associate Professor in Quality Assurance. B.A., Valparaiso University, 1975; M.S., Indiana University Northwest, 1989; Ph.D., University of Illinois at Chicago, 2001.

Jessica Madden: 2009--Assistant Professor in Education. B.S., Calumet College of St. Joseph, 1998; M.A., Indiana Wesleyan University, 2003; Ph.D., Capella University 2008.

Martin Martinez: 1987--Instructor in Media and Fine Arts. B.A., Calumet College of St. Joseph, 1987; M.A., Governor's State University, 2000.

Michael McCafferty: 2000--Associate Professor in Public Safety Management. B.S., Illinois State University, 1983; M.S., Illinois State University, 1988; J.D., John Marshall Law School, 1992.

Dawn Muhammad: 2004--Assistant Professor in Communication. B.A., University of Illinois at Chicago, 1995; M.A., DePaul University, 2000; M.S., Roosevelt University, 2002, Ph.D., Capella University, 2005.

Ruth Needleman: 2010--Professor in Organization Management. B.A., Brandeis University, 1966; M.A., Harvard University, 1967; Ph.D., Harvard University, 1972.

James Pastor: 2002--Associate Professor in Public Safety Administration. B.S., Western University, 1980; M.A., University of Illinois at Chicago, 1988; J.D., John Marshall Law School, 1989; Ph.D., University of Illinois at Chicago, 2001.

Joi Patterson: 2001--Associate Professor in Education. B.A., Sam Houston State University, 1989; M.S., Governors State University, 1993; M.S., Chicago State University, 1998; Ph. D., Walden University, 1995.

Valerie Pennanen: 2010—Assistant Professor in English. B.A., Bryn Mawr College, 1977; M.A., University of Michigan, 1979; Ph.D., Ibid, 1983.

David Plebanski: 1996-- Professor in Public Safety Administration and Sociology. B.A., Calumet College of St. Joseph, 1991; M.S., DePaul University, 1993; Ph.D., Loyola University of Chicago, 1999.

Kirk Robinson: 2009—Assistant Professor in English. B.A., Webster University, 1992; M.F.A., The Ohio State University, 1998.

Faculty

Ginger Rodriguez: 2009--Instructor in Organization Management and English. B.A., Lawrence University; 1976; MLA, University of Chicago, 2005.

Desila Rosetti: 2006--Assistant Professor in the Business Management Program. B.S., Purdue University, 1988; M.S., Notre Dame University, 2000.

George Schaefer: 1989--Assistant Professor in Computer Information Systems. B.A., Indiana University Northwest, 1977; M.S., Ibid, 1991.

Roy J. Scheive: 1992—Assistant Professor in Organization Management. B.S., Indiana University, 1989; M.S., Purdue University, 1998.

John Shields: 1999--Associate Professor in Education. B.A., Tolentine College, 1968; M.Ed., Loyola University, 1976; Ph.D., Ibid, 1987.

Steven Schuelka: 2008--Assistant Professor in Quality Assurance. B.A. Iowa State University, 1980; M.S., Iowa State University; 1983; M.S.E., Purdue University, 1991.

Jeanette Shutay: 2006—Associate Professor in Public Safety Management and Public Safety Administration. M.A., Loyola University Chicago, 1999; Ph.D., Ibid, 2001

Walter J. Skiba: 1971--Associate Professor in Media and Fine Arts. B.A., St. Joseph's College Calumet Campus, 1967; M.A., University of Connecticut, 1969; M.Mus., Roosevelt University, 1992.

Alphonse P. Spilly, C.PP.S. 2002-- Associate Professor in Religious Studies. B.A., University of Dayton, 1962; M.A., University of Dayton, 1967; Ph.D., University of Chicago, 1977.

Eileen Stenzel: 1996--Professor in Human Services. B.A., Rosary College, 1968; M.A., St. Xavier University, 1970; M.A., University of South Florida, 1987; Ph.D., The University of Notre Dame, 1981.

Edward C. Stibili: 1994--Professor in History and Social Studies. B.A., St. Norbert College, 1962; M.A., University of Chicago, 1967; Ph.D., University of Notre Dame, 1977.

Bruce Wisowaty: 2002--Instructor in Education. B.A., Southern Illinois University, 1977; M.A., Governors State University, 1990.

Faculty

Part-Time Faculty

Denis Adams: 1996--Instructor in Human Services. B.A., University of St. Mary of the Lake, 1968; M.Div., McCormick Theological Seminary, 1974; M.A., University of Chicago, 1985.

Kathleen Adduci: 2009--Instructor in Education. B.S., St. Joseph College, 1970; M.S., National-Louis University, 1993.

Kimberly Kae Allen: 1999--Instructor in English. B.A., Saint Mary-of-the-Woods College, 1993; M.A., Indiana State University, 1995.

Linda Geller Axelrod: 2010--Instructor in Paralegal and Pre-Law Studies. B.A., University of Minnesota, J.D. Hamline University School of Law.

Leonard Axelrod: 2010—Instructor in Paralegal and Pre-Law Studies. B.A., Indiana University; M.P.A., USC; J.D., Hamline University School of Law.

James F. Ballmann, C.P.P.S.: 1994--Instructor in Computer Information Systems. B.A., St. Joseph, 1972; B.S., Calumet College of St. Joseph, 1988; M.S., Purdue Calumet, 1994.

Gary Bell: 1994--Instructor in Criminal Justice. B.A., University of Michigan, 1987; J.D., Indiana University, 1990.

Philip Benson: 1991--Instructor in Criminal Justice. B.S., University of Wyoming, 1986; J.D., Valparaiso University School of Law, 1989.

Wesley Berrier: 2003--Instructor in Media and Fine Arts. B.A., George Williams College, 1981.

Ronald Blake: 2008--Instructor in Education. B.A. Valparaiso University, 1964; M.A. Valparaiso University, 1969.

David Blanco: 2005--Instructor in Public Safety Management. B.S., Calumet College of St. Joseph, 2001; M.S., Calumet College of St. Joseph, 2003.

Marilyn Bogash: 1991--Instructor in Human Services. B.A., Governor's State University, 1982; M.H.S., *Ibid.*, 1984.

J. Alan Branda: 2006--Instructor in Mathematics. B.A., University of West Florida, 1981; B.S., Auburn University, 1984; M.A., Ball State University, 1989.

Carol Brechner: 2011—Instructor in Media and Fine Arts.

Larry Brechner: 1997--Instructor in Media and Fine Arts. B.A., Purdue University Calumet, 1980; M.A., Purdue University Calumet, 1994;

Faculty

Charles Bright: 2009--Instructor in Psychology. B.A., Purdue University, 1984; M.S.W., Loyola University, 1993; Ph.D., University of Illinois at Chicago, 2007.

Michael Brown: 2002--Instructor in Education. B.A., Central State University, 1977; M.A., Governor's State University, 2004.

Barbara Butcher: 1991--Instructor in Psychology. B.S., Indiana State University, 1981; M.A., Ibid., 1990.

Anthony Carothers: 2001--Instructor in Public Safety Management. B.S., Calumet College of St. Joseph, 2000; M.S. Spertus College, 2001.

Eloise Carnevale: 1998--Instructor in Public Safety Management. B.A., University of Illinois, 1970; M.S. Loyola University, 1976.

Gloria Chambers: 2003--Instructor in Religious Studies. B.S., Ball State University, 1978; M.Div., Northern Baptist Theological Seminary, 1989; D. Min., Chicago Theological Seminary, 1995.

Angella Charnot-Katsikas: 2010—Instructor in Science. B.A., The University of Chicago, 1998, M.D., Rush Medical College, 2005.

John Chojnacki: 2006--Instructor in Public Safety Management. B.A., Lewis University, 1979; M.S., Ibid, 1980.

Cheryl Cole: 2002--Instructor in Psychology. B.A., Governors State University, 1993; M.A., Ibid, 1999.

John Cory, Jr.: 2005--Instructor in Public Safety Management. B.S., Calumet College of St. Joseph, 2003; M.S., Calumet College of St. Joseph, 2005.

David Cross: 2002--Instructor in Mathematics. B.S., Purdue Calumet, 1994; Masters Candidate, Michigan State University.

Maria Dalhouni: 1991--Instructor in Education. B.A., Colorado College, 1973; M.A.T., Northwestern University, 1974.

Richard Damashek: 1998--Professor Emeritus in English. B.A., Rutgers University, 1963; M.A., Columbia University, 1965; Ph.D., University of Wisconsin, 1972.

Thomas Daniels: 2009--Instructor in Business Management. B.S., Penn State University, 1973; M.B.A., Indiana University, 1976.

Robert DeLoney: 1998--Instructor in Paralegal Studies: B.S., Indiana University, 1969; J.D., John Marshall Law School, 1974.

Dolores Deloughery: 1998--Instructor in Public Safety Management. B.A., St. Xavier University, 1990; M.S. National Lewis University, 1993.

Faculty

Charles Dulay: 2008--Instructor in Public Safety Management. B.A., University of Illinois at Chicago, 1969; M.A., Loyola University, 1978.

Margaret Dust: 1993--Instructor in Psychology. B.A., Loyola University, 1969; B.A., Purdue University, 1977; M.S., Illinois Institute of Technology, 1985; Ph.D., Andrews University, 1993.

Susan Dzyacky: 2004--Instructor in Organization Management.. B.S., *Mercy College of Detroit, 1969; M.S.W., Loyola University of Chicago, 1986.

William Elkins: 2010—Instructor in Media and Fine Arts. B.A., Michigan State University, 2008; M.S., Syracuse University S.I. Newhouse School of Public Communications/Whitman School of Management, 2009.

Nancy Ellis: 1994--Instructor in Computer Information Systems. B.S., Calumet College, 1974; M.S. Purdue University, 1997.

Patrick Ellis: 2002--Instructor in Criminal Justice/Psychology. B.S., Calumet College of St. Joseph, 1998; M.P.A., Indiana University Northwest 2001.

Michelle Engstrom: 2009--Instructor in Public Safety Management. B.S., University of Illinois Chicago, 1993; M.P.A., Illinois Institute of Technology, 1997, Ph.D., Loyola University Chicago, 2005.

Joseph Ferrallo: 2007--Instructor in Organization Management. B.S., University of St. Francis, 1985; M.B.A., University of St. Francis, 2006.

Tony Franco: 1990--Instructor in Psychology. B.S., Valparaiso University, 1987; M.A., Ibid, 1989.

Cynthia Furman: 2011—Instructor in Organization Management. B.S. Devry University; M.B.A Keller Graduate School of Management.

Paul Fuscoe: 1998--Instructor in Business Management. B.S., University of the State of New York, 1995; M.A., Purdue University, 1997.

Macario Gallegos: 2009--Instructor in Organization Management. B.S. Devry University, 2005; M.B.A., Purdue University, 2009.

Loretta Gesmond: 2009--Instructor in Mathematics. B.A., Millersville University of Pennsylvania, 1969; M.S., Purdue University, 1977.

David Gladish: 2000--Instructor in Paralegal Studies. B.A., Calumet College of St. Joseph, 1991; J.D., Valparaiso University, 1995.

Christopher Gloff: 2010—Instructor in Education. B.A. Purdue University, M.A.T. Calumet College of St. Joseph.

Faculty

Timothy Gobek: 1992--Instructor in Psychology. B.A., Purdue University Calumet, 1985; M.S.W., Loyola University of Chicago, 1989.

A. Yanina Gomez: 2009—Instructor in Psychology. B.A., Trinity Christian College, 1995; M.A., Governor's State University, 2000.

Elizabeth Guzman-Arredondo: 1990--Instructor in Human Services. B.A., Calumet College of St. Joseph, 1986; M.S.W., Loyola University, 1991.

William Hanna: 2003--Instructor in Organization Management. B.S., Calumet College of St. Joseph, 2001; M.S. National-Louis University, 2003.

Jeffrey Harkin: 2003--Instructor in Public Safety Management. B.A., University of Notre Dame, 1973; J.D., John Marshall Law School, 1995.

Artemese Hedberg: 2008--Instructor in Mathematics. M.A., Indiana State University, 1968.

Ernest Hernandez: 2003--Instructor in Public Safety Management. B.A., Lewis University, 1996; M.P.A., Illinois Institute of Technology, 2002.

Joanne Jakubowski: 1986--Instructor in Organization Management. B.A., Seaton Hill College, 1981; M.S., Purdue University, 1983.

Robert Johnson: 2000--Instructor in Public Safety Management. B.A., St. Xavier University, 1983; M.A., Ibid, 1986.

Lisa Jonas: 2010--Instructor in Paralegal and Pre-Law Studies. B.S., Northern Arizona University, 2001; J.D., Marquette University Law School, 2004.

David Kasper: 1997--Instructor in Economics. B.S., Purdue Calumet, 1986; M.B.A., DePaul University, 1991.

Nora Kasprzycki: 1995--Instructor in Education. B.S., Indiana University Northwest, 1980. Cert. Ed., Calumet College of St. Joseph, 1985.

Alex Klein: 2007--Instructor in Quality Assurance. B.S., University of Wisconsin, 1975; M.S., Northwestern University, 1984.

Katherine Kolon: 2011—Instructor in Paralegal. B.A. Kalamazoo College, 2000; M.A. American University, 2006; J.D. American University, 2006.

Stephen Kovacik: 2005--Instructor in Public Safety Management. B.S., Purdue University, 1992; M.S., Calumet College of St. Joseph, 2005.

Antonia Koslow: 2009--Instructor in Mathematics and Paralegal and Prelaw Studies, B.S., Purdue University, 1999; M.S. in Education, Purdue University, 2003.

Faculty

Han Kwak: 1989--Instructor in Criminal Justice. B.A., Korea University; M.A., Choon Ang University; Ph.D., Indiana State University, 1982.

Michael Lalic: 1991--Instructor in Psychology. B.A., Indiana University, 1974; M.A., University of Chicago, 1981.

Suzan LaPeer: 2009—Instructor in Education. B.A., Texas Woman's University, 1975; M.S., Purdue University, 1986.

Shari LeMonnier: 2008--Instructor in Media and Fine Arts. B.F.A., Southern Methodist University, 1980; M.F.A., School of the Art Institute of Chicago, 1982.

Christine Lisak: 2010--Instructor in Business Management. B.S., Indiana University, 1988; M.S., Michigan State University, 2001.

Brian Lowry: 1999--Instructor in Organization Management. B.A., Calumet College of St. Joseph 1996; M.A. University of Chicago, 2002.

Daniel P. Lowry: 1997--Instructor in Organization Management. B.A., St. Joseph's Calumet College, 1964; M.S., Loyola University, 1970.

Jean Lubeckis: 1998--Instructor in Human Services. B.S., Loyola University, 1973; M.S., Governors State University, 1983; Psy.D., Adler School of Professional Psychology, 1991.

James Mandeville: 2011—Instructor in Organization Management. B.S., Bethel College 1992; M.B.A., University of Phoenix, 2006

Michael Mannion: 2011—Instructor in Paralegal. B.A. Purdue University, 2006; J.D. Northern Illinois University of Law, 2010.

Kristine Maynard: 2003--Instructor in Human Services. B.S., Illinois State University, 1992; M.S.W., Jane Addams College of Social Work, 1996.

Thomas McMahon: 2005--Instructor in Public Safety Management. M.S., Criminal Justice, 2003.

Tracey McCabe: 2009--Instructor in Criminal Justice. B.S., Calumet College of St. Joseph, 2006; M.S. Kaplan University, 2008.

Daniel McGuire: 2007—Instructor in Public Safety Management. B.S., Calumet College of St. Joseph, 2005; M.A., Adler School of Professional Psychology, 2007; Olivet Nazarene University, Ed.D., 2010.

Ricardo Medrano: 2005--Instructor in Organization Management. B.S., Indiana University, 1997; M.B.A., Purdue University, 2003.

Nita Meola: 1999--Instructor in English. B.A., Calumet College of St. Joseph, 1997; M.A., Purdue University Calumet, 2001.

Faculty

James Mickow, Jr.: 2010—Instructor in Media & Fine Arts, B.A., School of the Art Institute of Chicago, 1996; B.A., Calumet College of St. Joseph, 1989.

Jill Miller: 2003--Instructor in Psychology and Public Safety Management. B.S., Indiana University, 1991; Psy.D., Chicago School of Professional Psychology, 1996.

Kevin Miller: 2005--Instructor in Computer Information Systems. B.S., Purdue University, 1996; M.B.A., Purdue University, 2000.

Benjamin Moreno: 2005--Instructor in Organization Management. B.A., University of Illinois at Chicago, 1987; M.S. Lewis University, 1993.

Richard Morrisroe: 1981--Instructor in of Religious Studies. B.A., St. Mary of the Lake, 1960; M.A., Ibid, 1963; S.T.L., Ibid, 1964; M.A., Loyola University of Chicago, 1973; J.D., Northwestern University, 1978; D.Min., Catholic Theological Union, 1998.

Nanette Naranjo: 1999--Instructor in Spanish and English. B.A., Purdue University Calumet, 1981; M.S., Purdue University Calumet, 1991.

Patrick O'Connell: 1987--Instructor in Organization Management. B.S., Illinois Institute of Technology, 1972; M.P.S., Governor's State University, 1974; Ed. D., Nova University, 1987.

Martha O'Danovich: 2003--Instructor in Psychology. B.A., Purdue University Calumet, 1985, M.S. Roosevelt University, 1991, Psy.D., Illinois School of Professional Psychology, 1995.

Angela Ohlenkamp: 2010--Instructor in Mathematics. B.S., Indiana University, 2003.

Richard Ohlenkamp: 2010--Instructor in Mathematics. B.S., Indiana University, 2003; M.A.E., Ball State University, 2008.

Greta Pall: 1994--Instructor in Human Services. B.A., Calumet College, 1994, M.A. Purdue University, 1995.

Jerome Paucak: 2009--Instructor in Mathematics. B.S., Purdue University, 1966; M.B.A., Keller Graduate School of Management, 1997.

Jeannine Pellettiere: 1997--Instructor in Organization Management. B.A., Quincy College, 1973; B.G.S., Indiana University Northwest, 1995; M.P.A., Roosevelt University, 1997.

John Potocki: 2000--Instructor in Education. B.S., Northern Illinois University, 1971; M.A., Governors State University, 1980; Ibid., 1995

Faculty

Wanda Powe: 2006--Instructor in Sociology. B.A., Indiana University, 1990; M.S. Purdue University, 1998.

Michael Puente: 2009—Instructor in English. B.A., Calumet College of St. Joseph, 2002.

Steven Regnier: 2005--Instructor in Public Safety Management. B.S., Calumet College of St. Joseph, 2001; M.S., Calumet College of St. Joseph, 2004.

Richard Reichart: 2000--Instructor in Public Safety Management. B.A., Purdue University, 1970; M.S., Lewis University, 1978.

Leslie Rittenmeyer: 2000--Instructor in Public Safety Management. B.S.N., University of Illinois, 1975; M.S., St. Xavier University, 1981; Psy.D, Adler School of Professional Psychology, 2001.

Stephen Rodriguez: 2002--Instructor in Paralegal and Pre-Law Studies. B.A., Indiana University at Bloomington, 1994; J.D., DePaul University College of Law, 1997.

George Rosebrock: 2010--Instructor in Public Safety Management. B.S., North Park University, 1976; M.S. Lewis University, 1988.

Ronald Rufo: 2010—Instructor in Public Safety Management. B.A., Lewis University, 2000; M.A. Lewis University, 2002; Ed.D. Argosy University, 2007.

James Rybolt, III: 2008--Instructor in Public Safety Management, B.S., Calumet College of St. Joseph, 2002; M.S.; Calumet College of St. Joseph, 2006.

Kris Costa Sakelaris: 2009--Instructor in Paralegal and Pre-Law studies. B.S. St. Joseph's College, 1982; J.D. Valparaiso University School of Law, 1992.

Carol Sangster: 2010--Instructor in Paralegal and Pre-Law Studies. B.A., Valparaiso University, 2000; J.D., Valparaiso University, 2003.

Stephen Scheckel: 2007--Instructor in Public Safety Management. B.S., Calumet College of St. Joseph, 2004; M.S. Calumet College of St. Joseph, 2006.

Ray Schweitzer: 2005--Instructor in Public Safety Management. B.S., Indiana University, 2000; M.S., Indiana University, 2004.

Kristopher Seaman: 2011—Instructor in Religious Studies. B.A., Saint John's University, 1997; M.A., Catholic Theological Union, 2002.

Mary Severa: 2010—Instructor in Organization Management. B.S., Calumet College of St. Joseph, 2004; M.S. Indiana Institute of Technology, 2009.

Faculty

Deanne Shimala: 2008--Instructor in Organization Management. B.S., St. Joseph's College 1991; M.S.T, Charles H. Kellstadt Graduate School of Business, 1997

Robert Shultz: 2001--Instructor in Media & Fine Arts. B.A., Purdue University, 1993.

Rebecca Soto: 2011—Instructor in Paralegal. B.A. Grace College, 2000; J.D. Villanova University of Law, 2006.

Tamara Tabor-Fredrickson: 2010—Instructor in Paralegal. B.A., Purdue University, 1995; J.D. University of Akron School of Law, 1999.

Sheera Talpaz: 2010--Instructor in English. B.A., The University of Chicago, 2007; M.F.A., University of Michigan, 2009.

Lola Taylor: 2003--Instructor in Education. B.S., Ball State University, 1979; M.S. Indiana University South Bend, 1985; M.S., Purdue University, 2000.

Kenneth Taylor: 1997--Instructor in Accounting. B.S., Purdue University Calumet, 1992; C.P.A., 1991.

Linda Trausch: 2000--Instructor in Public Safety Management. B.A., University of Illinois-Chicago, 1979; J.D., Chicago-Kent College of Law, 1989.

Lou Ann Unger: 2002--Instructor in Biology. B.S, University of Illinois, 1975; M.S., Illinois Institute of Technology, 1983.

Alan J. Valente: 1984--Instructor in Business Management. B.S., Calumet College, 1978; B.A., Ibid, 1978; M.B.A., DePaul University, 1982.

Steven VanDerAa: 2010--Instructor in Criminal Justice. B.S., Bob Jones University, 1977.

Stephen Vogel: 2001--Instructor in Biology. B.S., Cornell University, 1971; Ph.D., University of Virginia 1980.

David Vrbanich: 2001--Instructor in Organization Management. B.A., Indiana University, 1969; M.S., The Krannert Graduate School of Management, 1973.

Connie Wachala: 1998--Instructor in English. B.A., Purdue University, 1986; M.F.A., Columbia College, 1996.

Richard Wedgbury: 2001--Instructor in Public Safety Management. B.A., Lewis College, 1966; M.S., Lewis University, 1979.

Angela Wells: 2002--Instructor in Education. B.S., Calumet College of St. Joseph, 1992; M.S., Purdue University Calumet, 1999.

Faculty

Yvette Wigfall: 2002--Instructor in Education. B.S., Purdue University, 1987; M.S., Spertus College, 1996; Master of Arts Candidate, Indiana University.

Valerie A. Williams: 1999--Instructor in English. B.S., Wright State University, 1970, M.A., Valparaiso University, 1976.

Kathy Winsberg: 1999--Instructor in Media & Fine Arts. A.A., Art Institute of Chicago, 1966.

Robert Zagar: 2011--Instructor in Psychology. B.A., University of Wisconsin, 1973; M.S., Illinois Institute of Technology, 1975; Ph.D., Northwestern University, 1981; M.P.H. University of Illinois Medical Center, 1982.

Faculty

Professors Emeriti

Robert W. Andersen: 1966--Professor Emeritus in Fine Arts. B.F.A., Art Institute of Chicago, 1958; M.F.A., *Ibid.*, 1966.

Robert A. Banet: 1962--Professor Emeritus in English. B.A., Xavier University, 1956; Ph.D., University of Ottawa, 1961.

Richard Damashek: 1998--Professor Emeritus in English. B.A., Rutgers University, 1963; M.A., Columbia University, 1965; Ph.D., University of Wisconsin, 1972.

Robert D. DuFon: 1967--Professor Emeritus in Philosophy. B.S., Purdue University, 1947; M.A., DePaul University, 1967.

James Fattore: 1960--Professor Emeritus in Business Management. B.S., DePaul University, 1949; M.B.A., *Ibid.*, 1951; Ph.D. Honoris Causa, Calumet College of St. Joseph, 2006.

Marie W. Flood, O.P.: 1986--Professor Emeritus in Theology. B.A., University of Chicago, 1940; M.A., Catholic University of America, 1948; Ph.D., University of Toronto, 1977.

Elaine Kisisel: 1987--Professor Emeritus in Education. B.A., Northwestern University, 1962; M.S., Purdue University, 1967; Ph.D., *Ibid.*, 1971.

Geraldine Martin: 1971--Professor Emeritus in English. B.A., St. Ambrose College, 1959; M.A., University of Notre Dame, 1965; Ph.D., *Ibid.*, 1976.

James McCaleb: 1987--Professor Emeritus in Law Enforcement Management. B.S., Illinois State University, 1957; M.S., *Ibid.*, 1959, Ph.D., Michigan State 1974.

Paul Otubusin: 1988--Professor Emeritus in Philosophy. Dip., University of Ibadan, 1975; B.A., Urban University, 1978; M.A., University of Lagos, 1983; M.A., Northeastern Illinois University, 1985; Ph.D., Loyola University, 1986; M.B.A., Illinois Institute of Technology, 1990; J.D., *Ibid.*, 1990.

Thomas Remeikis: 1964--Professor Emeritus in Political Science. B.A., University of Illinois, 1957; M.A., *Ibid.*, 1958; Ph.D., *Ibid.*, 1963.

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Department of Business Management and Technology Roy Scheive
Department of Education Michele Dvorak, PHJC, Ed.D
Department of Public Safety and Criminal Justice Michael McCafferty
Department of Quantitative, Behavioral and Social Sciences Joseph Kovach, Psy.D.

BUSINESS AND FINANCE

Vice President, Business and Finance Deanne Shimala
Associate Vice President, Business and Finance Marshall Warren, Ed.D
Finance Ken DeWolf
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Accounts Payable Clerk Adrienne Dixon
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Business Office Staff Clerk Erren Tapia
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Deli Sales Associate Cindy Russell
Deli Sales Associate

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Director, Development Michael Spiccia
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Administrative Assistant and Special Events Coordinator Caitlin Mills-Groinger
Development Secretary Melissa Genova
Grant Writer Ginger Rodriguez
Update Editor Linda Gajewski

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FACILITIES AND TECHNOLOGY

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Phone Administrator	
Maintenance Supervisor	Bobbie Tucker
Maintenance Staff	Joel Horvatich
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Security Staff	Harvey Shine
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Manager, Network Services	Kevin Krieps
Database Administrator	Br. James Ballmann, CPPS
Network Administrator	Anthony Kwintera
Assistant Network Administrator	Antonio Fernandez
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Computer Specialist	Elisa Acamovic
Computer Support Technician	Helen Lukacek

STUDENT LIFE

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Administrative Assistant, Student Life/ Rentals & Catering	Terri Wilson
Director, Student Activities	
Coordinator, Disability Services	Diane Bailey
Campus Minister	Marsennia Wells
Chaplin	Br. Jerry Schwieterman, CPPS
Director, Career Services	Rev. Alphonse Spilly, CPPS, Ph.D.
Internship and Community Outreach	Michael Kenny
Coordinator	Sioban Amezcua

Athletics

Athletic Director	Peter Haring
Assistant Athletic Director/Sports Information & Media Coordinator	Andy Marks
Assistant Athletic Director/ Athletic Recruiter/ Head Men's Basketball Coach	Ryan Sexson
Athletic Trainer	
Compliance Officer	Alexandra Coleman
Coordinator of Travel/Head Women's Soccer	Ashley Lake
Coach	Jennifer Fickett

GRANTS INC.

Director, Grants Center
Grant Writer

James McShane
Deborah Niksch

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