

CALUMET COLLEGE OF ST. JOSEPH

Academic Catalog
2017 – 2018

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Table of Contents

| | |
|--|----|
| Table of Contents | 3 |
| 2017 – 2018 College Calendar..... | 6 |
| General Information about CCSJ | 7 |
| C.PP.S. Mission Statement | 7 |
| Calumet College of St. Joseph Mission Statement | 7 |
| A Liberal Arts Education in the C.PP.S. Tradition: | 7 |
| The Five Pillars of a CCSJ Education..... | 7 |
| Academic Programs..... | 8 |
| Accreditation..... | 11 |
| Non-Discrimination Assurance | 11 |
| Organizational Structure | 11 |
| Enrollment Policies..... | 13 |
| Enrollment in Undergraduate Programs | 14 |
| Enrollment in Graduate Programs..... | 16 |
| International Students | 17 |
| Tuition and Fees | 18 |
| Financial Aid | 19 |
| Class Policies..... | 20 |
| Registration for Classes | 20 |
| Class Schedules | 20 |
| Schedule Changes and Dropping or Adding Classes..... | 20 |
| Withdrawal from Classes..... | 20 |
| Failure to Withdraw (FW)..... | 21 |
| Dropping, Withdrawing, or Failing to Withdraw? | 21 |
| Course Load..... | 22 |
| Class Standing..... | 22 |
| Auditing a Course | 22 |
| Course Credit..... | 22 |
| Class Attendance | 25 |
| Grade Policies..... | 26 |
| Grading System | 26 |

| | |
|---|----|
| Quality Points | 26 |
| A Grade of Incomplete | 27 |
| Scholastic Index | 27 |
| Repetition of Courses | 27 |
| Academic Recognition | 27 |
| Poor Academic Performance, Probation, and Dismissal | 27 |
| Taking Classes at Other Institutions | 28 |
| Graduation Policies | 29 |
| Traditional Academic Programs | 29 |
| Degree Completion Undergraduate Programs..... | 30 |
| Second Degrees | 30 |
| Academic Honors | 31 |
| Student Services | 32 |
| Academic Advising..... | 32 |
| Academic Success Center | 32 |
| Career Services | 33 |
| CCSJ Book Program | 33 |
| Computer Labs and Help Desk | 33 |
| Disability Services | 34 |
| Emergency Notification System | 34 |
| Specker Memorial Library | 34 |
| Lost and Found | 35 |
| Ministry and Student Advocacy | 35 |
| Personal Academic Career Excellence Program (PACE) | 35 |
| Registrar | 35 |
| Student Assistance Program | 35 |
| Student Complaints..... | 35 |
| Student Life | 36 |
| Student Records and Privacy..... | 37 |
| UNDERGRADUATE PROGRAMS | 38 |
| General Education at CCSJ..... | 38 |
| General Studies | 42 |
| Integrated Studies | 43 |

| | |
|--|-----|
| Accounting | 45 |
| Biomedical Science..... | 52 |
| Business Management | 64 |
| Computer Management Information Systems..... | 70 |
| Criminal Justice..... | 77 |
| Digital and Studio Arts..... | 86 |
| Economics | 93 |
| Education | 95 |
| English, Writing, and Professional Communications..... | 105 |
| Exercise and Sports Science | 116 |
| Forensic Biotechnology | 119 |
| History | 124 |
| Humanities | 127 |
| Human Services | 129 |
| Kinesiology | 138 |
| Mathematics | 143 |
| Organization Management | 147 |
| Philosophy..... | 153 |
| Political Science | 155 |
| Psychology..... | 157 |
| Public Safety Management | 164 |
| Sociology | 169 |
| Spanish | 171 |
| Theology..... | 172 |
| GRADUATE PROGRAMS..... | 179 |
| Master of Science in Management (MSM)..... | 179 |
| Master of Arts in Psychology (MAP) | 182 |
| Public Safety Administration (PSA)..... | 189 |
| Master of Arts in Teaching (MAT) | 193 |
| Board of Trustees, 2017 – 2018 | 204 |
| CCSJ Presidents | 205 |
| Faculty | 206 |

2017 – 2018 College Calendar

Semester I (Fall) 2017

| | |
|------------------|--|
| August 16 – 18 | Faculty Welcome Week |
| August 21 | Education Classes Begin |
| August 30 | GENL 100A – College Survival Freshman Orientation |
| August 31 | GENL 100T – College Survival Transfer Student Orientation |
| September 4 | Labor Day |
| September 5 | Traditional Classes Begin |
| September 5 | Tuition payment due |
| September 5 | Accelerated Classes Begin |
| September 11 | Last day for class changes (add/drop) |
| September 29 | Last day to withdraw from a course without instructor approval |
| October 2 | Mid-term |
| November 23 – 25 | Thanksgiving recess |
| December 8 | Last day to withdraw from a course with instructor approval |
| December 9 | Traditional Classes end |
| December 10 – 16 | Semester examinations |
| December 14 | Accelerated Classes end |
| December 17 | December graduation (ceremony in May) |
| December 18-22 | Intersession Classes |

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

Semester II (Spring)-2018

| | |
|------------------|--|
| January 2 | Accelerated Classes |
| January 8 | Education Classes |
| January 8 – 12 | Intersession Classes |
| January 15 | Martin Luther King Jr. Day-School Closed |
| January 16 | Traditional Classes Begin |
| January 16 | Tuition payment due |
| January 23 | Last day for class changes (add/drop) |
| February 6 | Last day to withdraw from a course without instructor approval |
| February 6 | Mid-term |
| March 5-11 | Spring Break |
| March 30-April 1 | Easter Recess |
| April 27 | Last Day to withdraw from a course with instructor approval |
| April 28 | Traditional Classes End |
| April 30-May 5 | Semester Examinations |
| April 27 | Accelerated Classes End |
| May 19 | Commencement |

Semester III (Summer) 2018

| | |
|----------------|---|
| Session I: | May 7, 2018 to June 23, 2018 (7-week session) |
| Session II: | June 25, 2018 to August 11, 2018 (7-week session) |
| Intersessions: | TBD |

General Information about CCSJ

Calumet College of St. Joseph (CCSJ) was established in 1951 as a Roman Catholic liberal arts college sponsored by the Missionaries of the Precious Blood (C.PP.S), Cincinnati province, a congregation of priests and brothers under the patronage of St. Gaspar del Bufalo.

C.PP.S. Mission Statement

The mission of the C.PP.S. gives Calumet College of St. Joseph its unique Catholic character: *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 ongoing 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

The C.PP.S. mission informs the College mission:

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.PP.S.), the College promotes the inherent dignity of all people, social justice, an ethic of service, student empowerment, opportunity, and lifelong learning.

A Liberal Arts Education in the C.PP.S. Tradition: The Five Pillars of a CCSJ Education

As these foundational mission statements indicate, Calumet College of St. Joseph is dedicated to the values of Catholic liberal arts education in the C.PP.S. tradition. The five pillars of a CCSJ education, informed by the long tradition of Jesuit pedagogy, mean that at graduation, the CCSJ student will be:

1. Open to growth
2. Intellectually competent
3. Religious, in the sense of having examined his or her feelings and beliefs
4. Loving
5. Committed to doing justice

These goals of Catholic liberal arts education are pursued using the high-impact educational practices identified and described by the Association of American Colleges and Universities to ensure inclusive excellence:

- First Year Seminars and Experiences
- Common Intellectual Experiences
- Learning Communities
- Writing-Intensive Courses
- Collaborative Assignments and Projects
- Undergraduate Research
- Diversity/Global Learning (Study Abroad)
- Service Learning and Community-Based Learning
- Internships
- Capstone Courses and Projects

Academic Programs

Traditional Academic Programs

Calumet College of St. Joseph has offered bachelor and associate degrees and certificates for over 65 years. The College's traditional academic programs are designed to serve high school graduates and transfer students, as well as adults who are returning to school. Classes are offered during the day and evening.

The College's traditional academic programs have two components:

- A **General Education curriculum** that (1) exposes students to an intellectual heritage that is central to the liberal arts tradition to which the College has long been committed and that (2) develops foundational knowledge and skills students need to succeed in their major programs of study.
- **Major and minor courses of study** that prepare students for professional work and graduate school.

General Education

Calumet College of St. Joseph's 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 General Education Program has the following objectives:

- Students will read analytically, synthetically, and critically in a variety of genres.
- Students will write in a variety of forms using valid logic, persuasive rhetoric, and correct grammar, usage, and punctuation.

- Students will be able to deliver an oral presentation with a clear central idea that is logically developed, supported by convincing evidence and valid reasoning, and expressed using language and delivery choices thoughtfully adapted to the audience.
- Students will represent, apply, analyze, and evaluate relevant qualitative and quantitative mathematical and scientific evidence (i.e. equations, graphs, diagrams, tables, words) to support or refute an argument.
- Students will appreciate, create, and critique the persuasive power of art and media.
- Students will be able to apply ethical standards to social issues and analyze their own core beliefs and the origin of these beliefs.

The College’s General Education Program requires 38 credit hours of course work, including a 1-credit-hour Orientation, a 3-credit-hour course in Social Justice, and a Theological General Education capstone.

Majors and Minors

In most instances, a minimum of 24 semester hours of upper-level credit in a major is required to major in a specific discipline. Additional requirements may apply in specific disciplines, particularly lower-level prerequisites.

An academic minor is a structured sequence of courses available to undergraduate students in one or more disciplines outside of their major. Each program and support area has specific requirements for the minor. Students should consult with their academic advisor and the appropriate program director. In most instances, a minimum of 12 semester hours of upper-level credit in a major or support area 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.

CCSJ offers the following majors and minors:

Undergraduate Majors and Concentrations

Degrees Offered

| | |
|---|-----------------------|
| Accounting | |
| <i>Concentration:</i> Forensic Accounting | B.S./A.S./Certificate |
| Business Management | B.S. |
| Biomedical Science | B.S. |
| Criminal Justice | B.S./A.S./Certificate |
| <i>Concentrations:</i> | |
| Forensic Criminology | |
| Legal Studies | |
| Pre-Law and Professional Studies | |
| Probation, Parole, and Courts | |
| Digital and Studio Arts | B.A. |
| Elementary Education | B.S. |
| English, Writing, and Professional Communications | B.A./A.A. |
| <i>Concentrations:</i> | |
| Communications | |
| Creative Writing | |
| Literature | |

| | |
|--|-----------|
| Forensic Biotechnology | B.S. |
| General Studies | B.S. |
| Human Services | B.S./A.S. |
| <i>Concentrations:</i> | |
| Social Services | |
| Counseling | |
| Integrated Studies | B.S. |
| Kinesiology | B.S. |
| Organization Management (Accelerated) | B.S. |
| Psychology | B.S./A.S. |
| Public Safety Management (Accelerated) | B.S. |
| Theology | B.A./A.A. |

Minors

- Accounting
- Business Management
- Drama
- English, Writing, and Professional Communications
- Exercise and Sport Science
- Graphic Design
- History
- Humanities
- Human Services
- Philosophy
- Psychology
- Theology

Accelerated Academic Programs

Calumet College of St. Joseph's accelerated degree programs are aimed at mid-career professionals who have college credit, but who have not completed sufficient coursework to earn a bachelor's degree. Students can earn baccalaureate degrees in Organization Management or Public Safety Management.

Graduate Degree Programs

The College has four graduate programs: Master of Science in Management (MSM), Master of Arts in Psychology (MAP), Master of Science in Public Safety Administration (PSA), and Master of Arts in Teaching (MAT). The College's master's degree programs provide students with the skills, knowledge, and dispositions needed to confront challenges associated with these disciplines 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.

Accreditation

Calumet College of St. Joseph is accredited to offer master's, baccalaureate, and associate degrees; certificates; and diplomas by the Higher Learning Commission, a member of the North Central Association, 230 S. LaSalle St., Suite 7-500, Chicago, IL 60604 (hlcommission.org). The College has been approved by the National Council Accreditation for Teacher Education (NCATE). The Education Department 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.

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.

Organizational Structure

CCSJ is committed to a shared governance process that recognizes the roles of these components:

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 in relation to it;
- 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 Precious 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. Four Vice Presidents assist the President in this task, assuming responsibilities for Academic Affairs, Business and Finance, Enrollment and Retention, and Facilities and Technology. In addition, the Athletics Department, the Office of Institutional Advancement, and Public Relations report directly to the President.

Office of Academic Affairs

The Office of Academic Affairs is responsible for the College's academic programs. The Vice President of Academic Affairs collaborates with faculty members in developing and assessing programs of study across academic fields and disciplines. The College's academic programs are organized into six departments: Behavioral and Social Sciences, Biophysical Chemistry and Mathematics, Business Management, Education, Humanities, and Public Safety and Criminal Justice. Academic Affairs also includes Academic Advising, Academic Support Programs, Career Services, the Office of Charter Schools, the First-Year Program, General Education, Institutional Research, and Library Services.

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. It includes Accounting, the Business Office, Financial Aid, Human Resources, and Payroll Services.

Office of Enrollment and Retention

The Office of Enrollment and Retention develops, implements, and coordinates services that support the academic and personal success of each student from admission through graduation. Enrollment and Retention includes Disability Services, Enrollment and Marketing, the International Student Liaison, the Registrar's Office, and Student Activities.

Office of Facilities and Technology

The Office of Facilities and Technology maintains the comfort and utility of CCSJ's buildings and develops and implements the College's technology plan. This office includes Facilities, Information Technology, the Mailroom and Help Desk, and Security.

Faculty Senate

The Academic Senate has primary responsibility for initiating, developing, and implementing the instructional program of the college, under the supervision of the Vice President of Academic Affairs and President of the College, subject to the approval of the Board of Trustees.

The Academic Senate formulates academic policy covering curriculum, admissions, graduation requirements, scholarships, teaching methods, examinations and other academic matters. It also has central responsibility for academic planning.

Enrollment Policies

The Recruitment and Enrollment staff is responsible for providing information about Calumet College of St. Joseph, guiding students through the admission process, and helping new students access the services they need for admission and registration.

First Time Freshmen

Unconditional Enrollment

- 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 ACCUPLACER score of 76 in Reading

Conditional Enrollment

- High School Diploma with minimum GPA of 1.75 **or**
- No ACT or SAT testing **or**
- Standardized testing does not meet minimum scores listed above

The Office of Enrollment Management is located on the first floor and is open Monday, Thursday, and Friday from 8:30 a.m. to 5:00 p.m. and Tuesday and Wednesday from 8:30 a.m. to 7:00 p.m. Prospective students are urged to visit the campus. Visitors will be able to meet privately with an 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/admissions/index.php

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

- A completed Application for Admission and
- All official transcripts and test scores required for admission that are specified for freshman, transfer, international, and graduate students.

NOTE that no application fee is required for undergraduate programs.

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.

Enrollment in 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. We also recommend that high school students earn a minimum of a Core 40 diploma.

The College may also require on-campus assessment for placement purposes.

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.

Subject Exam Equivalent Score Granted

Biology – BIOL 115: 3, 4, or 5 = 4 credit hours
Chemistry – CHEM 200: 3, 4, or 5 = 4 credit hours
Physics – PHYS 300: 3, 4, or 5 = 4 credit hours
Calculus – MATH 230: 4 or 5 = 3 credit hours
English Composition – EWPC 103: 4 or 5 = 3 credit hours
American History – HIST 110: 4 or 5 = 3 credit hours
American Government – PLSC 220: 4 or 5 = 3 credit hours
Art History – ARTS 280: 3 or 4 = 3 credit hours
Macroeconomics – ECON 210: 4 or 5 = 3 credit hours
Microeconomics – ECON 211: 4 or 5 = 3 credit hours
Psychology – PSY 100: 4 or 5 = 3 credit hours
Spanish – SPN 103, 203: 4 or 5 = 6 credit hours

Returning Students

Any student who has left Calumet College of St. Joseph to attend another college or university must apply for readmission to the College. The applicant will have to submit a new application for admission and 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.

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 fewer 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, although transfer applicants who plan to study Education must have a minimum GPA of 2.5, and other specific majors may have other minimum requirements. 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 when 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 and no more than 90 semester hours from a four-year college toward a bachelor degree.

Degree Completion Students

Students applying to Calumet College's accelerated degree programs must meet the following requirements:

1. Be age 24 at time of admission;
2. Complete an Application for Admission;
3. Submit all official transcripts from regionally accredited colleges and universities;
4. Transfer a minimum of 52 credit hours from regionally accredited colleges and universities, ACE credit evaluations, military training, police academic instruction, or other sources deemed by the College to be acceptable;
5. Demonstrate a cumulative grade point average of 2.0 on a 4.0 scale for all previously completed coursework at the post-secondary level.

If the applicant has fewer than 52 semester hours of credit or a cumulative GPA of less than 2.0 on a 4.0 scale, or if the applicant has not passed a for-credit English course at an accredited institution of higher learning with a grade of C or better, he or she must successfully complete Enrollment Management testing.

Students Pursuing a Second Bachelor's Degree

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

Students Who Are Not Seeking a Degree

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.

Dual Credit Students

Calumet College of St. Joseph offers high school juniors and seniors who qualify the opportunity to enroll in college level courses on the university campus in Whiting, Indiana, or at secondary school locations such as Bishop Noll Institute (BNI) and the Hammond Academy of Science and Technology (HAST). Students will receive college credits and high school credit upon completion of each course. This unique arrangement allows students the chance to experience college work and to earn college credits prior to entering college, which saves money and helps them graduate on time.

Dual Credit students may take any course the university offers provided they meet all prerequisites or the instructor grants permission. Calumet College utilizes the Core 40 Transfer Library for the state of Indiana (<http://www.transferin.net/CTL.aspx>) so credits may transfer to any college or university.

The dual credit tuition is free with a fee of \$75.00 per course, plus textbook fees.

Dual-credit students must be identified by their high school faculty or administration. After consultation with his/her high school faculty member, the student should:

1. Complete the High School Dual Credit Admission and Registration Form available at www.ccsj.edu
2. Print the completed copy to obtain necessary signatures
3. Ask the high school counselor to sign the completed form to confirm eligibility
4. Ask parents to sign the completed form to confirm that they are aware of the course fees
5. Send or bring the completed form to Calumet College of St. Joseph
6. Meet with a Calumet College of St. Joseph advisor to schedule the requested course

Enrollment in Graduate Programs

For enrollment in any Graduate Program (Management, Psychology, Public Safety Administration, and Teaching), secure an application packet by calling the Enrollment Management Department or by visiting the CCSJ website. Next,

- Complete the application form and submit it with the \$25 application fee and appropriate accompanying documents two months prior to the semester 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 academic program administrator if currently in college, and official transcripts reflecting all undergraduate coursework completed.

Management (MSM)

In addition to the requirements for all prospective graduate students, applicants for admission into the Master of Science in Management (MSM) Program must

- Have a Bachelor's degree from an accredited college/university with an overall GPA of 3.0 on a 4.0 scale for all undergraduate coursework.

Psychology (MAP)

In addition to completing the application process outlined above, applicants for the MAP program must

- Have a Bachelor's degree in Psychology or have taken at least 18 undergraduate hours of Psychology. These hours must include introductory Psychology, introductory statistics, Psychological testing, and research methods from an accredited institution of higher learning.

Public Safety Administration (PSA)

In addition to submitting the standard graduate application, applicants for the Public Safety Administration (PSA) Program must

- Have graduated from an accredited post-secondary institution with a baccalaureate degree.

Teaching (MAT): Final Phase

Applicants for admission into the Master of Arts in Teaching (MAT) Final Phase Program must submit the graduate school application and

- Be currently licensed/accredited by an appropriate state licensing/certification agency and be employed in a P-12 educational setting, teaching in a classroom consistent with the applicant's license/certificate (in terms of content area and developmental level); and
- Have successfully completed the MAT Initial Phase.

International Students

International applicants to Calumet College of St. Joseph must submit the following:

- A completed Application for Admission;
- All official high school and college transcripts, which must be evaluated and translated;
- A 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.

Tuition and Fees

All students who attend Calumet College of St. Joseph are accountable for full payment of their student accounts. The tuition and fee schedule follows. For additional information about financial obligations, contact the Business Office.

2017-2018 Tuition & Fee Schedule

| Description | 2017-2018 |
|--|-----------|
| <i>Tuition:</i> | |
| Traditional Program Tuition (full-time fall and spring term) | \$17,650 |
| Traditional Program Tuition (part-time per credit hour) | \$560 |
| Degree Completion Program tuition (per credit hour) | \$605 |
| Master's Program tuition (per credit hour) | \$815 |
| <i>Required for all students:</i> | |
| Textbook Rental Fee/semester | |
| Full-Time Traditional (12-18 credit hours) | \$350 |
| Part-Time Traditional (per credit hour) | \$30 |
| Graduate students (6-9 credit hours) | \$225 |
| Technology fee (per term) | \$100 |
| Student Association Fee (per term) | \$35 |
| Required for International students | |
| International Student Services /term | \$600 |
| International Application Fee (one-time fee) | \$50 |
| <i>Course Related Fees:</i> | |
| First Year Experience Fee (GENL 100) | \$250 |
| Honors L.C. Seminar (GENL 290H)/ semester | \$45 |
| Education Seminar Fee (EDUC 299) / semester | \$45 |
| LEAP Portfolio Processing Fee | \$125 |
| MAP Course 500: American Psychological Association Affiliate | \$70 |
| MAP Courses: 550/555 | \$75 |
| MAP Course:553 | \$100 |
| Psychology Courses:260/512 | \$50 |
| Psychology Course 499 (make-up fee) | \$25 |
| ARTS & MFA (per course – excl Arts 273 & Arts 280) | \$75 |
| Science Lab Fees (per course) | \$250 |
| Student Teaching Courses: 494, 495 | \$500 |
| Course Audit (Whiting, East Chicago and Hammond Residents) | \$100 |
| Summer Seminars | \$500 |
| Intersession Courses | \$500 |

| Miscellaneous Fees: | |
|---|-------|
| Alternative Credit (CLEP, LEAP, Credit by Exam) per credit hour | \$200 |
| CLEP Exam Fee | \$25 |
| LEAP Portfolio Processing Fee | \$125 |
| Returned Check Fee | \$50 |
| Transcript of Credits (after first request) | \$10 |
| Deferred Payment Plan (1 term) | \$50 |
| Deferred Payment Plan (multi-term) | \$50 |
| Deferred Payment Plan Late Fee | \$50 |
| Graduation Fee - Undergrad | \$125 |
| Graduation Fee – Graduate program | \$150 |
| Replacement Diploma (each) | \$30 |
| CASA (new testing) | \$25 |
| ACCUPLACER retake fee (after 3rd attempt) | \$10 |
| Graduate Program Application Fee | \$25 |
| Undergraduate Late Registration Fee | \$25 |
| Honors Learning Trip Insurance | \$125 |

Financial Aid

The cost of an education at Calumet College of St. Joseph is modest compared to that of other private colleges in our tri-state area. Nevertheless, attending college frequently requires financial support, and 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 aid and scholarships. Financial aid requirements, grants, and scholarships are fully explained in the Student Handbook and the College website at www.ccsj.edu/financialaid/index.php. For further information, contact the Office of Financial Aid.

Class Policies

Registration for Classes

No student will receive credit for any courses taken without being officially registered. Initial registration occurs in the Academic Advising Offices or the Education Department, if the student is an Education major. After a student has registered, changes in courses or class sections must be approved and processed in these offices.

Class Schedules

A class schedule is available online prior to 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 is over-subscribed or when limited enrollment is advised.

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

Academic advisors and advisors in the Education Department provide academic plans and assist students in charting 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.

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

Schedule Changes and Dropping or Adding Classes

Traditional students are permitted to drop courses during the standard add/drop period (the first week of the semester; see the 2017 – 18 College Calendar). 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 verification of non-attendance by faculty members. For example, a student who is enrolled for 15 credit hours (that is, 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 (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 has passed (see the College calendar), students may withdraw from a course in which they are registered due to circumstances beyond their control, such as an illness, accident, grievous personal loss, or other such circumstances. A written request detailing the reason(s) for the withdrawal must be completed with the Office of

Academic Advising and filed with the Registrar. The Office of Academic Advising must receive a written request for withdrawal by the last day of classes prior to the final examination dates specified in the catalog. Written requests should be submitted in person or, when an in-person visit is not possible, mailed or e-mailed to the Office of Academic Advising. If the request requires instructor approval per the College calendar, it must be forwarded to the faculty member, who makes the final determination to accept or deny the request.

Withdrawal from classes may have implications for time to graduation, athletic eligibility and financial commitments, and students should meet with representatives of Academic Advising, Athletics (if applicable), and Financial Aid. Following these meetings, if the request is honored by the faculty member, the student will receive notification of official withdrawal from the Registrar.

If the request is denied by the faculty member, the notification will indicate why the withdrawal is disallowed. Please note that if the request does not require instructor approval, the student must still meet or speak with representatives from Academic Advising, Financial Aid, and Athletics (if applicable) before the withdrawal will be processed.

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 “FW,” failure to withdraw. See Refund Policies on the College website (www.ccsj.edu/businessoffice/Refund.php) for the financial implications of withdrawing from courses.

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

Failure to Withdraw (FW)

If a student does not complete withdrawal paperwork with the Registrar’s Office or notify the instructor of his or her intent to withdraw due to an illness, accident, grievous personal loss, or other circumstances beyond the student’s control, the student will receive a Failure to withdraw (FW). This grade is submitted by the instructor at the end of term, and it has the same consequences as an F for academic performance does.

Dropping, Withdrawing, or Failing to Withdraw?

The three different ways of leaving a course therefore have different purposes and different results. These processes and their implications can be summarized as follows:

- *Course drops.* Students can drop courses within the first week of each semester. In this case, students have no financial responsibilities, though there may be implications for time to graduation and athletic eligibility.
- *Administrative drops.* Traditional students who have not attended any classes will be administratively dropped from their entire course load between the third and fifth week of the semester. This approach has the same results as drops initiated by the student: there are no implications for financial responsibilities, but time to graduation and athletic eligibility may be affected.

- *Withdrawals.* Students must petition in writing to withdraw from a course after the add/drop period **due to circumstances beyond their control** such as illness, personal loss, or accident. **Withdrawals have financial implications** and may have implications for time to graduation and athletic eligibility as well. Check the refund schedule for further details about financial liability.

Course Load

Full-time students carry a minimum of 12 semester hours of graded courses in a regular 15-week term, or a minimum of 6 credit hours in a 7-week session.

Part-time students carry fewer than 12 semester hours of graded courses in a regular 15-week term or less than 6 credit hours in a 7-week session.

Class Standing

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

- 1st Semester Freshman: 0 to 12 credit hours
- 2nd Semester Freshman: 12 to 27 credit hours
- Sophomore: 27 to 57 credit hours
- Junior: 57 to 90 credit hours
- Senior: 90+ 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 they would for a course for credit. The total number of for-credit and audited hours combined may not exceed 18 each semester. A reduced tuition rate may apply. 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

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 that meets three times weekly for an hour each time, a class that meets twice weekly for an hour and a half each time, and a class that meets once weekly for three hours each time all carry three credits. Note that all these three-credit-hour classes require three hours of attendance and six hours of preparation per week. One laboratory period (2 to 4 hours) is equivalent to one class meeting. The minimum passing grade required to receive credit is D-.

Advanced Placement Courses

Calumet College of St. Joseph grants credits based on appropriate National Advanced 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 the College Level Examination Program (CLEP) and the Life Experience Assessment Program (LEAP).

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 Admissions Office 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 Office of Academic Support.

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

CED 230. Coordinated Practicum**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 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**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**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.

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 Academic Advising Office and, for Education majors, in the Education Program Office. Completed applications should be turned in by the end of the regular registration period prior to the start of the semester.

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.

Life Experience Assessment Program Credit (LEAP)

Calumet College of St. Joseph recognizes that learning can take place outside of the traditional

classroom setting. 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 that explains the requirements for documenting college-level learning 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 and taken a college-level English course.

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 school events are responsible for all missed work and must follow the instructor's requirements for notification prior to absences. 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 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. These policies are clearly indicated on course syllabi.

Grade Policies

Grading System

Grades are given in the form of letter symbols; no numerical value is indicated. These letter symbols have the following meanings:

- A = excellent achievement
- B = above average
- C = average
- D = acceptable, but poor
- F = failing
- FW = failure to withdraw
- P = passing (pass/fail)
- E = failing (pass/fail)
- I = incomplete
- W = withdrawal
- 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 |
| D+ | | 1.333 |
| D | Below Average, but poor | 1.000 |
| D- | | .667 |
| F | Failing | 0 |
| FW | Failure to Withdraw | 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

A Grade of Incomplete

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 grade of I will not be considered in computing GPA.

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 x 3) plus (4 x 3) plus (3 x 3) plus (3 x 3) divided by 12 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. Students cannot repeat undergraduate courses more than twice.

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.

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

Traditional Academic Programs: Probation

All traditional undergraduate students are required to maintain a cumulative 2.0 GPA. Any student falling below that standard for any enrolled term will be placed on academic warning, but will still qualify for financial aid. If a student continues below the standard in a subsequent term, that student will be placed on academic suspension along with financial aid suspension and will

not qualify for any form of financial aid. If the student is placed on academic suspension, he or she will have to submit an appeal to be considered for academic reinstatement.

Accelerated Degree Programs: Probation and Dismissal

Students who fail to maintain a 2.0 or better grade point average (GPA) may be subject to academic penalties, including being placed on probation or dismissal from the Accelerated Degree Program.

Traditional Academic Programs: Appeal Process

Suspensions for satisfactory academic progress (SAP) may be appealed if unusual or mitigating circumstances affected academic progress. Such circumstances may include a severe illness or injury to the student or an immediate family member, the death of a relative, student activation into military service, or other appropriate circumstances. The student must submit a SAP Appeal Form to the Office of Financial Aid explaining in detail why he or she failed to meet the minimum academic standards, what unusual and/or mitigating circumstances caused the failure, and how the situation has changed or improve. If the Financial Aid Department's SAP committee approves continued financial aid, or if the student seeks academic readmission without financial aid support, the Vice President for Academic Affairs convenes the Readmission Committee to consider the case for academic readmission. All appeal approvals are accompanied by an academic plan that outlines requirements to regain good standing. The student will be notified by email of the SAP appeal decision and the readmission requirements.

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.

Taking Classes at Other Institutions

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.

Graduation Policies

Although academic and faculty advisors provide counseling services, *each student is responsible for his or her own program of study and for meeting the degree requirements by the time of graduation.* The candidate must have been admitted to the College in a degree program, with all records from other previously attended institutions in order. Students are generally held to the degree requirements in force 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 must, however, fulfill all requirements listed in the Catalog selected.

All transfer credit for degree candidates must be on file four weeks before the student's last term. No more than 66 hours of community college work will be accepted toward a bachelor's degree.

The candidate must file a graduation application in the Academic Advising or Education Office or with an appropriate advisor by the date stipulated in the course schedule or announcement. An application remains on file for only one semester after the term for which it applies.

Students receiving master's, baccalaureate, or associate's degrees are encouraged to attend graduation exercises.

Traditional Academic Programs

Bachelor's Degrees

1. Students must complete a minimum of 120 semester hours and earn a grade point average (GPA) of 2.00 or higher for all work completed at Calumet College of St. Joseph.
2. Students must demonstrate achievement of the General Education learning objectives through satisfactory performance on Signature Assignments and of programmatic learning objectives through satisfactory performance in capstone courses.
3. Students must complete the requirements of his or her major with a GPA of at least 2.00 in his or her major courses. Some degree programs have higher standards.
4. 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.
5. Students 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.

No more than 42 upper-level hours in a single discipline may be counted toward the total number of credit hours required for graduation.

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 Academic Advising or Education Office if they have specific questions pertaining to their majors.

Associate's Degrees

1. The student must have completed a minimum of 59 – 60 semester hours.
2. The student must have a GPA 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 an area of concentration.
4. Courses used to fulfill one area of concentration cannot be used for a second associate's degree.

Certificates

1. The student must complete a minimum of 30 semester hours.
2. The student must earn quality points that equal at least twice the number of graded hours (a GPA of 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 meet the General Education requirements for more than one certificate, however.
5. The student must complete English Composition, EWPC 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 2.00 or above;
- Have fulfilled all requirements, including having achieved a minimum of 52 accredited traditional credit hours, which can either be transferred to or 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 120 college credit hours.

Second Degrees

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

interested in pursuing a second associate's degree or bachelor's degree should see an academic advisor.

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 to students who earn a cumulative GPA of at least 3.50. Magna Cum Laude honors are awarded to students with a GPA of at least 3.70. Summa Cum Laude honors apply to students graduating with a GPA 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 their cumulative GPA is at least 3.50.

A valedictorian of the graduating class is selected from among each year's baccalaureate graduates. Second-degree students are not eligible.

Student Services

Academic Advising

Academic advisors assist students with selecting majors and minors and choosing the course work to achieve their educational and career goals. The Academic Advising Office is located in Suite 100 and is open during daytime and certain evening hours. Students who are nearing graduation should complete a graduation application with their academic advisor at least a semester before they plan to graduate. (See the Schedule of Classes for deadlines).

Students are also strongly encouraged to consult with the program director 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. The Office of Career Services also provides guidance and information regarding career paths.

Academic Success Center

The Academic Success Center provides students with individualized support. Students work with faculty tutors to develop course competencies and study skills such as time management, test preparation, and note taking. In addition, tutors provide students with tutoring support to help pass courses, improve grade point averages, and promote continuing education and career advancement. Tutors help students learn both how to master specific subject matter and how to develop effective learning skills. The Academic Success Center is open to all students at Calumet College of St. Joseph at no charge and is available to support academic courses at both the introductory and advanced levels. For assistance, please visit the Student Success Center in Room 167 (at the south end of the library) or call 473-4286.

Career Services

The Office of Career Services is conveniently located in Academic Advising, indicating the importance of planning academic programs that reach students' ultimate career goals. The Office provides a wide range of current occupational information, internship and job listings, and career development materials designed to help students and alumni prepare for and explore career opportunities. It offers resume and cover letter assistance, mock interviewing, self-assessment tools, career workshops, and job postings. An annual career fair featuring area employers is held every spring.

Internships are strongly encouraged, regardless of major. The Office of Career Services assists at all levels of the process.

CCSJ Book Program

The CCSJ Book Program ensures that every student will have the right course materials on the first day of class so everyone can be successful. Student pay a book rental fee each semester, and in return, they receive all the materials for all their classes prior to the first day of each semester. At the end of the semester, they simply return the books. For traditional students, the Book Rental Program is conveniently located in the library, where students can pick up and return their books. For students in accelerated programs and graduate programs, books will be delivered to their homes and they can return them by mail.

Computer Labs and Help Desk

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 can be found in the Student Handbook.

The Computer Services Department maintains computers for student use 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 in the Specker Memorial Library, the writing labs, and the Academic Support Center. All computers in these locations provide Internet access and access to MS Office professional software, as well as some additional programs. Open lab 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. Hours may change because of holidays or maintenance schedules.

The Computer Services Help Desk is located in the Mail Room. Computer Services personnel are available to assist students who experience problems with computing resources, which may include connecting to the campus wireless network, access to various web services (the Blackboard Learning System and Student Online Services), technical issues in computer labs, and performing user account maintenance. Students who require assistance with homework or software use will be directed to the Academic Success Center. The Help Desk can be contacted by calling 473-4366 or e-mailing computerservices@ccsj.edu. Additional information can be found at the Computer Services web page at www.ccsj.edu.

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 request an accommodation and/or an auxiliary aid (e.g., additional time for tests, note taking assistance, special testing arrangements, and the like). It is the student's responsibility to contact the Coordinator of Disability Services as early as possible to request an accommodation 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. In addition, a student can bring an IEP or Section 504 from their high school as sufficient documentation. 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 in Room 101, 219-473-4349.

Emergency Notification System

Calumet College of St. Joseph's Emergency Notification System, a web-based unified emergency notification system, provides the CCSJ Family (students, faculty, staff, and administrators) with instant alerts of inclement weather, school closings, power outages, and any emergencies via text messaging, telephone, and e-mail. Register for the Emergency Notification Systems at www.ccsj.edu/alerts.

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 100,000 items. Pegasus, the Library's online catalog, lists all of the materials owned by the Library, including books, periodicals, DVDs, e-books, 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 also provides interlibrary loan services to obtain books and articles not on the Library's shelves or in its databases.

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. To access the Library online, click on "Library" on the CCSJ homepage or go to www.ccsj.edu/library/index.php. There you'll also find useful guides and information.

Students are encouraged to seek assistance from professional staff and student workers. This can include simply pointing out where various resources are located or launching comprehensive research on a particular topic. Reference assistance is provided to class groups or on an individual basis. Library staff can be contacted in person, by telephone at 219-473-4373 or by e-mail at library@ccsj.edu.

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 and Student Advocacy

The Office of Campus Ministry offers services in keeping with an ecumenical spirit and the College's Catholic identity, and it can direct students to other sources of assistance. In addition, the Office can advocate on behalf of a student seeking counsel. The College also offers Mass daily in the Chapel. Contact Br. Jerry Schwieterman in Room 408, 473-4239, or email him at jschwieterman@ccsj.edu

Personal Academic Career Excellence Program (PACE)

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 assists students in improving the skills they will need to persist to graduation. The Academic Success Center will create an educational plan for students in the PACE program.

Registrar

The Registrar's Office serves as the official repository of all student records. Services include processing and verifying registrations, posting 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 Dean's and President's lists. Students are urged to contact the Registrar's Office if questions arise concerning any of these matters.

Student Assistance Program

Through a partnership with Methodist Hospital, Calumet College of St. Joseph provides a free Student Assistance Program (SAP) to current students. The SAP is a confidential counseling service provided to students for personal and school concerns which may be interfering with academic performance and/or quality of life. The SAP counselor is available on campus once a week and off-site at their Employee Assistance Program (EAP) office in Merrillville or Gary. For more information, contact the SAP Counselor, at 219-736-4067.

Student Complaints

Written complaints from students can be filed in the Office of Academic Affairs. The College maintains records about 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. 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 20 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.

CCSJ Student Honor Code

In 2017, student leaders in the St. Gaspar Honors Learning Community and the Student Government adopted the CCSJ Student Honor Code, which was subsequently endorsed by the Faculty Senate and the CCSJ Board of Trustees. The Code guides student conduct at the College. It reads as follows:

I, as a student member of the Calumet College academic community, in accordance with the college's mission and in a spirit of mutual respect, pledge to:

- *Continuously embrace **honesty and curiosity** in the pursuit of my educational goals;*
- *Avoid all behaviors that could impede or distract from the academic progress of myself or other members of my **community**;*
- *Do my own work with **integrity** at all times, in accordance with syllabi, and without giving or receiving inappropriate aid;*
- *Do my utmost to act with commitment, inside and outside of class, to the goals and **mission** of Calumet College of St. Joseph.*

Infractions of this code may be referred to the Restorative Justice Committee.

Discipline

Student policies are published in the Student Handbook, which can be found on the school's website. The Planner is available to all students digitally. The College encourages student freedom and self-government within the limits in the Student Handbook. Students become liable 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.

Religious Exercises

Students of all faiths are warmly welcomed, both at the College and at daily Mass.

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. 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 and Clubs

Calumet College of St. Joseph is committed to providing a broad range of co-curricular, educational, developmental, and social experiences. Clubs at CCSJ seek to engage students by offering meaningful opportunities that foster new friendships, an appreciation of lifelong learning, individual responsibility, and human diversity.

Student Publications

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

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. For more information about student privacy rights, see the Student Handbook.

UNDERGRADUATE PROGRAMS

General Education at CCSJ

General Education Director
Carrie Hutton M.S., M.S.E., Ed.D

Calumet College of St. Joseph's 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 General Education Program has the following objectives:

- Students will read analytically, synthetically, and critically in a variety of genres.
- Students will write in a variety of forms using valid logic, persuasive rhetoric, and correct grammar, usage, and punctuation.
- Students will be able to orally deliver a presentation with a clear central idea that is logically developed, supported by convincing evidence and valid reasoning, and expressed using language and delivery choices thoughtfully adapted to the audience.
- Students will represent, apply, analyze, and evaluate relevant qualitative and quantitative mathematical and scientific evidence (i.e. equations, graphs, diagrams, tables, words) to support or refute an argument.
- Students will appreciate, create, and critique the persuasive power of art and media.
- Students will be able to apply ethical standards to social issues and analyze their own core beliefs and the origin of these beliefs.

The College's General Education requirement includes 38 credit hours of course work, which includes a 1-credit-hour Orientation, a 3-credit-hour course in Social Justice and a Theological general education capstone.

Students who started at Calumet College of St. Joseph in Fall 2017 or later, either as new or transferring students, are subject to these requirements. Students admitted prior to Fall 2017 should consult the catalog under which they were accepted to identify the applicable General Education Requirements.

General Education Courses

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

Required courses during freshman semesters 1 and 2:

- General Education 100 or 100T (transfer protected)
- General Education 290 (Honors students only)
- HUMS 110 Foundations of Western Culture (transfer protected)
- EWPC 103 English Composition (Honors students take EWPC 106)
- THEO 110 Social Justice (transfer protected)
- EWPC 150 Public Speaking
- MATH 104 Algebra and Trigonometry, **or** MATH 110 Finite Mathematics, **or** MATH 171 Principles of Statistics
- BIOL 115 Cell and Evolution Biology plus lab, **or** CHEM 200 General and Analytical Chemistry I plus lab, **or** GEOL 110 Earth and Space Science plus lab, **or** SCIE 102 General Science plus lab

Any two of the following Humanities courses during the second semester of freshman year and/or the sophomore year (students are not able to repeat a prefix in their Humanities choices)

- ARTS 100 Introduction to the Performing Arts
- ARTS 120 Digital Photography
- ARTS 140 Introduction to Graphic Design
- ARTS 160 Drawing I
- ARTS 170 Introduction to Visual Arts
- EWPC 111 The Literary Experience (Honors students take EWPC 112)
- PHIL 200 Great Philosophical Ideas

Any two of the following Social Science courses during the second semester of freshman year and/or the sophomore year (students are not able to repeat a prefix in their Social Science choices)

- ECON 160 Economic Theory and Personal Finance
- HIST 110 American Civilization
- HIST 115 Western Civilization
- HIST 120 World Civilizations
- PLSC 220 American Political System I
- PSY 100 Introduction to Psychology
- SOCL 210 General Sociology

A Capstone Sequence taken in order beginning in the second semester of sophomore year or later:

- EWPC 204 Academic Reading and Writing II (transfer protected)
- THEO 230 The Search for Ultimate Meaning (transfer protected)

Some courses in the General Education curriculum can be taken to meet the needs of students majoring in any of the College's traditional academic programs.

The General Education Program applies to students in traditional, associated degree, and accelerated degree programs, as well as to transfer students. To this end,

- **Traditional students** complete the 38-credit-hour General Education Program.
- **Associate degree students** complete the first 36 credit hours of Gen Ed, plus 24 credit hours in their major discipline, for a 60-credit-hour program.
- **Transfer students** meet the 38-credit-hour General Education Program requirements, including taking the transfer-protected courses, HUMS 110, THEO 110, EWPC 204, and THEO 230.
- **Students in accelerated programs** meet the 38-credit-hour General Education Program requirements through a special sequence, described below.

Full-time Traditional Students with Few or No College Credits

Prior to their first semester, new traditional students take GENL 100, Orientation. In their first semester, these students take three or four General Education classes, two of which, HUMS 110, Foundations of Western Culture and THEO 110, Social Justice, are linked in a common learning community. Freshmen typically take a math General Education requirement: MATH 104 Algebra and Trigonometry, or MATH 110 Finite Mathematics, or MATH 171 Principles of Statistics. They also take a course in their major their first semester.

In their second semester, traditional students take additional General Education requirements: EWPC 150 (Public Speaking), the math requirement if not taken first semester, and the science requirement: BIOL 115 (Cell and Evolution Biology plus lab) or CHEM 200 (General and Analytical Chemistry I plus lab) or GEOL 110 (Earth and Space Science plus lab) or SCIE 102 (General Science plus lab). In addition, they take a course in their major and a General Education elective.

Signature assignments occur in EWPC 103, EWPC 150, EWPC 204, and THEO 230. Students complete Signature Assignments in EWPC 103 and EWPC 150 to demonstrate competence in foundational skills, and they complete Signature Assignments in EWPC 204 and THEO 230 to demonstrate that they have achieved General Education objectives.

General Education Course Requirements for Accelerated Programs

Students pursuing accelerated degrees enter these programs with at least 52 credit hours and will meet the 38-credit-hour General Education requirements as the table on the next page indicates.

Transfer Students

Transfer students must meet the 38-credit hour General Education Program requirements, including taking the transfer-protected courses, HUMS 110, THEO 110, EWPC 204, and THEO 230. Students will complete Signature Assignments in EWPC 204 and THEO 230 to demonstrate that they have achieved General Education objectives.

| Gen Ed Requirement | ORMN | PSM |
|--|--|---|
| GENL 100 | Waived | Waived |
| HUMS 110 | Equivalent course w/in the program, ORMN 435, Liberal Studies I | Equivalent course w/in the program, PSM 309, Multicultural and Diverse Populations |
| EWPC 103 or equivalent | Same | Same |
| THEO 110 | Equivalent course w/in program, ORMN 455, Business Ethics, Social Responsibility, and Management | Equivalent course w/in program, PSM 425, Ethics in Public Safety |
| EWPC 150 or equivalent | Same | Same |
| MATH 104, 110, or 171 or equivalent | Same | Same |
| BIO, CHEM, GEOL, or SCIE or equivalent | Same | Same |
| Humanities choice 1 | Same | Same |
| Humanities choice 2 | Equivalent course w/in program, ORMN 450, Liberal Studies II | Equivalent course w/in program, PSM 435, Contemporary Issues in Public Safety |
| Social Studies choice 1: PSYC, HIST, SOC, ECON, PLSC | Same | Same |
| Social Studies choice 2: PSYC, HIST, SOC, ECON, PLSC | Same | Same |
| EWPC 204 | Equivalent course w/in the program, ORMN 421, Research and Writing | Equivalent course w/in the program, PSM 325, Introduction to Research of Public Safety Issues |
| Capstone: THEO 230 | Capstone synthesis: ORMN 463: Integrative Project | Capstone synthesis: Strategy & Policy in PSM |

General Education Courses (GENL)

GENL 095. Learning Strategies (PACE)

0 hour

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. The program creates a prescriptive education plan for students. Students participate in the following: one-on-one tutoring; group study sessions; academic skills workshops; and group activities. Students who do not successfully complete GENL 095 in their first term will be required to petition for readmission to the college.

GENL 100. College Survival

1 hour

This course introduces students to the learning experience at Calumet College of St. Joseph, providing a foundational experience that introduces both academic and non-academic components of attending college. Students become more comfortable at CCSJ; address their concerns about college; understand the expectations of college students; and encounter CCSJ history and traditions, helping them to feel that they are becoming part of a distinctive community.

GENL 100T. College Survival for Transfer Students**1 hour**

This course introduces transfer students to the learning experience at Calumet College of St. Joseph, providing a foundational experience that introduces both academic and non-academic components of attending college. Students engage in Signature Assignments in Writing and Speaking, become more comfortable at CCSJ; address their concerns about college; understand the expectations of college students; and encounter CCSJ history and traditions, helping them to feel that they are becoming part of a distinctive community.

GENL 290. Honors Seminar**0 hour**

Honors Seminar is a 0-credit hour course with a pass/fail grade that meets for two hours each month. The course is required for all students enrolled in the St. Gaspar's Honors Learning Community. The course supplements 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 provide exposure to the professional and scholarly works of CCSJ faculty, to regional scholars, and to scholarly works from a variety of disciplines.

Prerequisites: Admission into Honors Learning Community

Course Fee: See current fee schedule

General Studies

General Education Chairperson
Carrie Hutton, M.S., M.S.E., Ed.D.

Program Director: Tina Ebenger, Ph.D.

The General Studies Program, part of General Education at CCSJ is cross-disciplinary in character, and is intended for students whose interests and goals fall outside the framework of a traditional major. The General Studies Program offers a B.S. degree representing a broad-based education. Rather than aiming at a particular field, students acquire general skills and obtain necessary knowledge to become contributing members of society, capable of fulfilling their civic and social roles across society.

An academic advisor, in consultation with the Program Director, assists the student in the completion of degree requirements.

B.S. in General Studies (120 hours)

The following courses are required for a major in General Studies

1. 38 hours: General Education
2. 12 hours: Mid-level Courses in Major
 - Mid-level courses (level 200 and above)

General Education courses are excluded from mid-level courses above
3. 21 hours: Upper-level Courses in Major

- Upper level courses in concentration (300-400 level courses)
Note: some 200 level courses may apply as upper level courses to the Baccalaureate degree with permission of program director
General Education courses are excluded from upper-level courses above.
- 4. 6 hours: Upper Level Courses in General Studies
 - GST 400 General Studies Seminar
 - GST 499 Integrative Project
- 5. 45 hours: Electives

Integrated Studies

Program Director
Carrie Hutton M.S., M.S.E., Ed.D

The Integrated Studies Program, part of General Education at CCSJ, offers a Bachelor's degree with an integrative, cross-disciplinary approach to study. The associate's degree program provides the fundamental skills and knowledge in reading, writing, speaking, critical thinking, mathematics, and scientific inquiry that are essential to college success, and it enables students to move seamlessly into bachelor's degree programs at CCSJ. The baccalaureate program allows students to design a customized and specific course of study to best suit their educational and professional objectives. Further, this degree allows students the freedom of studying subjects in a holistic and contextual way.

An academic advisor in consultation with the Program Director assists the student in the development of a program of study.

Mission Statement of the Integrated Studies Program

Integrated 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
2. Demonstrate an ability to write and speak clearly, logically and in sufficient depth and detail on topics students have studied.

Note: some 200 Level courses may apply as upper level courses to the baccalaureate degree and associate's degree with permission of program director.

B.S. in Integrated Studies (120 hours)

The following courses are required for a major in Integrated Studies:

1. 38 hours: General Education
2. 30 hours: upper level courses in major

- A minimum of 2 minors (or an appropriate distribution of 12 credit hours) in at least two specific content areas is recommended
 - General Education courses are excluded from major courses above
 - IST 499 Integrative Project
3. 16 hours: additional coursework that ensures a program of study that is appropriately interdisciplinary.
 4. 36 hours: Electives

Individual pathways of integrated study must be approved by the VPAA to ensure degree integrity.

Integrated Studies Courses (IST)

IST 499. Integrative Project

3 hours

Under the supervision of the Program Director and another faculty member from an appropriate discipline, the student engages in an integrative project requiring (1) either a written research or reflective paper, or a multimedia program with a descriptive essay, and (2) and oral presentation about the purpose, key points and learning outcomes of project. This course is normally taken in the students' final semester of study.

Accounting

Department Chairperson
Roy Scheive, Ed.D.

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

Faculty: George Grzesiowski, M.B.A., C.P.A.; Deanne Shimala, C.P.A., M.S.T.

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 (120 hours)

The following courses are required for a baccalaureate degree:

1. 38 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
 - BSMT 220 Management Thought, Principles and Practice *or*
 - BSMT 380 Organizational Leadership

- MATH 104 Algebra and Trigonometry *or* MATH 160 Business Mathematics
 - MATH 170 Statistics *or* PSY 230 Statistics for Behavioral Science
3. 33 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 350 Business Communications
 4. 28 hours: Electives

The student is encouraged to build a minor in a complementary field.

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.

B.S. in Accounting with a Forensic Accounting Concentration (120 hours)

The following courses are required for a baccalaureate degree:

1. 38 hours: General Education
2. 42 hours: Required Courses in Accounting
 - ACCT 210 Principles of Accounting I
 - ACCT 211 Principles of Accounting II
 - 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
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
4. 16 hours: Electives

A.S. in Accounting (59 hours)

The following courses are required for the Associate's degree:

1. 35 hours: General Education
2. 15 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
 - ECON 210 Principles of Economics I
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:

- ACCT 210 Principles of Accounting I
- ACCT 211 Principles of Accounting II
- ACCT 225 Micro Computer Applications in Accounting

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 Accounting

Second Degree in Accounting (39 hours)

The following courses are required:

- ACCT 210 Principles of Accounting I
- ACCT 211 Principles of Accounting II
- ACCT 225 Micro Computer Applications in accounting
- CMIS 225 Business Microcomputer Applications
- 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 Forensic Accounting
- ACCT 415 Government and Non-Profit Accounting
- ACCT 450 Income Tax Accounting I
- ACCT 470 Auditing
- 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:

- ACCT 210 Principles of Accounting I
- ACCT 211 Principles of Accounting II
- ACCT 225 Micro Computer Applications in Accounting
- ACCT 300 Intermediate Accounting I
- ACCT 301 Intermediate Accounting II
- ACCT 330 Cost Accounting I
- BSMT 220 Management Thought, Principles and Practice
- CMIS 225 Business Microcomputer Applications
- ECON 210 Principles of Economics I
- ECON 211 Principles of Economics II
- 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.

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 (Accounting Degree with a Second Major in Management)

The student in the CPA track must complete all current B.S. Accounting Requirements and the following courses (21 hours):

- ACCT 333 Law and the Manager 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

In addition, the CPA track requires two electives (6 hours) from upper level Business Management or Accounting.

Non-Accounting Graduates

Students with a bachelor's 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 learn to use popular commercial micro-computer accounting packages by applying them to sample companies. This course is intended to integrate the knowledge gained in the accounting and computer information systems courses. By mastering the skills emphasized in this class, the student will be better prepared to enter the accounting workplace.

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

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

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 450

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.

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.

Biomedical Science

Interim Department Chairperson

Br. Ben Basile

Program Director: Ahmed Lakhani, Ph.D.

Faculty: Sandra Chimon Rogers, Ph.D., Karen Dade, Ron Kozlowski, Ahmed Lakhani, Ph.D.; Elizabeth Musser, BSHA; and Tracy Stone, M.S., CSCS.

Mission Statement of the Program

The Biomedical Sciences Program will provide our students with the top-of-the-line preparation for careers in health care including, but not limited to, nursing, medical, dental, optometry, public health, pharmacy, pathology, occupational therapy and physical therapy. Our students will also be prepared to apply for a graduate degree in biology, chemistry, or biochemistry if they are so inclined to do so. Our faculty members are committed to excellence in learning and teaching, service to the community, research, and scholarship, with as much student involvement as possible. We value and encourage supportive relationships with our community partners, and we instill an attitude of lifelong learning for excellence in health care and for improved quality of life for those we serve.

Career Options with this major include but are not limited to:

1. Work as a research scientist for petroleum based companies.
2. Work as a research scientist for pharmaceutical and Biotech company.
3. Work as a forensic scientist.
4. Work as a research scientist for a cosmetic company.
5. Work as a pharmaceutical sales representative.
6. Work as a medical science liaison.
7. Work as a scientific editor/journalist.
8. Preparation for application to graduate school, medical school, physical therapy school, occupational therapy school, nursing school, pharmacy school, veterinary medical school, and dental school.

Program Outcome Objectives

1. Scientific Knowledge and Critical Thinking:
 - Students will demonstrate substantial and up-to-date core knowledge of broad areas in basic biomedical, translational, or clinical research.
 - Students will demonstrate the ability to accurately and critically evaluate their own scientific work and the work of others.
2. Research Skills and Problem Solving Ability:
 - Students will demonstrate advanced understanding of a range of technical and conceptual approaches used in biomedical research.
 - Students can design, carry out, and interpret research projects that generate new knowledge that advances the biomedical sciences and human health.
3. Specific Expertise:
 - Students can articulate the significance of their own work to their chosen research area in both historical and forward-looking contexts.

- Students will demonstrate mastery of a range of technical and conceptual approaches used in their selected research area.
4. Communication:
 - Students will demonstrate the oral, written and media communication skills required to be effective communicants, teachers and mentors of peers, future scientists and scientifically literate citizens
 5. Ethics and Advocacy:
 - Students will apply highest standards of ethics to their research (data management, research subjects, stewardship of research funds)
 - Students will improve their confidence and interactions with colleagues and the public.
 - Students will be able to advocate for the role of science in medicine and society
 6. Career Preparation:
 - Students can articulate an appropriate set of desired potential career paths, and are aware of the preparation and initiative required to pursue these paths

B.S. in Biomedical Science (130 credit hours)

The following courses are required for a baccalaureate degree:

1. 38 credit hours in General Education

Students in the Biomedical Science Program must choose the following General Education options:

- MATH 171, Principles of Statistics as the required Math choice
- BIOL 115, Cell and Evolution, as the required Science choice
- PHIL 200, Great Philosophical Ideas, as the required Humanities choice
- PSY 100, Introduction to Psychology, and SOCL 210, General Sociology, as the required Social Science choices

2. 56 credit hours in Mid-Level Requirements

- BIOL 205 Plants, Animals and the Ecosystem (*3 credits*)
- BIOL 205L Plants, Animals and the Ecosystem Lab (*1 credit*)
- BIOL 215 Medical Terminology (*2 credits*)
- BIOL 300 Human Anatomy and Physiology I Lecture (*3 credits*)
- BIOL 300L Human Anatomy and Physiology I Lab (*1 credit*)
- BIOL 305 Human Anatomy and Physiology II Lecture (*3 credits*)
- BIOL 305L Human Anatomy and Physiology II Lab (*1 credit*)
- CHEM 143 Nutrition Lecture (*3 credits*)
- CHEM 143L Nutrition Lab (*1 credit*)
- CHEM 200 General and Analytical Chemistry I Lecture (*3 credits*)
- CHEM 200L General and Analytical Chemistry I Lab (*1 credit*)
- CHEM 205 General and Analytical Chemistry II Lecture (*3 credits*)
- CHEM 205L General and Analytical Chemistry II Lab (*1 credit*)
- CHEM 310 Organic Chemistry I Lecture (*3 credits*)
- CHEM 310L Organic Chemistry I Lab (*1 credit*)
- CHEM 311 Organic Chemistry II Lecture (*3 credits*)
- CHEM 311L Organic Chemistry II Lab (*1 credit*)
- MATH 230 Calculus I (*4 credits*)

- MATH 231 Calculus II (*4 credits*)
 - PHYS 300 Physics I Lecture (*3 credits*)
 - PHYS 300L Physics I Lab (*1 credit*)
 - PHYS 305 Physics II Lecture (*3 credits*)
 - PHYS 305L Physics II Lab (*1 credit*)
 - PSY 335 Abnormal Psych (*3 credits*)
 - PSY 340 Developmental Psych (*3 credits*)
3. 36 credit hours in Upper Level Requirements:
- BIOL 230 Microbiology Lecture (*3 credits*)
 - BIOL 230L Microbiology Lab (*1 credit*)
 - BIOL 315 Mendelian and Molecular Genetics Lecture (*3 credits*)
 - BIOL 315L Mendelian and Molecular Genetics Lab (*1 credit*)
 - BIOL 360 Principles of Immunology (*3 credits*)
 - BIOL 372 Biomedical Health Research Literacy I (*3 credits*)
 - BIOL 373 Biomedical Health Research Literacy II (*3 credits*)
 - CHEM 320 Biochemistry Lecture (*3 credits*)
 - CHEM 320L Biochemistry Lab (*1 credit*)
 - CHEM 445 Physical Chemistry I Lecture (*3 credits*)
 - CHEM 445L Physical Chemistry I Lab (*1 credit*)
 - CHEM 446 Physical Chemistry II Lecture (*3 credits*)
 - CHEM 446L Physical Chemistry II Lab (*1 credit*)
 - MATH 310 Calculus III (*4 credits*)
 - MATH 330 Differential Equations (*3 credits*)

Incoming student applicants for all the majors within the Biophysical Chemistry and Mathematics Department will be required to have a 3.2 high school grade point average (GPA) and an ACT score of 19, or the consent of the program director. Incoming freshmen who do not meet the requirements for direct admission into the Biophysical Chemistry and Mathematics Department will have one academic year to meet the admission requirements. This approach will allow academically talented students who begin college without the proper academic background to demonstrate their potential and to retain eligibility into the department while academically becoming successful. Transfer students wishing to enter the biophysical chemistry department's program shall maintain a 3.0 GPA in their science major classes and a minimum cumulative GPA of 2.8 or the consent of the program director.

All students within the Biophysical Chemistry and Mathematics Department must maintain a minimum GPA of 3.0 in their science major courses and a minimum cumulative GPA of 2.8 or the consent of the program director. If a student's GPA drops below the required minimum GPA, he or she will have a one-semester probation period to increase their GPA. During this probationary period, the student must meet with the advising office, an assigned mentor, and the Student Success Center for additional support to get them back on track. Students who are not successful in raising their GPAs within a 1 semester period will lose their eligibility for admission into the majors within the biomedical science department.

Course Descriptions

Biology Courses (BIOL)

BIOL 115. Cell and Evolution

3 hours

A 3-credit hour class. Introduction to biological concepts, including origins of life, biochemical principles, energetics, cellular organization, mechanisms of heredity, and evolution. Students will explore unifying concepts in biological science while developing key investigative skills necessary for scientific exploration and hypothesis testing. Includes laboratory. *(This course is a CCSJ General Education option in Natural Sciences.)*

Prerequisite is placement into MATH 103 or higher and concurrent enrollment in BIOL 115 Lab

BIOL 115L Cell and Evolution Lab

1 hour

A 1 credit hour course implementing through experiments the biological concepts, including origins of life, biochemical principles, energetics, cellular organization, mechanisms of heredity, and evolution. Students will explore unifying concepts in biological science while developing key investigative skills necessary for scientific exploration and hypothesis testing. Includes laboratory. *(This course is a CCSJ General Education option in Natural Sciences.)*

Prerequisite: placement into MATH 103 or higher and concurrent enrollment in BIOL 115.

Laboratory Fee: See current fee schedule.

BIOL 205. Plants, Animals and the Ecosystem

3 hours

A 3 credit hour course. Introduction to biological concepts, including classification and levels of organization, organismal biology including surveys of plant biology and zoology, ecology and conservation biology. Students will explore unifying concepts in biological science while developing key investigative skills necessary for scientific exploration and hypothesis testing. Includes laboratory. Prerequisite: C or better in BIOL 115 and BIOL 115L and concurrent enrollment in BIOL 205L.

BIOL 205L. Plants, Animals and the Ecosystem Lab

1 hour

A 1 credit hour course. A lab which will allow for hands on experiential learning to biological concepts, including classification and levels of organization, organismal biology including surveys of plant biology and zoology, ecology and conservation biology. Students will explore unifying concepts in biological science while developing key investigative skills necessary for scientific exploration and hypothesis testing. Includes laboratory. Prerequisite: C or better in BIOL 115 and BIOL 115L and concurrent enrollment in BIOL 205. Laboratory Fee: See current fee schedule.

BIOL 215. Medical Terminology

2 hours

A 2-credit course. Medical terminology is the study of the principles of medical word building to help the student develop the extensive medical vocabulary used in health care occupations. Students receive a thorough grounding in basic medical terminology through a study of root words, prefixes and suffixes. The study focuses on correct pronunciation, spelling and use of medical terms. Anatomy, physiology, and pathology of disease are discussed. Prerequisite: C or better in BIOL 115 and BIOL 115L.

BIOL 230. Microbiology**3 hours**

A 3-credit course. BIOL 230 is where emphasis is placed on ultrastructure, genetics, molecular biology, physiology and metabolism of microorganisms; role of microorganisms in food, water, agriculture, biotechnology, infectious diseases, and immunology. Prerequisites: C or better in, BIOL 115, BIOL 115L, BIOL 205, BIOL 205L and concurrent enrollment in BIOL 230L.

BIOL 230L. Microbiology Lab**1 hour**

A 1-credit course. BIOL 230L is a laboratory experience with pure cultures and sterile techniques; methods of identification of unknown microorganisms; experiments demonstrating principles of microbial genetics, transformation, antibiotic sensitivity and resistance.

Prerequisites: C or better in, BIOL 115, BIOL 115L, BIOL 205, BIOL 205L and concurrent enrollment in BIOL 230. Laboratory Fee: See current fee schedule.

BIOL 300. Human Anatomy and Physiology I**3 hours**

A 3-credit course. BIOL 300 is the first in the sequence where the students are reviewed in basic concepts of biology, biochemistry (cell theory, cell structure, cell metabolism, and cell reproduction) before proceeding to a detailed study of the normal histology, gross anatomy, and physiology of each body system within the human organism. Emphasis is placed on homeostatic mechanisms as they relate to health and disease along with the central nervous system. The focus also includes looking at the structure and function of the human body, and of underlying biological principles. Prerequisites: Placement into MATH 103 or higher, C or better in BIOL 115 and BIOL 115L or consent of the program director and concurrent enrollment in BIOL 300L

BIOL 300L. Human Anatomy and Physiology I Lab**1 hour**

A 1-credit course. BIOL 300L is the lab in which students will reinforce their learning of the normal histology, gross anatomy, and physiology of each body system within the human organism. Emphasis is placed on homeostatic mechanisms as they relate to health and disease along with the central nervous system. The focus also includes looking at the structure and function of the human body, and of underlying biological principles. The structure and function of mammalian cells and tissues and the human skeletal, muscular and nervous systems are discussed. The integration of the functions of the various systems is also emphasized.

Prerequisites: Placement into MATH 103 or higher, C or better in BIOL 115 and BIOL 115L or consent of the program director and concurrent enrollment in BIOL 300. Laboratory Fee: See current fee schedule.

BIOL 305. Human Anatomy and Physiology II**3 hours**

A 3-credit course. BIOL 305 is the second course in the sequence where the students review the basic concepts of biology biochemistry (cell theory, cell structure, cell metabolism, and cell reproduction) before proceeding to a detailed study of the normal histology, gross anatomy, and physiology of each body system within the human organism. Emphasis is placed on homeostatic mechanisms as they relate to health and disease along with the central nervous system. The structure and function of mammalian cells and tissues and the human skeletal, muscular and nervous systems are discussed. The integration of the functions of the various systems is also emphasized. Prerequisites: Placement into MATH 103 or higher, C or better in BIOL 115, BIOL 115L, BIOL 300, and BIOL 300L and concurrent enrollment in BIOL 305L.

BIOL 305L. Human Anatomy and Physiology II Lab **1 hour**

A 1-credit course. BIOL 305L is the second lab course in the sequence where the students review the basic concepts of biology biochemistry (cell theory, cell structure, cell metabolism, and cell reproduction) before proceeding to a detailed study of the normal histology, gross anatomy, and physiology of each body system within the human organism by hands on experiential learning labs. Emphasis is placed on homeostatic mechanisms as they relate to health and disease along with the central nervous system. The structure and function of mammalian cells and tissues and the human skeletal, muscular and nervous systems are discussed. The integration of the functions of the various systems is also emphasized.

Prerequisites: Placement into MATH 103 or higher, C or better in BIOL 115, BIOL 115L, BIOL 300, and BIOL 300L and concurrent enrollment in BIOL 305. Laboratory Fee: See current fee schedule.

BIOL 315. Mendelian and Molecular Genetics **3 hours**

Biol 315 is a course which focuses on the principle of heredity and variation in phage, bacteria, fungi, plants, and animals. Basic molecular genetics, gene regulation, recombination, DNA replication, transcription and translation. Prerequisites: Placement into MATH 103 or higher, C or better in BIOL 115, BIOL 115L, BIOL 205, BIOL 205L, CHEM 200, and CHEM 200L and concurrently enrolled in BIOL 315L.

BIOL 315L. Mendelian and Molecular Genetics Lab **1 hour**

Biol 315L is a lab course that focuses on experiments and demonstrations of classical and molecular genetics using material from *Drosophila*, corn, rodents, bacteria, fungi and viruses.

Prerequisites: Placement into MATH 103 or higher, C or better in BIOL 115, BIOL 115L, BIOL 205, BIOL 205L, CHEM 200, and CHEM 200L and concurrently enrolled in BIOL 315. Laboratory Fee: See current fee schedule.

BIOL 360. Principles of Immunology **3 hours**

Biol 360 is an introduction to experimental and theoretical foundations of immunology. The course focuses on concepts, landmark experiments and recent advances. Topics include innate and adaptive immunity; structure/function of antibody molecules and T cell receptors; regulation of immune responses through cellular interactions. Applications of concepts to medically significant issues (vaccines, transplantation, inflammation, autoimmunity, cancer, HIV/AIDS) are discussed. Interpretative analysis of experimental data is emphasized. Prerequisites:

Placement into MATH 103 or higher, C or better in BIOL 115, BIOL 115L, BIOL 205, BIOL 205L, CHEM 200, and CHEM 200L.

BIOL 372. Biomedical Health Research Literacy I **3 hours**

A 3-credit course. This course is the first part of a two semester research and literature course which will cover the understanding of how to read, interpret, and analyze the latest topics in the biomedical/health field. The students will prepare papers in a similar manner as preparing for publication in a peer reviewed journal. In particular, this course will give students insight through exciting "hands-on" projects and problems. Student work involves the study of human medicine, research processes and an introduction to bio-informatics. Students investigate the various health conditions including various Prions diseases, Lou Gehrig's disease and others, just to name a few. A theme through the course is to develop a cure/treatment for various diseases.

After determining the factors responsible for the death, the students investigate lifestyle choices and medical treatments and research related discoveries that might have prolonged the person's life. Key biological concepts including: metabolism, inheritance of traits, feedback systems, neurological impacts, and defense against disease are embedded in the curriculum. Engineering principles including: the design process, feedback loops, spectral interpretation, and the relationship of structure to function are incorporated in the curriculum where appropriate. The course is designed to provide an overview of the Biomedical Science field and to lay the scientific foundation necessary for student success in industry/advanced applied sciences. Prerequisites: C or better in MATH 103, BIOL 115, BIOL 115L, BIOL 205, BIOL 205L, CHEM 200, CHEM 200L, CHEM 205, CHEM 205L, and concurrently enrolled in CHEM 310, and CHEM 310L or consent of the program director. Course may be repeated if desired. Lab fees will be applicable.

BIOL 373. Biomedical Health Research Literacy II

3 hours

A 3-credit course. This course is the second part of a two semester research and literature course in biomedicine which will cover the how to put together a proper proposal by interpreting, analyzing, and presenting data acquired in the first sequence. The students will prepare papers in a similar manner as preparing for publication in a peer reviewed journal. In particular, this course will give students insight through exciting "hands-on" projects and problems. Student work involves the study of human medicine, research processes and an introduction to bio-informatics. Students investigate the various health conditions including various Prions diseases, Lou Gehrig's disease and others, just to name a few. A theme through the course is to develop a cure/treatment for various diseases. After determining the factors responsible for the death, the students investigate lifestyle choices and medical treatments and research related discoveries that might have prolonged the person's life. Key biological concepts including: metabolism, inheritance of traits, feedback systems, neurological impacts, and defense against disease are embedded in the curriculum. Engineering principles including: the design process, feedback loops, spectral interpretation, and the relationship of structure to function are incorporated in the curriculum where appropriate. The course is designed to provide an overview of the Biomedical Science field and to lay the scientific foundation necessary for student success in industry/advanced applied sciences. Prerequisites: C or better in MATH 103, BIOL 115, BIOL 115L, BIOL 205, BIOL 205L, CHEM 200, CHEM 200L, CHEM 205, CHEM 205L, CHEM 310, and CHEM 310L, and BIOL 372 or consent of the program director. Course may be repeated if desired. Lab fee is applicable.

BIOL 497. Research

1-3 hours

By participating in a semester long research program, students can earn credit toward their degree. See Science Program Director for details. Three hours of research activities are required each week for each credit hour enrolled.

Chemistry Courses (CHEM)

CHEM 143. Nutrition I

3 hours

In this course, an introduction of the chemical nature of foods to both science and non-science majors will occur. Students will be encouraged to investigate substances, which supply nutrients to the human body, and the effects of these nutrients in health and disease. The students will be able to calculate their nutritional intakes and evaluate their own nutritional state by comparison

to the recommended daily values. The course will also focus on the exploration of the chemical molecules which supply nutrients for living organisms. Prerequisite: C or better in MATH 104 or higher, CHEM 200, CHEM 200L, and concurrent enrollment in CHEM 143L, or consent of the program director.

CHEM 143L. Nutrition lab

1 hour

A 1-credit hour course implementing through experiments the nutritional effects which will investigate substances that supply nutrients to the human body, and the effects of these nutrients in health and disease. The students will be able to calculate their nutritional intakes and evaluate their own nutritional state by comparison to the recommended daily values. The laboratory is an exploration of the chemical molecules which supply nutrients for living organisms and brings hands on experience in the behavior of carbohydrates, lipids and proteins. Prerequisite: C or better in MATH 104 or higher, CHEM 200, CHEM 200L, and concurrent enrollment in CHEM 143, or consent of the program director. Laboratory Fee: See current fee schedule.

CHEM 200. General and Analytical Chemistry I

3 hours

A 3-credit hour course implementing the general and analytical topics including stoichiometry, periodicity, reaction types, the gaseous state, solution stoichiometry, chemical equilibria, acid-base equilibria, dissolution-precipitation equilibria. (*This course is a CCSJ General Education option in Natural Sciences.*)

Prerequisite: Placement into MATH 104 or higher and concurrent enrollment in CHEM 200L

CHEM 200L. General and Analytical Chemistry I lab

1 hour

A 1-credit hour course implementing through experiments the general and analytical topics including stoichiometry, periodicity, reaction types, the gaseous state, solution stoichiometry, chemical equilibria, acid-base equilibria, dissolution-precipitation equilibria. (*This course is a CCSJ General Education option in Natural Sciences.*)

Prerequisite: Placement into MATH 104 or higher and concurrent enrollment in CHEM 200.

Laboratory Fee: See current fee schedule.

CHEM 205. General and Analytical Chemistry II

3 hours

A 3-credit hour course implementing topics in general chemistry and analytical chemistry which will cover such topics as phase transitions, thermochemistry, spontaneity/equilibrium, electrochemistry, kinetics, bonding, order/symmetry in condensed phases, coordination compounds, descriptive chemistry. Prerequisite: C or better in MATH 104 or placed in a higher math course, C or better in CHEM 200 and 200L and concurrent enrollment in CHEM 205L

CHEM 205L. General and Analytical Chemistry II Lab

1 hour

A 1-credit hour course implementing topics in general chemistry and analytical chemistry through experiential learning and labs which will cover such topics as phase transitions, thermochemistry, spontaneity/equilibrium, electrochemistry, kinetics, bonding, order/symmetry in condensed phases, coordination compounds, descriptive chemistry.

Prerequisite: C or better in Math 104 or placed in a higher math course, C or better in CHEM 200 and 200L and concurrent enrollment in CHEM 205. Laboratory Fee: See current fee schedule.

CHEM 310. Organic Chemistry I **3 hours**

A 3-credit hour course implementing the structure and function of organic molecules; acids and bases; functional groups; thermodynamics and kinetics of organic reactions; alkanes; stereochemistry; alkyl halides and nucleophilic substitution; elimination reactions; alcohols, ethers and epoxides; alkenes; alkynes; oxidation and reduction. Prerequisites: C or better in Math 104 or placed in a higher math course, C or better in CHEM 200, CHEM 200L, CHEM 205, CHEM 205L, and concurrent enrollment in CHEM 310L.

CHEM 310L. Organic Chemistry I Laboratory **1 hour**

A 1-credit hour lab implementing basic organic techniques (distillation, crystallization), reactions (esterification, oxidation, addition, substitution, elimination), instruments (gas, IR, UV/Vis). Prerequisites: C or better in Math 104 or placed in a higher math course, C or better in CHEM 200, CHEM 200L, CHEM 205, CHEM 205L, and concurrent enrollment in CHEM 310. Laboratory Fee: See current fee schedule

CHEM 311. Organic Chemistry II **3 hours**

A 3-credit hour course implementing the relationship between structure and function of organic molecules. Specific topics investigated include the reactivity and synthesis of alcohols, ethers, epoxides, alkenes, alkynes, alkanes, conjugated, and aromatic compounds. Prerequisites: C or better in Math 104 or placed in a higher math course, C or better in CHEM 200, CHEM 200L, CHEM 205, CHEM 205L, CHEM 310, CHEM 310L, and concurrent enrollment in CHEM 311L.

CHEM 311L. Organic Chemistry II Laboratory **1 hour**

A 1-credit hour lab implementing the analysis of organic structure determination through the interpretation of spectral information. Prerequisites: C or better in Math 104 or placed in a higher math course, C or better in CHEM 200, CHEM 200L, CHEM 205, CHEM 205L, CHEM 310, CHEM 310L, and concurrent enrollment in CHEM 311. Laboratory Fee: See current fee schedule

CHEM 320. Biochemistry **3 hours**

A 3-credit hour course implementing the structure and function of cellular constituents; enzymology; metabolism of carbohydrates, lipids, amino acids, nucleotides; molecular biology of biosynthesis of proteins and nucleic acids. Prerequisites: C or better in Math 104 or placed in a higher math course, C or better in BIOL 115, BIOL 115L, BIOL 205, BIOL 205L, CHEM 200, CHEM 200L, CHEM 205, CHEM 205L, CHEM 310, CHEM 310L, CHEM 311, CHEM311L, and concurrent enrollment in CHEM 320L.

CHEM 320L. Biochemistry Laboratory **1 hour**

A 1-credit hour lab implementing through experiments various biochemical techniques via various instrumentation. Prerequisites: C in Math 104 or placed in a higher math course, C or better in BIOL 115, BIOL 115L, BIOL 205, BIOL 205L, CHEM 200, CHEM 200L, CHEM 205, CHEM 205L, CHEM 310, CHEM 310L, CHEM 311, CHEM311L, and concurrent enrollment in CHEM 320. Laboratory Fee: See current fee schedule

CHEM 430. Instrumentation Analysis **3 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: C or better in CHEM 200, CHEM 200L, CHEM 205, CHEM 205L, and a minimum of MATH 104. Concurrent enrollment in CHEM 430L.

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. Prerequisites: C or better in CHEM 200, CHEM 200L, CHEM 205, CHEM 205L, and a minimum of MATH 104. Concurrent enrollment in CHEM 430. Laboratory Fee: See current fee schedule.

CHEM 445. Physical Chemistry I **3 hours**

This course covers topics such as the thermodynamics of gases, solutions, reaction equilibria, and phase transitions. Prerequisites: C or better in CHEM 200, CHEM 200L, CHEM 205, CHEM 205L, CHEM 310, CHEM 310, CHEM 311, CHEM311L, MATH 230 and concurrent enrollment in CHEM 445L.

CHEM 445L. Physical Chemistry I Laboratory **1 hour**

This course is the laboratory portion of physical chemistry which focuses on experiments demonstrating principles of thermodynamics, reaction kinetics, spectroscopy, and quantum mechanics in chemical systems using modern instrumentation and methods of data analysis. Prerequisites: C or better in CHEM 200, CHEM 200L, CHEM 205, CHEM 205L, CHEM 310, CHEM 310, CHEM 311, CHEM311L, MATH 230 and concurrent enrollment in CHEM 445. Laboratory Fee: See current fee schedule.

CHEM 446. Physical Chemistry II **3 hours**

This course covers topics such as the kinetic and molecular theory of gases, introduction to the principles of quantum mechanics with application to model systems, multi-electron atoms, diatomic molecules and bonding. Prerequisites: C or better in CHEM 200, CHEM 200L, CHEM 205, CHEM 205L, CHEM 310, CHEM 310, CHEM 311, CHEM311L, CHEM 445, CHEM 445L, MATH 230 and concurrent enrollment in CHEM 446L.

CHEM 446L. Physical Chemistry II Laboratory **1 hour**

This course covers topics such as the kinetic and molecular theory of gases, introduction to the principles of quantum mechanics with application to model systems, multi-electron atoms, diatomic molecules and bonding. Prerequisites: C or better in CHEM 200, CHEM 200L, CHEM 205, CHEM 205L, CHEM 310, CHEM 310, CHEM 311, CHEM311L, CHEM 445, CHEM 445L, MATH 230 and concurrent enrollment in CHEM 446. Laboratory Fee: See current fee schedule.

Geology Courses (GEOL)

GEOL 110. Earth and Space Science

3 hours

Earth and Space Science is a course focusing on the study of the Earth's lithosphere, atmosphere, hydrosphere, and its celestial environment. Students enrolled in this course analyze and describe Earth's interconnected systems and how they are changing due to natural processes and human influence. *(This course is a CCSJ General Education option in Natural Sciences.)*

Prerequisite: concurrent enrollment in GEOL 110L.

GEOL 110L. Earth and Space Science Lab

1 hour

Earth and Space Science lab allows for hands on experience and theories explained through demonstrations focusing on the study of the Earth's lithosphere, atmosphere, hydrosphere, and its celestial environment. Students enrolled in this course analyze and describe Earth's interconnected systems and how they are changing due to natural processes and human influence. *(This course is a CCSJ General Education option in Natural Sciences.)*

Prerequisite: concurrent enrollment in GEOL 110. Laboratory Fee: See current fee schedule.

Physics Courses (PHYS)

PHYS 300. Physics I

3 hours

A 3-credit hour calculus based physics course implementing kinematics, vectors, Newton's laws of motion; linear momentum, impulse collisions; work and kinetic energy; potential energy, conservation of energy; rotational kinematics and energy; rotational dynamics, static equilibrium; simple harmonic motion. Prerequisites: Concurrently enrolled in MATH 230 (or placed in a higher math course) and concurrently enrolled in PHYS 300L. Laboratory Fee: See current fee schedule.

PHYS 300L. Physics I Laboratory

1 hour

A 1-credit hour calculus based physics lab course implementing through various experiments the concepts of kinematics, vectors, Newton's laws of motion; linear momentum, impulse collisions; work and kinetic energy; potential energy, conservation of energy; rotational kinematics and energy; rotational dynamics, static equilibrium; simple harmonic motion.

Prerequisite: Concurrently enrolled in MATH 230 (or placed in a higher math course) and concurrently enrolled in PHYS 300. Laboratory Fee: See current fee schedule

PHYS 305. Physics II

3 hours

A 3-credit hour calculus based physics course implementing electrostatics; electric currents; d-c circuits; magnetic fields; magnetic media; electromagnetic induction; a-c circuits; Maxwell's equations; electromagnetic waves; reflection and refraction; interference.

Prerequisite: C or better in MATH 230 and concurrently enrolled in MATH 231 (or consent of the program director) and C or better in PHYS 300 and PHYS 300L while concurrently enrolled in PHYS 305L.

PHYS 305L. Physics II Laboratory

1 hour

A 1-credit hour calculus based physics lab course implementing through experiments the concepts of electrostatics; electric currents; d-c circuits; magnetic fields; magnetic media; electromagnetic induction; a-c circuits; Maxwell's equations; electromagnetic waves; reflection and refraction; interference. Prerequisite is a C or better in MATH 230 and concurrently enrolled

in MATH 231 (or consent of the program director) and C or better in PHYS 300 and PHYS 300L while concurrently enrolled in PHYS 305. Laboratory Fee: See current fee schedule.

Science Courses (SCIE)

SCIE 102. General Science

3 hours

A 3-credit course. The course discusses the developments over the past four centuries in the areas of physics, chemistry, earth science, and space science, by some of the brightest minds on the planet. The concepts are often greatly simplified for the purpose of an introductory survey course, but understanding them will still require mental effort, flexibility, and preparation. In essence, our current civilization is so dependent on these physical sciences that their contribution has fallen into “the background” and is often taken for granted. This course will teach the student how to use theory to problem-solve and “think like a physical scientist” (e.g. quantitative reasoning and analysis). *(This course is a CCSJ General Education option in Natural Sciences.)*
Prerequisites: Must be concurrently enrolled in SCIE 102L.

SCIE 102L. General Science 1

1 hour

A 1-credit course. This course is an introduction laboratory techniques which will aid in the explanation of physics, chemistry, earth science, and space science, by some of the brightest minds on the planet. This lab course will teach the student how to use theory to problem-solve via hands on experiments and “think like a physical scientist” (e.g. quantitative reasoning and analysis). *(This course is a CCSJ General Education option in Natural Sciences.)*
Prerequisites – Must be concurrently enrolled in SCIE 102. Laboratory Fee: See current fee schedule.

Business Management

Department Chairperson
Roy Scheive, Ed.D.

Program Director: Steve Varela, Ph.D., M.B.A, M.S.

Faculty: James Fattore, M.B.A. (Professor Emeritus); Joseph Ferrallo, M.B.A.; Tony Franco, D.B.A.; Paul Fuscoe, M.A.; Catherine Gonzalez, Ph.D; George Grzesiowski, M.B.A., C.P.A; Elizabeth Mannion, J.D.; Richard Morrisroe, Ph.D.; Melvin Randolph, D.B.A.; Desila Rosetti, M.S.A.; Fr. Kevin Scalf, C.P.P.S.; Deanne Shimala, C.P.A., M.S.T; Alan Valente, M.B.A.; Steve Varela, Ph.D., M.B.A., M.S.; David Vrbnich, M.S.

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 reflect on and engage critically with ethical issues in management, particularly questions of social responsibility and professional decision-making.

B.S. in Business Management (120 hours)

The following courses are required for a baccalaureate degree:

1. 38 hours: General Education
2. 27 hours: Requisites for the Major
 - BSMT 120 Management Thought, Principles and Practice
 - BSMT 260 Organizational Behavior and Development
 - BSMT 261 Applied Management
 - ACCT 210 Principles of Accounting I
 - ACCT 211 Principles of Accounting II
 - CMIS 225 Microcomputer Applications
 - ECON 210 Principles of Economics I

- ECON 211 Principles of Economics II
 - MATH 171 Principles of Statistics *or*
 - PSY 230 Statistics for Behavioral Science
3. 27 hours: Upper Level Courses in Major
- ECON 480 International Business
 - BSMT 320 Human Resources in Management
 - BSMT 350 Business Communication
 - BSMT 375 Business and Professional Ethics
 - 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. 28 hours: Electives

Although the baccalaureate degree in Business Management does not require a concentration *per se*, four 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.

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

A.S. in Business Management (59 hours)

The following courses are required for the Associate's degree:

1. 35 hours: General Education
2. 24 hours: Requisites for the Major
 - CMIS 225 Business Microcomputer Applications
 - ECON 210 Principles of Economics I
 - ECON 211 Principles of Economics II
 - BSMT 120 Management Thought, Principles and Practice
 - BSMT 260 Organizational Behavior and Development
 - BSMT 261 Applied Management
 - ACCT 210 Principles of Accounting I
 - ACCT 211 Principles of Accounting II

Second Degree in Business Management (42 hours)

The following courses are required:

- CMIS 225 Business Microcomputer Applications

- ECON 480 International Business
- ECON 210 Principles of Economics I
- ECON 211 Principles of Economics II
- BSMT 120 Management Thought, Principles and Practice
- BSMT 260 Organizational Behavior and Development
- BSMT 261 Applied Management
- BSMT 320 Human Resources Management
- BSMT 379 Small Business Management/Entrepreneurship
- BSMT 400 Marketing Management
- BSMT 440 Financial Management
- BSMT 489 Strategic Management and Decision Making
- ACCT 210 Principles of Accounting I
- ACCT 211 Principles of Accounting II

Minor in Business Management (15 hours)

The following courses are required:

- ECON 210 Principles of Economics I
- ACCT 210 Principles of Accounting I
- BSMT 120 Management Thought, Principles and Practice
- BSMT 260 Organizational Behavior and Development
- BSMT 320 Human Resources Management
- BSMT/PHIL 375 Business and Professional Ethics

Business Management Courses (BSMT)

BSMT 120. Management Thought, Principles, and Practice 3 hours

Management prophet Mary Parker Follett described management as “the art of getting things done through people”. Peter Drucker prescriptively describes management by noting “that the job of a manager is to give direction to their organizations, provide leadership, and decide on how to use organizational resources to accomplish goals.” Indeed, successful management is the attainment of organizational goals in an efficient and effective manner. This course introduces students to the foundations of management and how they influence the success of organizations. The evolution of modern management is examined as students explore traditional and contemporary theories, current research on the behavior of individuals and groups in organizations, and the skills that effective managers rely on. Students who successfully complete this course will have an appreciation for the broad challenges that modern managers face and the orientation necessary to further explore individual management sub-processes that influence organizational outcomes.

Prerequisites: None

BSMT 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 097 with a grade of C or better, or equivalent Accuplacer exam score.

BSMT 260. Organizational Behavior and Development **3 hours**

This is the first in a two-course sequence on the Theory of Organizational Behavior and Applied Management. The course familiarizes students with conceptual frameworks, debates and developments in the field and reviews key literature in the study of individual and organizational dynamics, including work attitudes, motivation, influence factors, decision making, groups, and their international implications.

Prerequisites: BSMT 120 with a grade of C or better, sophomore standing.

BSMT 261. Applied Management **3 hours**

This is the second in a two-course sequence on the Theory of Organizational Behavior and Applied Management. This course focuses on managerial actions in the real world. The course includes experiential activities which build managerial soft skills, and utilize self-assessment, fostering skills of self-awareness in regards to strengths and weaknesses. Students apply key managerial skills (e.g., influence, motivation, empowerment, negotiation, decision making, and analytical and critical problem solving.)

Prerequisites: BSMT 260 with a grade of C or better.

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: A grade of "C" or better in BSMT 261

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.

Prerequisite: A grade of "C" or better in BSMT 120

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.

Prerequisite: A grade of "C" or better in BSMT 330

BSMT 350. Business Communications **3 hours**

Effective communication reduces the risk inherent in business operations by a staggering 56% according to the Project Management Institute. Indeed, poor communication inhibits performance in critical areas such as employee turnover, absenteeism, production, sales, and

customer service among others. This course investigates written and oral communication skills through the study of communication theory and its practical application in leading, marketing, and managing organizations. Topics include communication foundations, the 3x3 writing process, business correspondence, proposals, presentations, and oral communication skills. Students will also be exposed to an extensive review of key grammar and usage issues.
Prerequisite: BSMT 120; sophomore standing, and a grade of “C” or better in BSMT 261

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
Prerequisite: A grade of “C” or better in BSMT 120; junior standing

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 120

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 120 and a grade of “C” or better in BSMT 261

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.
Prerequisite: A grade of “C” or better in BSMT 261 and MATH 171

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.

Prerequisites: A grade of “C” or better in BSMT 261 and MATH 171

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: A grade of “C” or better in BSMT 261, ACCT 210/211, and MATH 171.

BSMT 489. Strategic Management & 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: BSMT 261, BSMT 400, BSMT 375, ECON 211, and ACCT 211. This course should 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: A grade of “C” or better in BSMT 261, BSMT 350, and Senior standing

Computer Management Information Systems

Department Chairperson

Roy Scheive, Ed.D.

Program Director: Kurt Jordan, M.S.

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

***** This program is not currently accepting students. *****

The Computer Management Information Systems Program offers B.S. and A.S. degrees with concentrations in Mobile Applications Development. The Mobile Applications concentration focuses on developing corporate-level software applications using Microsoft .Net and on Android mobile device applications using the JAVA programming language. Mobile applications majors use the software development lifecycle to analyze, design and develop business applications in a multi-tiered environment. The A.S. degree emphasizes the development of structured application programming skills

Mission Statement for Computer Management Information Systems

Our mission is to provide a wholesome educational experience for entry level information technology professionals that reflects critical and ethical thinking, written and verbal communication skills, proven software development and network administration methods, and the current state of the art in information technology.

Computer Management 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 current, state of the art information technologies used in common computer-based business applications;
3. Identify and analyze important issues with respect to the societal impact of advanced and emerging computer information technologies;
4. Apply development and design methodologies such as the system development life cycle to create sophisticated corporate-level applications and networks;
5. Apply simulation and research methods to formulate questions and to critically investigate and solve problems;
6. Critically and reflectively engage ethical issues in computer information systems, particularly questions of social responsibility and professional decision-making.

B.S. in Computer Management Information Systems (120 hours)

The following courses are required for a baccalaureate degree:

1. 38 hours: General Education

2. 24 hours: Requisites for the Major

- CMIS125 Programming Logic
- CMIS 210 Visual Basic.Net Programming I OR CMIS 221 C++ Programming I
- CMIS 240 Data Communications and Networking Theory
- CMIS 253 Web Page Design
- BSMT 220 Management/Thought/Principles
- BSMT 300 Managerial Accounting or ACCT 210 Principles of Accounting I
- MATH 160 Business Mathematics
- MATH 170 Statistics for Business and Sciences

3. 30 hours: Upper Level Courses in Major

Concentration electives must be chosen from the Mobile Application Development concentration courses.

- CMIS 230 System Analysis/Design
- CMIS 265 Hardware/Software Concepts
- CMIS 275 Dbase Management
- CMIS 340 Computer Security
- CMIS _____ concentration elective
- CMIS _____ concentration elective/CIS elective
- CMIS 499 Senior Seminar

Mobile Application Development concentration courses

- CMIS 310 Visual Basic.Net 2 OR 321 C++ Programming 2
- CMIS 245 Mobile Application Development I
- CMIS 350 Distributed Applications I
- CMIS 450 Enterprise Applications

4. 16 hours open electives.

A.S. in Computer Management Information Systems (59 hours)

The following courses are required for the associate degree:

1. 35 hours: General Education

2. 12 hours: Requisites for the Major

- CMIS 125 Programming Logic
- CMIS 230 Systems Analysis and Design
- CMIS 253 Web Page Design
- CMIS265 Hardware/Software Concepts

12 hours: Major Courses

- CMIS 210 Visual Basic .Net Programming I **OR** CMIS 221 C++ Programming I
- CMIS 310 Visual Basic .Net Programming II **OR** CMIS 321 C++ Programming II
- CMIS 245 Mobile Applications Development I
- CMIS 275 Dbase Management

Minor in Computer Management Information Systems (12 hours)

Choose one of the three possible minor concentrations below.

1. Web Programming

- CMIS 125 Program Logic
- CMIS 221 C++ Programming I
- CMIS 253 Web Page Design
- CMIS 350 Distributed Applications I

2. C++ Programming

- CMIS 125 Programing Logic
- CMIS 221 C++Programming I
- CMIS 275 Dbase Management
- CMIS 321 C++ Programming II

3. Mobile Applications

- CMIS 125 Programming Logic
- CMIS 221 C++Programming I
- CMIS 245 Mobile Application Development I
- CMIS 275 Data Base Management Systems

Second Degree in Computer Management Information Systems (33 credit hours)

The following courses are required:

- CMIS 125 Program Logic
- CMIS 221 C++ Programming I
- CMIS 230 System Analysis/Design
- CMIS 240 Data Communication/Networking
- CMIS 245 Mobile Applications Programming I
- CMIS 265 Hardware/Software Concepts
- CMIS 275 Dbase Management
- CMIS 321 C++ Programming II
- CMIS 350 Distributed Applications I
- CMIS 450 Enterprise Applications
- BSMT 300 Managerial Accounting

Computer Management Information Systems Courses (CMIS)

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: CMIS 115 or enrolled in CMIS 115 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: CMIS 115, 125, or CMIS 125 concurrently.

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.

Prerequisite: CMIS 125

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. Prerequisite: None.

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.

Prerequisites: CMIS 125

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.

Prerequisites: CMIS 125

CMIS 245 Mobile Applications Development I **3 hours**

This course is an introduction to the features and techniques for developing and implementing mobile applications for use with mobile devices. Topics include mobile operating environments, device characteristics, user interface issues, menus, navigation and widgets

Prerequisites: CMIS 210 or CMIS 221, CMIS 240

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: CMIS 115

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: CMIS 115

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: CMIS 115

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: None. Cross-listed with ARTS 253

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: None

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 database 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

Prerequisites: CMIS 115, 125.

CMIS 305. Mobile Applications Development II **3 hours**

This course is a continuation of Mobile Applications I. Advanced topics will include access to other components and data on the mobile phone, client/server issues, database access, security issues and third party content access. Students will identify, design and implement a working mobile application.

Prerequisites: CIS 245.

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

Prerequisites: CMIS 230, 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: CMIS 240, 253, 275, 310 or 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: CMIS 230, 350

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: CMIS 115, 125, and 210

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: CMIS 340, 350

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.

Criminal Justice

Department Chairperson
Michelle McCartney, Ed.D.

Program Director: Allen Brown, J.D.

Faculty: Gary Bell, J.D.; Philip Benson, J.D.; Michael Bosch, J.D.; Allen Brown, J.D.; Patrick Ellis, M.P.A.; Michael Genova, J.D.; 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, 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 (120 hours)

The following courses are required for a baccalaureate degree:

1. 38 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 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. 34 hours: Electives

B.S. in Criminal Justice with a Forensic Criminology Concentration (120 hours)

The following are required for a baccalaureate degree:

1. 38 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
 - 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 495 Internship/Field Experience
 - CRIJ 497 Research in Criminal Justice **or**
PAR 200 Legal Research and Writing I
 - CRIJ 499 Senior Seminar in CRJ
 - CRIJ ____
 - CRIJ ____
 - CRIJ ____
 - CRIJ ____
4. 34 hours: Electives

B.S. in Criminal Justice with a Legal Studies Concentration (120 hours)

The following are required for a baccalaureate degree:

1. 38 hours: General Education
2. 12 hours: Requisites for the Major
 - CRIJ 100 Intro to Criminal Justice
 - CRIJ 300 Criminology
 - CRIJ 320 Laws of Evidence
 - CRIJ 400 Ethics in Criminal Justice
3. 15 hours: Requisites for Concentration
 - CRIJ 105 Introduction to Paralegal Studies
 - CRIJ 200 Legal Research and Writing I
 - CRIJ 201 Legal Research and Writing II
 - CRIJ 313 Civil Litigation
 - CRIJ 340 Law Office Technology
4. 24 hours: Upper Level Criminal Justice Courses and Electives
 - CRIJ ____
 - CRIJ 495 Internship
 - CRIJ 497 Research in Criminal Justice
 - CRIJ 499 Senior Seminar in Criminal Justice
4. 31 hours: Electives

B.S. in Criminal Justice with a Pre-Law or Professional Studies Concentration (120 hours)

The following are required for a baccalaureate degree:

1. 38 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 ____

34 hours: Electives

A.S. in Criminal Justice with a Concentration in Probation, Parole, and the Courts (59 hours)

The following courses are required for the Associate’s degree:

1. 35 hours: General Education

2. 3 hours: Requisites for the Major
 - CRIJ 100 Intro to Criminal Justice

3. 21 hours: Upper Level Courses in Major
 - CRIJ 300 Criminology
 - CRIJ 310 Criminal Law
 - CRIJ 370 Juvenile Delinquency
 - CRIJ 470 Corrections
 - CRIJ 471 Probation and Parole
 - CRIJ 472 Comm. Based Corrections
 - CRIJ 312 Interviewing Techniques

A.S. in Criminal Justice with a Concentration in Forensic Science (59 hours)

The following courses are required for the Associate’s degree:

1. 35 hours: General Education

2. 3 hours: Requisites for the Major
 - CRIJ 100 Intro to Criminal Justice

3. 21 hours: Upper Level Courses in Major
 - CRIJ 300 Criminology
 - CRIJ 325 Forensic Psychology
 - CRIJ 355 Serial Killers
 - CRIJ 356 Cults in America
 - 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 (59 hours)

The following courses are required for the Associate’s degree:

1. 35 hours: General Education
2. 3 hours: Requisites for the Major
 - CRIJ 100 Intro to Criminal Justice
3. 21 hours: Upper Level Courses in Major
 - CRIJ 300 Criminology
 - CRIJ 310 Criminal Law
 - CRIJ 311 Criminal Procedures
 - CRIJ 312 Interviewing Techniques
 - CRIJ 330 Scientific Criminal Invest
 - 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
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 (Prerequisite of 12 hours in CRJ)
 - CRIJ 330 Scientific Criminal Investigations
 - CRIJ 355 Serial Killers *or*
CRIJ 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 105. Introduction to Paralegal Studies 3 hours

The introductory course to the legal 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.

CRIJ 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: CRIJ 105.

CRIJ 201. Legal Research and Writing II **3 hours**

This course develops and refines skills gained in CRIJ 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: CRIJ 200.

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.

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 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: PSY 312

CRIJ 313. Civil Litigation **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 assistants in the legal profession are covered.
Prerequisite: CRIJ 105.

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: PSY 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 340. 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.

Prerequisite: CRIJ 201 or Permission of Instructor

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.

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.

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 internship.

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.

Digital and Studio Arts

Department Chairperson

Fr. Kevin Scalf, C.P.P.S.

Interim Program Director: Kirk Robinson, M.F.A.

Faculty: Betty Delinck, M.A. (Artist in Residence Emeritus); Carlye Frank, M.L.A., Debra Dado Gyure, M.F.A.; Michael Kaysen, B.A.; Walter Skiba, M.A., M. Mus.; Paul Somers, M.F.A.

The Digital and Studio Arts Program provides art students with a grounding in traditional art knowledge and skills, training in industry-standard computer graphic software, and the flexibility, resources, and opportunities to strike out on their own creative and career paths. In the first two years, students acquire a foundation of knowledge in visual communication, graphic design, and art history, and basic mastery of skill in drawing, painting, and sculpting. On this foundation they build the computer graphic/software skills essential to work effectively in a variety of media and art careers, acquiring the flexibility that will enable them to work in a rapidly changing field.

In the junior year, students are provided with individualized studios in which they develop their own digital or traditional studio practice under the guidance of a faculty arts mentor. Combined with training in how to run an art career, topics courses in practical skills such as grant writing, and required art internships, the Digital and Studio Arts practice classes prepare students for the challenges of becoming an art professional in the contemporary world. The program fosters art student cooperation through yearly art critiques, develops large project execution and job search skills via a required senior project and portfolio development.

The Digital and Studio Arts Program seeks to develop in its students the artistic knowledge, perception, and skill needed to pursue a satisfying contemporary career in the arts. As a Catholic institution, CCSJ faculty places artistic development within the spiritual development of the individual student and seeks to create emotional, intellectually, and spiritually mature artists whose creations are an inspiration to others and a service to their community.

Program Competencies

1. Students will understand the fundamentals of visual communication, including the development and placement of focal points, the principles of effective composition, and the uses of color.
2. Students will know the history of art and visual communication, from the prehistorical and ancient roots to post-modern eras, including major artists, classic works, and significant art movements.
3. Students will understand the foundations of effective graphic design, including format, the elements of line, type, shape, and texture, and the principles of structure, including balance, contrast, unity, value, and color.
4. Students will know the uses, capabilities, limitations of a variety of art media in two and three dimensions, from traditional drawing tools to digital images and photography, clay, and computer drawing tools.

5. Students will apply drawing principles: the accurate perception of object proportions, linear contours, negative and positive spaces, values of light and dark, and rules of perspective and will develop advanced drawing skills in the traditional fields of figure drawing and portraiture, still life, and landscape.
6. Students will become proficient in industry standard graphic arts computer software such as Adobe's Creative Suite: Photoshop, InDesign, and Illustrator.
7. Students will analyze and evaluate both their own artwork and the artwork of their fellow students and art professionals in a continual effort to develop their own artistic projects and gain mastery of creative processes, from idea development to successful execution and engagement with an audience.
8. Students will understand and apply the skills of a professional art career with an eye toward serving usefully in a variety of evolving industries.

B.A. in Digital and Studio Arts (120 hours)

The following courses are required for a baccalaureate degree:

1. 38 hours: General Education
2. 12 hours: Lower-level Offerings
 - ARTS 100 Introduction to Performing Arts **or**
 - ARTS 120 Digital Photography
 - ARTS 140 Introduction to Graphic Design
 - ARTS 160 Drawing I
 - ARTS 170 Introduction to the Visual Arts
3. 12 hours: Mid-level Offerings
 - ARTS 230 Sculpture **or** ARTS 234 Ceramics
 - ARTS 261 Drawing II
 - ARTS 280 History
 - ARTS 290 Painting
1. 24 hours: Upper Level Courses in Major
 - ARTS 341 Pub Design & Layout
 - ARTS 343 Digital Illustration
 - ARTS 353 Web Design **or**
 - ARTS 355 Multimedia Comp. Graphics
 - ARTS 400 Advanced Studio Arts Practice (up to 6 hrs) **or**
 - ARTS 405 Advanced Digital Arts Practice (up to 6 hrs)
 - ARTS 496 Topics (up to 6 hours)
 - ARTS 499 Senior Project and Portfolio
5. 34 hours: Electives

Minor in Graphic Design (15 hours in Digital and Studio Arts Courses)

- ARTS 140 Introduction to Graphic Design *
- ARTS 341 Publication Design and Layout

- ARTS 355 Multimedia Computer Graphics
- ARTS 343 Digital Illustration
- ARTS 499 Senior Project and Portfolio
- ARTS 390 Digital and Studio Arts Critique and Seminar (0 credit hours)

* If students choose Intro to Graphic Design as part of the Gen Ed distribution, this minor actually takes only 12 additional credits.

Digital and Studio Arts Courses (ARTS)

ARTS 100. Introduction to the Performing Arts 3 hours

This course teaches students how to understand and appreciate the performing arts, including music and theater. Students learn to approach performance art from the perspective of the world in which it was created, and the role performing arts continue to play in our world. Students learn to identify the formal elements of performing arts, to articulate their art experiences, 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. *(This course is a CCSJ General Education option in Humanities.)*

ARTS 120. Digital Photography 3 hours

Students study principles of digital photography and gain practical experience in the operation of a digital camera, scanning, and basic manipulation using Photoshop as well as a fundamental understanding of the history of photography in relation to culture. Students apply principles of composition, lighting, and digital techniques to the interpretation, analysis and critique of artworks. *(This course is a CCSJ General Education option in Humanities.)*

ARTS 140. Introduction to Graphic Design 3 hours

This course, emphasizing print-based graphic design, introduces students to the principles of graphic design and surveys the history of graphic design from its birth at the turn of the twentieth century to its contemporary practice in a wide variety of cultures. The course will focus on the fundamentals of the work of influential individual designers, design movements, and technology, as well as the role of design in advertising, the social and cultural significance of design in advertising, and the social and cultural significance of design in different periods. *(This course is a CCSJ General Education option in Humanities.)*

ARTS 160. Drawing I 3 hours

An experiential learning course in drawing for the general education student as well as art majors, students learn the fundamentals of drawing realistically from life, including drawing edges, spaces, relationships, values, and color. Students will draw the traditional subjects of still life, landscape, and the portrait working with both linear and mass drawing materials. *(This course is a CCSJ General Education option in Humanities.)*

ARTS 170. Introduction to Visual Arts 3 hours

This course teaches students how to understand and appreciate the visual arts, including drawings, prints, paintings, sculptures, and photographs. Students learn to approach visual art from the perspective of the world in which it was created, the artist who created it, the viewer

who responds to it, and the object itself. Students learn to identify the formal elements of visual art works, to articulate their art experiences, and to bring to bear cultural and biographical knowledge on their visual art experience. *(This course is a CCSJ General Education option in Humanities.)*

ARTS 230. Sculpture **3 hours**

This class is an introduction to ideas and techniques for making art in three dimensions. Visual language and understanding of form is taught through the use of simple materials such as wood, papier-mâché, and wire to construct projects and to solve visual design problems. Students will also understand, in broad terms, the evolution of sculpture throughout time. Laboratory fee: See current fee schedule.

ARTS 235. Ceramics **3 hours**

This class is an introduction to the basic hand-building, glazing and firing techniques used when working with clay. We will touch on the history of ceramics as a technology and an art form. We will learn about what clay is, where it comes from and we will touch upon the chemistry involved in the process. There will be an emphasis on pottery, form, surface treatment and function. Working on the pottery wheel will also be introduced. By the end of the class, the student will have created several glazed, functional vessels. Laboratory fee: See current fee schedule

ARTS 240. Performance and Stage Craft **1-3 hours**

In this introductory, elective course students participate in a CCSJ theater productions in a variety of ways, including acting, production staff, writing, or (upon instructor approval) acting as a rehearsal director or technical director. On occasion, the course may also be offered as an acting course for students preparing to be in a CCSJ production. Course may be repeated for a total of 6 credits.

ARTS 245. Musical Performance and Ensemble **1-3 hours**

In this introductory, elective course students focus on part-singing, vocal blend, characterization, choreography and performance presentation and the rudiments of music including notation, vocabulary, writing music and forms. Students who play instruments will be invited to learn the basics of accompaniment and music theory. Course may be repeated for a total of 6 credits.

ARTS 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.

ARTS 260. 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.

ARTS 261. Drawing II**3 hours**

This course in drawing is designed for art majors as well as the interested and passionate novice. This course builds on and refines the experience of Drawing I, focusing on a variety of tonal and color media, and emphasizing the line. The course begins with formal concerns, and moves toward explorations in invention and abstraction. The course includes vocabulary development, critical analysis activities and references to historical models of drawing and the evolution of drawing, which will include figure drawing and life studies.

Laboratory Fee: See current fee schedule.

Prerequisites: ARTS 260

ARTS 271. World Cinema**3 hours**

Students view and study a sampling of films from various countries around the world, from the silent era to the present day, addressing content and form, historical context and significance. Students also discuss how each film connects with them and their world today and assign an overall rating with reasons. As a final project, students deliver oral presentations on films.

ARTS 273. American Cinema**3 hours**

This class presents an overview of the history of American cinema and some representative genres. Topics covered include the Hollywood style, film techniques, the studio system, the star system, the viewing of films and their relationship to society as a medium. Students view and study specific films coordinated with Study Guide units.

Cross-listed: EWPC 273.

ARTS 280. Art History**3 hours**

This course surveys the history of visual arts from pre-history to the present day. Through a close examination of individual works of art, students learn the artists, the art movements, and the art theories that have guided the creation of art in Western culture from the ancient world to the present. Students develop their ability to look at individual works of visual art with an informed, analytical, and practiced eye and write about art with intelligence and sensitivity.

ARTS 290. Painting**3 hours**

This course teaches students the knowledge and skills need to paint realistically in both oils and acrylics. Students acquire the basics of color theory, learning how to choose a limited palette, to see color as value, and to develop a harmonious color schemes. Students learn to build paintings on a foundation of solid drawing, attending to content, composition and color to express their ideas in visual form. Through increasingly difficult painting projects, students practice the demands of painting the still life, the landscape, and the human figure.

Laboratory Fee: See current fee schedule.

Prerequisites: ARTS 160, ARTS 261

ARTS 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 the operation of industry-standard desktop publishing software.

Prerequisites: EWPC 103

ARTS 343. Digital Illustration**3 hours**

This course introduces digital design through a lens of fine art and design fundamentals using Adobe Illustrator, the industry standard tool for graphic designers and technical illustrators. Content includes various features of object-based drawing application; practical exercises in basics of object manipulation including reflecting, shearing and blending; additional content includes subtleties of layering and Bezier' curves toward creating professional, computer-based illustrations.

Prerequisites: ARTS 120 or Instructor permission

ARTS 355. Multimedia Computer Graphics**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.

ARTS 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 fundamental aspects of project planning, basic camera functions, shooting techniques, lighting principles, and audio recording fundamentals. Includes preproduction issues, production terminology, and some introductory attention to post-production issues. Upon completion of this course, students will be able to work with the basics of Adobe Premiere Pro software to create a video, incorporate transitions, text, audio and incorporate some special effects.

Prerequisites: ARTS 290 and ARTS 343 or permission of instructor.

ARTS 371. Video Production II**3 hours**

This advanced Video Production course emphasizes finished works, including post-production and editing. Students also build upon experiences in fundamental aspects of project planning, basic camera functions, shooting techniques, lighting principles, and audio recording fundamentals. Upon completion of this course, students will begin to master elements of Adobe Premiere Pro software to create a finished video works, incorporating linear and non-linear transitions, text, audio and seamlessly integrate some special effects.

Prerequisites: ARTS 290 and ARTS 343 or permission of instructor.

ARTS 400. Advanced Studio Arts Practice**3 hours**

This experiential learning course teaches students to develop a disciplined studio arts practice. Assigned a campus studio and guided by assigned advisors, students define art projects, organize studios for creation, establish a regular schedule of studio practice, and produce a coherent art project. Students meet in weekly seminars to learn the fundamentals of professional art practice, such as developing an inventory of work, registering copyrights, and building contacts lists. Includes weekly studio development, monthly critiques, and one Open Studio Show. Course may be repeated for up to six hours.

Prerequisites: ARTS 140 and ARTS 290

ARTS 405. Advanced Digital Arts Practice**3 hours**

This experiential learning course teaches students to develop a disciplined digital arts practice. Assigned a campus studio and guided by assigned advisors, students define digital art projects, organize digital art studios for creation, establish a regular schedule of digital arts studio practice, and produce a coherent art project. Students meet in weekly seminars to learn the fundamentals of professional digital art practice, such as developing an inventory of work, registering copyrights, and building contacts lists. Includes weekly digital studio development, monthly critiques, and one Open Studio Show. Course may be repeated for up to six hours. Prerequisites: ARTS 290 and *any two* 300-level ARTS courses.

ARTS 495. Internship**3 hours**

The internship in Digital and Studio Arts enables students to acquire practical experience in a variety of professional settings that draw on the skills and knowledge obtained in their course of study. Work settings include art galleries, non-profit organizations, media outlets, etc. The program director must approve the internship, and a full-time faculty member in Digital and Studio Arts will coordinate the internship. The course may be repeated for up to 6 hours. Prerequisites: Senior status or permission of program director.

ARTS 499. Senior Project and Portfolio**3 hours**

This practicum capstone course extends from the disciplined studio arts practice. Assigned a campus studio and guided by assigned advisors, students reflect on their general education and their courses in the major, create a professional-level portfolio, and produce and display summative art project.

Prerequisites: Senior Status and completion of 6 hours of advanced practice

Economics

Department Chairperson
Roy Scheive, Ed.D.

Support Area Director: Steve Varela, Ph.D., M.B.A., M.S.

Faculty: Melvin Randolph, D.B.A., Daniel Botich, M.P.A., Paul Fuscoe, M.A.; Steve Varela, Ph.D., M.B.A., M.S.

Economics Courses (ECON)

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

This course introduces a range of economic theories. The basic principles of behavioral economics are studied and discussed along with selected topics in macro and micro economics. 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. *(This course is a CCSJ General Education option in Social Sciences.)*

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

This course serves as an introduction to economics in general and serves as a specific introduction to macroeconomics. It includes such topics as national income, employment, 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 e.g., including labor markets, especially as they pertain to current issues 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**

Conducting business internationally involves a unique set of challenges. Diverse cultures, laws, languages, and currencies add to the complexity of putting together and managing international business ventures. This course will help you prepare for these types of activities by examining the international business environment (e.g. economic, political, legal, operational and cultural aspects) and related institutions that impact a global firm (e.g. the United Nations, the WTO, and various regional trading blocs). Students in this course will understand the gravity of differences in implementing international business relative to domestic business and appreciate the diversity of methods in which to overcome obstacles and achieve success. They will have acquired the knowledge necessary to find sources of problem-solving information for particular international

markets in key business disciplines and have learned how to analyze the competitive strategy of firms operating in international markets.

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

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.

Education

Department Chairperson

John M. Shields, Ph.D.

Program Director: Dawn Greene, Ph.D.

Faculty: Marianne Culver, J.D., M.A.T.; Philip Dietrich, M.A.T. ; Sr. Michele Dvorak, Ed.D.; Chris Gloff, M.A.T.; Eileen Germek, M.Ed.; Dawn Greene, Ph.D.; Fred Greene, M.A.; Daniel Hadary, M.S.; Barbara O'Block, Ed.D.; Joi Patterson, Ph.D.; David Pittman, M.A.T.; John Potocki, M.A.; Alyssa Rodriguez, Ph.D. Candidate; John Shields, Ph.D.; Mark Sperling, Ed.D.; Angela Szczepanik- Sanchez, M.S.; Scott Tabernacki, M.Ed.; Bruce Wisowaty, M.A.

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 Department 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 can contribute to the just transformation of values and social structures within society, promoting human dignity, freedom, responsibility, and creativity. Thus, the Education Department 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.

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 Department 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.

Education Program Objectives

Five major objectives have been defined under the three pillars: Preparation, Reflection and Transformation. Program graduates are required to:

1. Demonstrate Understanding of How Students Learn and How They Differ
2. Demonstrate Knowledge of What to Teach
3. Demonstrate How to Teach Effectively

4. Demonstrate Effective Implementation of Technology
5. Demonstrate Continuous Personal and Professional Growth

Education Program Outcomes

In alignment with the directives of the national teacher preparation accrediting agency CAEP (Council for the Accreditation of Educator Preparation), the Education Program has identified the InTASC Standards as the outcomes to be mastered by the CCSJ teacher candidates in order to demonstrate proficiency as professional educators. The Standards can be found at:

http://www.ccsso.org/Resources/Publications/InTASC_Standards_At_a_Glance_2011.html

Click on link named: [InTASC Model Core Teaching Standards At a Glance 2011](#)

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 Effectiveness and Licensing (OEEL) to prepare teachers for the elementary license. The curriculum includes the CCSJ baccalaureate degree and OEEL requirements.

The Calumet College of St. Joseph Education Program has also been authorized by the OEEL to prepare teacher candidates for secondary education through the Master of Arts in Teaching Program. 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.

The Calumet College of St. Joseph Education Program is fully accredited by the National Council of Accreditation for Teacher Education (NCATE) effective October 26, 2012. Effective July 1, 2013, this accrediting body was renamed the Council for the Accreditation of Educator Preparation (CAEP).

Core Assessments for Educator Licensure (CASA)

The Indiana Department of Education has worked with the Evaluation Systems group of Pearson to develop new teacher licensure assessments that became operational in 2013. The Indiana CORE Assessments for Educator Licensure includes tests for over 50 content areas, pedagogy assessments for multiple developmental levels, and an entry-level skills test of reading, writing, and mathematics. Calumet College of St. Joseph is a test site. Please contact the Academic Support Center and ask about the CASA testing for Indiana licensure.

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 pass CASA before the official acceptance into the program. Refer to the *CCSJ Education Department Handbook* for further information.

Delivery Systems

Cohort Programs: Day

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; 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 degreed career changers; leads to certification: eight months for secondary education and eleven months for elementary education (plus student teaching).
- Saturday classes from 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)

The total program for a B.S. in Elementary Education consists of 121 hours as follows: general education requirements (48 hours of general education courses), required cohort education courses (64 hours), content minor (9 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:

- Successfully pass CASA or alternative requirements
- Good standing with CCSJ
- Transcript review
- Successful completion of 75 % of General Education courses.
- GPA of at least 3.0 for the following courses: EDU 300, 311 and 313
- Resume
- Full Criminal History Clearance via Safe Hiring Solutions– (*Note: must be updated annually*)
- Formal application for Teacher Candidacy
- Virtus Training

Continuation in the Cohort Education Program

All teacher candidates are expected to enroll in and attend two to three Education Seminars each semester. These seminars address educational issues, concerns, and research relevant to the profession. The Education Advisor reviews the GPA's 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
- Demonstrate a professional disposition
- Complete any other required criteria stated in the *CCSJ Education Department Handbook*. See the *CCSJ Education Department Handbook* for more detail.

Admission into the T2T/MAT Program

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

- Bachelor's degree
- Successfully pass CASA or meet alternative testing requirements
- Transcript review
- GPA of at least 3.0 or higher
- Resume
- Full Criminal History Clearance– (*Note: must be updated annually*)
- ☞ Virtus Training

Continuation in the T2T/MAT Program

All teacher candidates are expected to enroll in and attend two to three Education Seminars each semester. These seminars address educational issues, concerns, and research relevant to the profession. See the *CCSJ Education Department Handbook* for more detail. The Education Advisor reviews the GPA's of all teacher candidates at the end of each semester. See the *CCSJ Education Department 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 Department Handbook*.

Indiana Licensing Process

Indiana requirements for licensing include (but are not limited to)

1. Professional courses in education;
2. Successful completion of student teaching experience;
3. Successful completion of Pearson CORE Content Test (secondary), Elementary Education Generalist Tests and appropriate Elementary/ Secondary Developmental Pedagogy Exams;

4. Recommendation by the Licensing Advisors
5. A current CPR (adult, child and infant) and AED card;
6. Proof of suicide prevention training.

Further information about the Education Program can be found in the *CCSJ Education Department Student Handbook*. Checklists for all Education Programs are available from CCSJ advising or members of the Education Department's faculty. Further information about the T2T/MAT Program is available in the *CCSJ Education Department Student Handbook*.

Bachelor in Education: Elementary Education Courses (EDUC)

EDUC 200. Intro to the Teaching Profession 3 hours

The purpose of this course is to introduce the prospective teacher education candidate to the knowledge, skills, and dispositions that the research determines as essential components of effective teacher behaviors. Furthermore, the course seeks to introduce the prospective teacher candidate to the State of Indiana requirements for entry into an accredited professional education preparation program.

EDUC 299. Teacher Education Seminar Non-credit

The Education Program offers four (2-3) 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 per Semester: *See Tuition & Fees.***

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 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.

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 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: 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: EDUC 300

EDUC 315. The Effective Educator**3 hours**

This experiential course is designed to immerse the student into the standards that shape the very basis of educational design. This survey course introduces the student to the current issues in the teaching, and pedagogy fundamental to the education profession. Students will recall and utilize the theories of Dewey, Toffler, Banks, Kohlberg, Bronfenbrenner, and Gardner. Issues covered include the role of technology, an introduction to Special Education students, bilingual education, multi-cultural education, and school safety. Pedagogical strategies include basic instructional methodology, effective teaching practices, planning, implementation, and assessment. Prerequisite: EDUC 300, 311, and 313

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: EDUC 300, 311, and 315

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: EDUC 300, 311, and 342

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 405. 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: EWPC 405

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. Field experience required.

Prerequisites: EDUC 300, 311, 342, and 370

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: 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, 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 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: 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.

Prerequisites: EDUC 300, 311, and 342

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: 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: EDUC 300, 311, and 342

EDUC 488. 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: 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 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: EDUC 300, 311, 313, 325, 342, 370, 400, 430, 481, 483, 484, 485, and 486.

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: 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.

English, Writing, and Professional Communications

Department Chairperson
Fr. Kevin Scalf, C.P.P.S.

Program Director: Kirk Robinson, M.F.A.

Faculty: Christopher Buczinsky, Ph.D.; Mark Cassello, M.A.; Richard Damashek, Ph.D. (Professor Emeritus); Kirk Robinson, M.F.A.; Ginger Rodriguez, Ph.D.; Jennifer Young, M.A.

Adjunct Instructors: Nicole Avina, M.A.; Michael Puente, B.A.; Lanea Ravn, M.A.

The English, Writing, and Professional Communications program develops in students a mastery of the English language, an appreciation of its literatures, and the technical skills to work in modern communications. Built around a core of writing courses, the program teaches students to communicate with clarity, purpose, and style. It prepares students to work in a variety of 21st-century communication careers, pursue a viable writing profession, live a meaningful life, and serve their community. By providing both foundational and elective courses in literature and writing, the program also serves the college's General Education Program. Finally, through a variety of student publications, clubs, and special events, the EWPC program creates a vibrant community for literature, writing, and communication both on campus and in the community.

The English, Writing, and Professional Communications 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 Communications. In a set of core writing classes, students master the fundamentals of clear English composition, practicing and applying these skills across a curriculum founded on experiential learning projects. Depending on the concentration, students then specialize in literary analysis, creative writing, or digital communications. All three concentrations ground students in the writing and reading skills necessary to pursue careers in writing, editing, publishing, advertising, public relations, social media, and technical writing. The Bachelor of Arts degree in English is also a strong undergraduate degree for those pursuing graduate studies in English, a career in teaching, or entrance into law school and a variety of other graduate programs.

BA in English: Program Competencies

The English, Writing, and Professional Communications Program is an undergraduate college-level program in writing and reading that develops a student's power over the English language. As a program in the liberal arts, it is a flexible major that provides students with the foundational writing and reading tools needed to enter any profession that requires complex, sophisticated communication skills. It has **six major objectives**.

At the end of the program, students will

1. **Know** the principal authors, works, genres, periods, movements, and terms in the Western literary and professional communication traditions.

2. **Understand** the history and structure of the English language and the role it plays in contemporary culture.
3. **Apply** their knowledge of rhetoric and grammar to creating and editing a variety of literary, journalistic, and business texts.
4. **Analyze** a variety of complex nonfiction, literary and professional communications on both global-structural and local-sentence levels.
5. **Synthesize** their knowledge of the English language and its literary and professional forms in clear, well-organized, rhetorically-effective English prose, including nonfiction essays, literary texts, and professional communications.
6. **Evaluate** the success of literary, journalistic, and business texts according to a clear set of rhetorical standards.

All students in the major share a common core of writing courses, but the program allows students to concentrate in one of three areas:

- 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.
- The ***B.A. in English with a Creative Writing Concentration***, which focuses on writing and the creation of literary texts.
- The ***B.A. in English with a Communications Concentration***, which focuses on writing for business, media, and other professional contexts.

B.A. in English with a Literature Concentration (120 hours)

The following courses are required for a baccalaureate degree:

1. 38 hours: General Education
2. 12 hours: English Program Shared Writing Core
 - EWPC 250 Introduction to Textual Studies
 - EWPC 320 History and Study of the English Language
 - EWPC 325 The Literary Essay
 - EWPC 410 Editing
3. 9 hours: Requisites for the Concentration
 - EWPC 255 Foundations of Western Literature
 - EWPC 265 British Literature
 - EWPC 275 American Literature
4. 24 hours: Upper Level Courses in the Major
 - EWPC 310 Shakespeare
 - Three of the following five
 - EWPC 373 American Cinema
 - EWPC 440 20th Century Poetry
 - EWPC 445 Literary Criticism
 - EWPC 450 The Novel
 - EWPC 460 The Drama

- Three upper-level courses in English
- EWPC 499 Senior Seminar

5. 37 hours: Electives

B.A. in English with a Creative Writing Concentration (120 hours)

The following courses are required for a baccalaureate degree:

1. 38 hours: General Education

2. 12 hours: English Program Shared Writing Core

- EWPC 250 Introduction to Textual Studies
- EWPC 320 History and Study of the English Language
- EWPC 325 The Literary Essay
- EWPC 410 Editing

3. 12 hours: Requisites for the Concentration

- EWPC 235 Introduction to Creative Writing
- EWPC 255 Foundations of Western Literature
- EWPC 265 British Literature
- EWPC 275 American Literature

4. 21 hours: Upper Level Courses in the Major

- EWPC 310 Shakespeare
- EWPC 435 Advanced Creative Writing
- Two of the following five
 - EWPC 373 American Cinema
 - EWPC 445 Literary Criticism
 - EWPC 445 Literary Criticism
 - EWPC 450 The Novel
 - EWPC 460 The Drama
- Two upper-level courses in English
- EWPC 499 Senior Seminar

5. 37 hours: Electives

B.A. in English, Writing, and Professional Communications with a Communications Concentration (120 hours)

The following courses are required for a baccalaureate degree:

1. 38 hours: General Education

2. 12 hours: English Program Shared Writing Core

- EWPC 250 Introduction to Textual Studies
- EWPC 320 History and Study of the English Language
- EWPC 325 The Literary Essay

- EWPC 410 Editing
3. 15 hours: Requisites for the Concentration
 - EWPC 115 Introduction to Mass Communications
 - EWPC 316 Reporting and Writing for the Media
 - EWPC 355 Multimedia Computer Graphics (*cross-listed ARTS 355*)
 - EWPC 370 Video Production I
 - EWPC 372 Audio Production
 4. 24 hours: Upper Level Courses in the Major
 - EWPC 420 Ethics and Law in Print, Broadcast, and Web Media
 - EWPC 470 Applied Journalism I
 - EWPC 471 Applied Journalism II
 - EWPC 480 Applied Media I
 - EWPC 481 Applied Media II
 - EWPC 499 Senior Seminar
 - Two upper-level courses in English
 4. 31 hours: Electives

A.A. in English (59 hours)

The following courses are required for the associate degree:

1. 35 hours: General Education
2. 12 hours: Requisites for the Major
 - EWPC 250 Introduction to Textual Studies
 - EWPC 255 Foundations of Western Literature
 - EWPC 265 British Literature OR EWPC 275 American Literature
 - EWPC 235 Intro to Creative Writing
3. 9 hours: Upper Level Courses in Major
 - EWPC 310 Shakespeare
 - EWPC 320 History and Study of the English Language
4. 6 hours: Two English Electives at level-200 or above

Minor in English (18 hours)

- EWPC 250 Introduction to Textual Studies
 - EWPC 255 Foundations of Western Literature
 - EWPC 265 British Literature OR EWPC 275 American Literature
 - EWPC 235 Introduction to Creative Writing
 - EWPC 320 History and Study of the English Language
- One English Elective 200 or above

Minor in Drama (18 hours)

The following courses and co-curricular activities are required:

- EWPC 240 Performance and Stagecraft (6 hours)
- EWPC 310 Shakespeare (with permission of program director)
- EWPC 460 The Drama (with permission of program director)
- Six hours related work in English or ARTS (with permission of program director)

Note: All students must receive a 3.0 or higher GPA in their upper-level major courses to be eligible to receive a degree in English, Writing, and Professional Communications.

English Writing and Professional Communications Courses (EWPC)

EWPC 093. Developmental English for Non-Native Speakers 3 hours

This writing course prepares the student for college-level English by teaching the composition of grammatically correct sentences, 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 and program director will advise the student toward the next appropriate EWPC course.

Not applicable toward a degree.

EWPC 095. Fundamentals of English I 3 hours

English 095 is the first course in the remedial writing sequence. It introduces the reading, writing, and technical concepts needed to comprehend and summarize college-level texts. The course provides students with the fundamentals of English grammar necessary to create effective sentences and cogent paragraphs. Grammar and mechanics will be reinforced both by responding in writing to classic and contemporary essays and by working through targeted exercises in the college's educational software.

Not applicable toward a degree.

EWPC 096. Fundamentals of English II 3 hours

English 096 is the second course in the remedial writing sequence. It further develops the reading, writing, and technical concepts and skills students need to comprehend and summarize college-level texts. The course resolves the sentence-level errors and weaknesses in paragraph unity, development, and coherence addressed in English 095. Student reading and writing skills are brought to adequate college-level by responding in writing to more complex and difficult classic and contemporary essays and by working through additional targeted exercises in the college's educational software.

Not applicable toward a degree.

EWPC 100. Fundamentals of English III 3 hours

This is a remedial course in English Composition for students who have taken and failed to successfully complete the portfolio assessment. Students will receive one-on-one assistance to help meet the portfolio requirements, learning to correct common grammatical and usage errors, solve common problems in sentence composition, organize paragraphs, construct essays, and shape their writing according to audience and purpose. To pass English 100 and move on to English 104, students must pass the college writing portfolio exam.

Prerequisite: Only students who have taken EWPC 103 and submitted a failing portfolio are eligible for this course.

EWPC 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. Before successfully completing the course, students must demonstrate basic competency in a portfolio of semester writing. *(This course is a CCSJ General Education requirement.)*

EWPC 111. The Literary Experience **3 hours**

Using classic and contemporary short stories and poems, 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 study both Western literary classics and minority challenges to that tradition, examining the role of stories and poems in a meaningful life. *(This course is a CCSJ General Education option in Humanities.)*

Prerequisite: EWPC 103

EWPC 112. Honors Literary Experience **3 hours**

Using classic and contemporary short stories and poems, 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 study both Western literary classics and minority challenges to that tradition, examining the role of stories and poems in a meaningful life. *(This course is a CCSJ General Education option in Humanities.)*

Prerequisite: EWPC 103 AND admission into the St. Gaspar's Honors Learning Community.

EWPC 115. Introduction to Mass Communications **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.

EWPC 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 learn and employ elements of classical rhetoric while preparing and presenting several different types of speeches utilizing a variety of media. Particular attention is paid to balancing adequate content with effective delivery. *(This course is a CCSJ General Education requirement.)*

EWPC 204. Academic Reading and Writing II **3 hours**

This course, part of the General Education Capstone, helps students refine concepts and skills needed to read and write with sources, and requires students to utilize their general education knowledge in a synthetic, analytic summative writing project in accordance with the college's mission. This course utilizes concepts and skills from the general education program, and teaches students the concepts and skills needed to read and write utilizing academic sources. Students learn how to find, read, summarize, and respond to a variety of college level texts in a variety of

genres. It teaches students academic print and electronic search techniques, analytic and synthetic reading skills, and the conventions of academic argument, culminating in ten pages of source-based writing. Students must pass a competency portfolio to be eligible for the second part of the General Education Capstone. (*This course is a CCSJ General Education requirement.*)

Prerequisite: EWPC 103 and completion of or enrollment in all introductory and intermediate general education courses, or permission of general education program director

EWPC 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: EWPC 103

EWPC 240. Performance and Stagecraft **3 hours**

Students participate in various elements (acting, production staff) of one or more theater productions at CCSJ.

This course may be taken twice for up to six credit hours.

Cross-listed with ARTS 240.

EWPC 250. Introduction to Textual Studies **3 hours**

This course introduces students to the fundamentals of textual study and initiates students into the art of reading texts of all kinds, from traditional poems, stories, and essays to video commercials, films, and TV dramas. Through close reading and the use of a variety of critical lenses, the course teaches students the fundamentals of reading cultural texts with insight and the craft of writing about them with grace and style.

Prerequisite: EWPC 103

EWPC 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: EWPC 103

EWPC 265. British Literature **3 hours**

This course traces the development of English literature from the Anglo-Saxon period through the 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: EWPC 103

EWPC 273. 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 social commentary. Students view films in connection with each unit of the Study Guide and experience a live play for media comparison.

Cross-listed with ARTS 373.

EWPC 275. American Literature**3 hours**

This course surveys American literature from the colonial era through the twentieth century. It explores the major literary movements, writers, and works in fiction and poetry and provides students with an appreciation for America's rich literary heritage.

Prerequisites: EWPC 103

EWPC 310. Shakespeare**3 hours**

This course examines the principal plays of Shakespeare. It engages students in his timeless characters, his riveting plots, and his universal human themes. It introduces students to his principal dramatic genres (history, comedy, tragedy, and romance) and 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: EWPC 250

EWPC 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: EWPC 103

EWPC 320. The History and Study of the English Language**3 hours**

This course traces the evolution and development of the English language 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.

EWPC 325. The Literary Essay**3 hours**

This is a course in advanced non-fiction composition beginning with a close reading of great English literary prose stylists. The course is built on a five-part foundation of grammar, rhetoric, style, structure, and meaningful beauty. It uses classic readings as prompts and models on which students produce short pieces of technically correct and sophisticated writing. The course involves intensive reading and writing and extensive feedback using a workshop model. Students develop a portfolio of revised and polished work and pass a sequence of grammar and sentence construction tests.

Prerequisites: EWPC 103

EWPC 355. Multimedia Computer Graphics **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.

EWPC 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.
Cross-listed with ARTS 370

EWPC 372. Audio Production **3 hours**
Students will learn the fundamentals of audio production and put these skills to use by creating original audio content to be streamed online. They will learn basic audio terminology, the history of audio production, and the technical skills needed to create and post online audio content. Students will apply their knowledge of critical listening, acoustic principles, and microphone usage and placement to record and edit multi-track audio.

EWPC 405. 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: EDUC 400

EWPC 410. Editing **3 hours**
This course introduces students to the principles and practical applications of copy marking, 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 brochures, Web-based texts, and the student literary magazine, *Against the Grain*.
Prerequisite: EWPC 250, EWPC 320, and EWPC 325.

EWPC 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. In addition, students will analyze contemporary media ethics and principles.
Prerequisite: EWPC 316

EWPC 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 published 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: EWPC 235 or permission of instructor

EWPC 440. 20th Century Poetry

3 hours

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: EWPC 250 and 255

EWPC 445. 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: EWPC 250. In addition, EWPC 255 and 325 are recommended.

EWPC 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: EWPC 250 and 255

EWPC 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 drama, the world's great dramatists, and the most important dramatic movements in world drama.

Prerequisites: EWPC 250 and 255

EWPC 470. Applied Journalism

3 hours

This experiential learning course puts into practice the journalism skills learned in Reporting and Writing for the Media. Students will serve on the staff of *The Shavings* student newspaper and be intimately involved in its production and publication.

Prerequisites: EWPC 316

EWPC 471. Applied Media

3 hours

This experiential learning course puts into practice all of the professional writing and digital video/audio skills needed to do public-ready, Web-based journalism. Using multiple media platforms (text, audio, and visual), students will craft professional and compelling news and feature stories to share with a variety of internal and external audiences—students, alumni,

prospective students, benefactors, and the local community. Students will assemble a portfolio of representative work that can be presented to prospective employers.

Prerequisites: EWPC 370, and EWPC 372

EWPC 480. Applied Journalism II **3 hours**

This experiential learning course puts into practice the journalism skills learned in Reporting and Writing for the Media. Students will serve on the staff of *The Shavings* student newspaper and be intimately involved in its production and publication. Students will be required to conduct interviews, research, and write a feature length cover story, investigative piece, or profile that will be developed in close coordination with a faculty advisor. Students will assemble a final portfolio showcasing their best journalistic writing published in *The Shavings*.

Prerequisites: EWPC 470

EWPC 481. Applied Media II **3 hours**

This project-based learning course puts into practice all of the professional writing and digital video/audio skills needed to do produce professional quality audio/visual content. Students will work on consequential media projects that will serve the College, a particular client, or the community. Using multiple media platforms (text, audio, and visual), students will craft professional and compelling audio and visual content to share with a variety of internal and external audiences. Students will assemble a final portfolio showcasing their best audio/visual content.

Prerequisites: EWPC 471

EWPC 495. Internship in English **1-3 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 a full-time faculty member in English must coordinate the internship.

The course may be repeated for up to 6 hours.

Prerequisites: Senior status needed before application can be made.

EWPC 496. Topics in English **3 hours**

Topics courses in this program will examine areas of special interest in the fields of English, writing, and communications. They will allow students and professors to explore such wide-ranging topics as The Graphic Novel, Horror Stories, Creating Podcasts, Studies in Contemporary Multicultural Literature, Sportswriting, Autobiography and Memoir, Detective Fiction, The Western, and more.

Topics courses (but not specific topics) may be repeated for a total of 9 hours.

EWPC 499. Senior Seminar in English **3 hours**

In the Senior Seminar in English students prepare a large writing project designed in cooperation with his or her advisor, perform the variety of tasks necessary to enter the job market: doing industry research and job searches, writing resumes and cover-letters, and preparing writing portfolios. Students must pass the “Senior Survival Week” English Program Exam, which is the final assessment of all English majors. Senior standing is required.

Exercise and Sports Science

Interim Department Chairperson
Br. Ben Basile

Program Director: Ahmed Lakhani, Ph.D.

Faculty: Sandra Chimon-Rogers, Ph.D., Karen Dade, Ron Kozlowski, Ahmed Lakhani, Ph.D.; Elizabeth Musser, BSHA; and Tracy Stone, M.S., CSCS.

Mission Statement of the Program

The Exercise and Sports Science (EXSS) minor is designed for students who desire a greater understanding of the physiological and biomechanical principles of exercise and fitness. The minor provides coursework in biomechanical principles, prevention and treatment of athletic injuries, exercise leadership, and health behavior.

Career Options with this minor include but are not limited to:

- Fitness Industry: Fitness leader, personal trainer, fitness equipment, salesperson, or center manager.
- Corporate/Employee Wellness: Wellness coordinator, exercise physiologist or fitness director.
- University/College: Strength and conditioning coach, campus fitness director or laboratory coordinator.

Program Outcome Objectives

1. Demonstrate a sound foundational knowledge and understanding of kinesiology as it relates to responses and adaptations to physical activity and exercise.
2. Demonstrate basic laboratory skills pertaining to assessments, laboratory methods, and sound experimental and analytical practices, data acquisition and reporting in the exercise sciences.
3. Demonstrate knowledge of the importance and influence of physical activity, kinesiology, nutrition and exercise on health and be an advocate for physically active lifestyles as a means to improve quality of life and reduce the risk and prevalence of lifestyle related diseases.
4. Plan, administer, and evaluate wellness and fitness programs, nutrition projects, and exercise physiology tracks based in sport, clinical, industrial, and/or corporate environments.
5. Demonstrate requisite skills and abilities for meaningful employment in exercise science related areas or pursue graduate studies in an exercise science related area.

Minor in Exercise and Sports Science (18 credit hours)

The following courses are required for a minor:

19 credit hours in Exercise and Sports Science as follows:

- EXSS 200 Certified Personal Trainer (*2 credits*)
- EXSS 400 Principles of Conditioning (*3 credits*)
- EXSS 410 First Responder (*2 credits*)
- EXSS 415 Fitness Assessment (*3 credits*)

- EXSS 420 Techniques & Practices of Strength and Conditioning (*1 credit*)
- EXSS 425 Techniques & Practices of Exercise Instruction (*1 credit*)
- EXSS 435 Kinesiology/Kinesiology Lab (*4 credits*)
- EXSS 496 Special Topics in Exercise and Sports Science (*3 credits*)

Exercise & Sport Science (EXSS) Course Descriptions

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.

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. Prerequisites: C or better in, BIOL 115, and BIOL 115L.

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. 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.

EXSS 410. First Responder 2 hours

This course prepares students to attain their certification in CPR and other life-saving interventions.

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.

EXSS 420. Techniques & Practices of Strength and Conditioning 1 hour

Building on the concepts presented in EXSS 400, students will be provided with the opportunity to practice the knowledge, skills, and abilities required of strength and conditioning professional. Topics covered will include information on organization and administration of facilities, testing and evaluation, exercise techniques, training adaptations, and periodized program design for all athletes. Prerequisites: C or better in EXSS 200, EXSS 425, and concurrently taking EXSS 400. This would not be recommended for students who are not majoring in kinesiology or minoring in EXSS.

EXSS 425. Techniques & Practices of Exercise Instruction **1 hour**
This course covers the ability to develop and implement effective exercise training plans for personal fitness or use with future personal training clients. Through hands-on instruction and practice, students will create programs designed to improve and maintain health-related components of fitness and performance. Prerequisites: C or better in EXSS 200 or concurrently enrolled in EXSS 200.

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: C or better in, BIOL 115 and BIOL 115L and concurrent enrollment in EXSS 435L.

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. Prerequisites: C or better in, BIOL 115 and BIOL 115L and concurrent enrollment in EXSS 435. Laboratory Fee: See current fee schedule.

EXSS 496. Special Topics **3 hours**
This course will investigate, analyze and discuss significant and contemporary topics in the field of exercise sports and science. Prerequisites: C or better in, BIOL 115 and BIOL 115L.

Forensic Biotechnology

Interim Department Chairperson
Br. Ben Basile

Interim Program Director: Ahmed Lakhani, Ph.D.

Faculty: Sandra Chimon Rogers, Ph.D., Karen Dade, Ron Kozlowski, Ahmed Lakhani, Ph.D.; Elizabeth Musser, BSHA; and Tracy Stone, M.S., CSCS.

Mission Statement of the Program

The forensic biotechnology program will provide students with the biotechnology and forensic skills necessary to work in a federal, state, local, or private criminal investigation laboratory. It also prepares students for various graduate school opportunities. Students will be able to find careers in research science, medical sales, and scientific editing/journal writing, as well as technical careers in scientific laboratories, universities, and research institutions.

To properly prepare students for the forensic science field, crime science investigation laboratory settings, graduate school of any kind, and/or scientific/laboratory-based industries, a standard set of courses that provide a background in sample preparation, handling, and analysis must be completed.

This program builds on a solid foundation of biology and chemistry, and it provides additional training in criminal investigation, forensic biology, human pathology, serology and forensic DNA analysis. Students will receive extensive training in the collection and analysis of biological evidence in both lab and field settings. In addition, students learn how to evaluate mock crime scenes and how to document, collect, and analyze biological evidence and prepare to present it to the attorneys/jury.

Career Options with this major include but are not limited to:

1. Crime scene investigation lab
2. Federal lab
3. State or local police crime lab
4. Work as a research scientist for pharmaceutical and Biotech company.
5. Work as a scientific editor/journalist.
6. Prepare for application to graduate school.
7. Become a biochemist or biomedical engineer.
8. Become a clinical research associate.
9. Become a quality control analyst
10. Become a senior research scientist.

Program Outcome Objectives

1. **Scientific Knowledge and Critical Thinking:**
 - Students will demonstrate substantial and up to date core knowledge of broad areas in basic biology, chemistry, DNA analysis, instrumentation theory, analysis and use.

- Students will demonstrate the ability to accurately and critically evaluate their own scientific work and the work of others.
2. **Investigation/Research Skills and Problem Solving Ability:**
 - Students will demonstrate advanced understanding of a range of technical and conceptual approaches used in forensic laboratories.
 - Students can design, carry out, and interpret crime scene scenarios that generate new knowledge that can be used to solve crime scenes and scientific situations.
 3. **Specific Expertise:**
 - Students can articulate the significance of their findings in both historical and forward-looking contexts.
 - Students will demonstrate mastery of a range of technical and conceptual approaches used in their selected scientific forensic field (DNA analysis, hair analysis, drug testing, etc.).
 4. **Communication:**
 - Students will demonstrate the oral, written and media communication skills required to be effective communicants, teachers and mentors of peers, future scientists and scientifically literate citizens
 5. **Ethics and Advocacy:**
 - Students will apply highest standards of ethics to their studies (data management, research subjects, stewardship of research funds)
 - Students will improve their confidence and interactions with colleagues and the public.
 - Students will be able to advocate for the role of forensic science
 6. **Career Preparation:**
 - Students can articulate an appropriate set of desired potential career paths, and are aware of the preparation and initiative required to pursue these paths

B.S. in Forensic Biotechnology (120 credit hours)

The following courses are required for a baccalaureate degree:

1. 38 credit hours in General Education

Students in the Forensic Biotechnology Program must choose the following General Education options:

- MATH 171, Principles of Statistics as the required Math choice
- BIOL 115, Cell and Evolution, as the required Science choice
- PHIL 200, Great Philosophical Ideas, as the required Humanities choice
- PSY 100, Introduction to Psychology, and SOCL 210, General Sociology, as the required Social Science choices

1. 46 credit hours in Mid-Level Requirements

- BIOL 205 Plants, Animals and the Ecosystem Lecture (3 credits)
- BIOL 205L Plants, Animals and the Ecosystem Lab (1 credit)
- BIOL 215 Medical Terminology (2 credits)
- BIOL 300 Human Anatomy and Physiology I Lecture (3 credits)
- BIOL 300L Human Anatomy and Physiology I Lab (1 credit)
- BIOL 305 Human Anatomy and Physiology II Lecture (3 credits)
- BIOL 305L Human Anatomy and Physiology II Lab (1 credit)

- CHEM 200 General and Analytical Chemistry I Lecture (3 credits)
 - CHEM 200L General and Analytical Chemistry I Lab (1 credit)
 - CHEM 205 General and Analytical Chemistry II Lecture (3 credits)
 - CHEM 205L General and Analytical Chemistry II Lab (1 credit)
 - CHEM 310 Organic Chemistry I Lecture (3 credits)
 - CHEM 310L Organic Chemistry I Lab (1 credit)
 - CHEM 311 Organic Chemistry II Lecture (3 credits)
 - CHEM 311L Organic Chemistry II Lab (1 credit)
 - CRIJ 100 Introduction to Criminal Justice (3 credits)
 - CRIJ 311 Criminal Procedures (3 credits)
 - CRIJ 330 Scientific Criminal Investigation (3 credits)
 - CRIJ Elective (CRIJ 200 or higher) (3 credits)
 - MATH 230 Calculus I (4 credits)
2. 36 credit hours in Upper Level Requirements:
- BIOL 230 Microbiology Lecture (3 credits)
 - BIOL 230L Microbiology Lab (1 credit)
 - BIOL 315 Mendelian and Molecular Genetics Lecture (3 credits)
 - BIOL 315L Mendelian and Molecular Genetics Lab (1 credit)
 - CHEM 430 Instrumental Analysis Lecture (3 credits)
 - CHEM 430L Instrumental Analysis Lab (1 credit)
 - CHEM 445 Physical Chemistry I Lecture (3 credits)
 - CHEM 445L Physical Chemistry I Lab (1 credit)
 - CHEM 446 Physical Chemistry II Lecture (3 credits)
 - CHEM 446L Physical Chemistry II Lab (1 credit)
 - FRSC 200 Forensic Science 1 Lecture (3 credits)
 - FRSC 200L Forensic Science 1 Lab (1 credit)
 - FRSC 205 Forensic Science 2 Lecture (3 credits)
 - FRSC 205L Forensic Science 2 Lab (1 credit)
 - FRSC 320 Biotechnology 1 Lecture (3 credits)
 - FRSC 320L Biotechnology 1 Lab (1 credit)
 - FRSC 325 Biotechnology 2 Lecture (3 credits)
 - FRSC 325L Biotechnology 2 Lab (1 credit)

Incoming student applicants for all the majors within the Biophysical Chemistry Department, will be required to have a 3.2 high school grade point average (GPA) and an ACT score of 19 or the consent of the program director. Incoming freshmen who do not meet the requirements for direct admission into the Biophysical Chemistry Department will have one academic year to meet the admission requirements. This approach will allow academically talented students who begin college without the proper academic background to demonstrate their potential and to retain eligibility into the department while academically becoming successful. Transfer students wishing to enter the biophysical chemistry department's program shall maintain a 3.0 GPA in their science major classes and a minimum cumulative GPA of 2.8 or the consent of the program director.

All students within the Biophysical Chemistry Department must maintain a minimum GPA of 3.0 in their science major courses and a minimum cumulative GPA of 2.8 or the consent of the program director. If a student's GPA drops below the required minimum GPA, he or she will have a one-semester probation period to increase their GPA. During this probationary period, the student must meet with the advising office, an assigned mentor, and the Student Success Center for additional support to get them back on track. Students who are not successful in raising their GPAs within a 1 semester period will lose their eligibility for admission into the majors within the biomedical science department.

Forensic Science (FRSC) Course Descriptions

FRSC 200. Forensic Science 1

3 hours

This course introduces forensic science, with emphasis on topics such as fingerprinting, hair analysis, blood typing, DNA testing, toxicology, and various analytical methods. It discusses the significance of results obtained via chemical, biological, trace, and pattern evidence.

Prerequisites: C or better in MATH 103 (or placed in a higher math course), C or better in BIOL 115, BIOL 115L, BIOL 205, and BIOL 205L, and concurrently enrollment in CHEM 200, CHEM 200L, and FRSC 200L.

FRSC 200L. Forensic Science 1 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. Prerequisites: C or better in MATH 103 (or placed in a higher math course), C or better in BIOL 115, BIOL 115L, BIOL 205, BIOL 205L and concurrently enrolled in CHEM 200, CHEM 200L and FRSC 200. Laboratory Fee: See current fee schedule.

FRSC 205. Forensic Science 2

3 hours

Forensic Science 2 is the second component of the forensic science sequence which develops the reasoning strategies through examination of case studies; solving real-world problems as part of an investigative team. Prerequisites: C or better in MATH 103 (or placed in a higher math course), C or better in BIOL 115, BIOL 115L, BIOL 205, BIOL 205L, CHEM 200, CHEM 200L, FRSC 200, FRSC 200L and concurrently enrolled in CHEM 205, CHEM 205L, and FRSC 205L.

FRSC 205L. Forensic Science 2 Laboratory

1 hour

Forensic Science 2 is the lab component of the forensic science sequence where the examination of case studies; solving real-world problems as part of an investigative team is implemented. Prerequisites: C or better in MATH 103 (or placed in a higher math course), C or better in BIOL 115, BIOL 115L, BIOL 205, BIOL 205L, CHEM 200, CHEM 200L, FRSC 200, FRSC 200L and concurrently enrolled in CHEM 205, CHEM 205L, and FRSC 205. Laboratory Fee: See current fee schedule.

FRSC 320. Biotechnology 1

3 hours

Biotech 1 is designed to illustrate the uses of biotechnology advances and techniques as applied to the broad fields of medicine and forensics. Techniques include: DNA fingerprinting, genetic testing, gene therapy and genetically modified organisms. Prerequisites: C or better in BIOL 115,

BIOL 115L, BIOL 205, BIOL 205L, CHEM 200, and CHEM 200L, FRSC 200, FRSC 200L, FRSC 205, FRSC 205L, along with concurrent enrollment in FRSC 320L.

FRSC 320L. Biotechnology 1 Laboratory

1 hour

Biotech 1 Lab is the laboratory which is designed to showcase with a hands-on experience the uses of biotechnology advances and techniques as applied to the broad fields of medicine and forensics. Techniques include: DNA fingerprinting, genetic testing, gene therapy and genetically modified organisms. Prerequisites: C or better in BIOL 115, BIOL 115L, BIOL 205, BIOL 205L, CHEM 200, and CHEM 200L, FRSC 200, FRSC 200L, FRSC 205, FRSC 205L, along with concurrent enrollment in FRSC 320. Laboratory Fee: See current fee schedule.

FRSC 325. Biotechnology 2

3 hours

Biotechnology 2 is the second sequence of biotechnology where the techniques acquired from Biotechnology 1 are applied towards techniques such as bodily fluid analysis, blood typing, DNA fingerprinting, and paternal testing. Prerequisites: C or better in BIOL 115, BIOL 115L, BIOL 205, BIOL 205L, CHEM 200, and CHEM 200L, FRSC 200, FRSC 200L, FRSC 205, FRSC 205L, FRSC 320, FRSC 320L along with concurrent enrollment in FRSC 325L.

FRSC 325L. Biotechnology 2 Laboratory

1 hour

Biotechnology 2 Laboratory is the lab component of the second sequence of biotechnology where the techniques acquired from Biotechnology 1 are applied towards techniques such as bodily fluid analysis, blood typing, DNA fingerprinting, and paternal testing. Prerequisites: C or better in BIOL 115, BIOL 115L, BIOL 205, BIOL 205L, CHEM 200, and CHEM 200L, FRSC 200, FRSC 200L, FRSC 205, FRSC 205L, FRSC 320, FRSC 320L along with concurrent enrollment in FRSC 325. Laboratory Fee: See current fee schedule.

History

Department Chairperson
Valerie Pennanen, Ph.D.

Support Area Director: Valerie Pennanen, Ph.D.

Faculty: Tina Ebenger, Ph.D., Jeannine Pellettiere, M.P.A.; Valerie Pennanen, Ph.D.

History Support Area Mission Statement:

Knowledge of the past is both intrinsically worthwhile and a key component of good citizenship. On a more practical level, knowledge of history can help open up diverse career opportunities. The History Support Area works primarily with the general education program to help ensure that each student at Calumet College of St. Joseph has knowledge of key dates and developments in history, as well as a basic grasp of historical methods. The History Minor gives interested students a solid foundation in world history, thorough knowledge of Western history, and in-depth knowledge and appreciation of American history from a variety of different perspectives. History faculty at Calumet College of St. Joseph strive to impart to all students Lamartine's classic insight: "History teaches everything, including the future."

Minor in History (12 hours)

The following courses are required:

Two of the following:

- HIST 305 Advanced Studies in Western Civilization
- HIST 310 Advanced Studies in American Civilization
- HIST 320 Advanced Studies in World Civilizations
- HIST 330 History of Christianity (cross-listed as THEO 390)

One of the following:

- HIST 324 The Immigrant Experience
- HIST 390 History of Latin America
- HIST 431 American Urban History

The following required course:

- HIST 496 Topics in History

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. *(This course is a CCSJ General Education option in Social Sciences.)*

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. *(This course is a CCSJ General Education option in Social Sciences.)*

HIST 120. World Civilizations**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. *(This course is a CCSJ General Education option in Social Sciences.)*

HIST 305. Advanced Studies in Western Civilization**3 hours**

This course imparts a thorough knowledge of Western civilizations from Greco-Roman times to the present. Students will master chronologies and key events, address interpretive issues and problems, and trace political, social, and cultural developments in the history of the Western world. They also will explore the impact of geography and climate (including climate change) on the history of the West. Students enrolled in HIST 305 will attend the same lectures and take the same tests as students in HIST 115, but they will be required to complete additional reading and writing projects, including a research paper, and to lead either one full session or two half-sessions of HIST 115. HIST 305 is designed primarily for students who plan to minor in History; however, it may be taken as an elective by other students who meet the prerequisites. Prerequisites: EWPC 103, HIST 110 or HIST 120, and permission of instructor.

HIST 310. Advanced Studies in American Civilization**3 hours**

This course imparts a thorough knowledge of American civilization from colonial times to the present. Students will master chronologies and key events in American history, address interpretive issues and problems, including the impact of geography and climate, and trace important political, social, cultural, and economic developments in the history of the United States. Students enrolled in HIST 310 will attend the same lectures and take the same tests as students in HIST 110, but they will be required to complete additional reading and writing projects, including a research paper, and to lead either one full session or two half-sessions of HIST 110. HIST 310 is designed primarily for students who plan to minor in History; however, it may be taken as an elective by other students who meet the prerequisites. Prerequisites: EWPC 103, HIST 115 or HIST 120, and permission of instructor.

HIST 320. Advanced Studies in World Civilizations**3 hours**

This course imparts a thorough knowledge of major world civilizations from antiquity to the present. Students will master chronologies and key events, explore cultural legacies, and address interpretive issues and problems, including the impact of geography and climate on the history of major world civilizations. They also will trace the development of worldwide socioeconomic

and political trends. Students enrolled in HIST 320 will attend the same lectures and take the same tests as students in HIST 120, but they will be required to complete additional reading and writing projects, including a research paper, and to lead either one full session or two half-sessions of HIST 120. HIST 320 is designed primarily for students who plan to minor in History; however, it may be taken as an elective by other students who meet the prerequisites. Prerequisites: EWPC 103, HIST 110 or HIST 115, and permission of instructor.

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.

Prerequisites: EWPC 103

HIST 330. History of Christianity **3 hours**

In this course, students will survey the two-thousand-year history of the Church, focusing primarily on key events in the life of the Church and society, and development in the Church's structure and theological self-understanding. The modern period, from the close of the Middle Ages through Vatican II, will be emphasized, including such historical and ecclesiastical events as colonization, Reformation, the Enlightenment and its effects on religion, the Industrial Revolution and the beginnings of modern Catholic Social Teaching, the ecumenical movement, and the present expansion of the Church to a diverse global community concentrated in Africa and Latin America, reflected in the teachings of the Second Vatican Council.

Prerequisite: THEO 131

Cross-listed with THEO 390

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.

Prerequisite: EWPC 103

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: EWPC 103

HIST 496. Topics in History **3 hours**

Topics in History courses will investigate, analyze and discuss significant and contemporary topics in the field of history. Topics courses (but not specific courses) may be repeated for a total of 6 credits. Prerequisites: EWPC 103; HIST 110 or HIST 115 or HIST 120.

Humanities

Department Chairperson
Fr. Kevin Scalf, C.P.P.S.

Humanities support area director: Kirk Robinson, M.F.A.

Mission Statement of the Humanities Support area

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, theology, literature and the arts; and
4. To utilize information technology appropriately with regard to studying the Humanities.

Minor in Humanities (24 credit hours)

The Humanities minor is intended primarily for the student who desires the broadening experience of liberal arts study across a variety of disciplines. Students select 24 credit hours from 200-level and upper-level courses from the following disciplines--English, Digital and Studio Arts, Philosophy, History or Theology, with ARTS 280 (Art History) required.

Humanities Courses (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. *(This course is a CCSJ General Education requirement.)*

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. *(This course is a CCSJ General Education requirement for students in the St. Gaspar's Honors Learning Community.)*

Prerequisites: Acceptance into the CCSJ Honors Learning Community

HUM 499. Integrative Project**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.

Human Services

Department Chairperson
Valerie Pennanen, Ph.D.

Program Director: Elizabeth Guzman-Arredondo, M.S.W., L.S.W.

Faculty: Denis Adams, M.S.W.; Marilyn Bogash, M.H.S.; Vernita Brokemon, M.S.W.; Elizabeth Guzman-Arredondo, M.S.W., L.S.W.; LaConyea Pitts Thomas, M.S.W., L.C.S.W.; Ebony Williams, M.S. W.; Dr. Eileen Stenzel (Professor Emerita)

The Human Services Program offers an A.S. Degree in Human Services and a B.S. in Human Services with two concentrations: Social Services and Counseling. With the approval of the Program Director, Counseling Concentrators may also design a clinical counseling specialization that more closely fits their professional interests or use the credit hours to complete a minor in another discipline.

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.

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.

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.

Systems Theory: All students will be able to apply a range of theories to explain human systems: families, small groups, organizations and social systems.

Social and Developmental Theory: All students will be able to apply medical, social and Psychological models of human behavior to identify the conditions that promote and impede attainment of optimal human functioning.

Basic Communication and Technology Literacy: All students will demonstrate competencies in literacy and technical writing, methods of research and measurement, and computer literacy.

Knowledge of and Respect for Cultural Diversity: All students will demonstrate cultural sensitivity and multi-cultural awareness.

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.

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.

Treatment Planning: All students will demonstrate proficiency in the strategies for planning and implementing social and clinical interventions.

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.

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.

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.

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.

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.

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.

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.

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, as well as academic honesty and integrity. 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. Students who are unable to meet these ethical standards will not be allowed to continue in the Human Services Program.

Assessment of Students' Mastery of Educational Objectives

The assessment process of the Human Services Program consists of course based, and program based assessment. Student performance across courses is assessed each semester. Students complete an assessment project as part of the Practicum.

Program Delivery

In order to assist students with the time and space barriers frequently encountered by working adults, the Human Services Program offers the curriculum in an accelerated delivery system that includes both hybrid (a combination of on-campus and distance delivery) and on-line courses. The hybrid courses meet two hours a week for fourteen weeks. One course meets from 5:30 – 7:30 pm. It is linked with a second course scheduled from 7:45-9:45pm. These courses are supplemented with Blackboard. A student can use this system to complete two courses coming to campus one night per week or four courses coming two nights per week. The second accelerated delivery format is on-line courses.

B.S. in Human Services with a Social Services Concentration (120 hours)

The following courses are required for a baccalaureate degree:

1. 38 hours: General Education
2. 15 hours: Requisites for the Major
 - HSV 100 Introduction to Human Services
 - HSV 220 Human Services Models and Methods
 - HSV 230 Pharmacology of Human Services
 - HSV 250 Human Services and Professional Issues
 - PSY 230 Statistics for Behavioral Sciences
3. 42 hours: Upper Level Courses in Major
 - HSV 300 Family Dynamics
 - HSV 312 Death Dying and Caregiving
 - HSV 319 Case Management
 - HSV 350 Theological Skills for Human Service Professionals
 - HSV 358 Social Service and Public Policy

- HSV 400 Crisis Intervention
- HSV 405 Counseling Diverse Populations
- HSV 420 Group Dynamics
- HSV 413 Methods in Community Organizations
- HSV 430 Assessment and Treatment Planning
- HSV 495 Practicum
- HSV 496 Topics in Human Services
- HSV 497 Research in Human Services
- An HSV elective at the 300 level or higher

4. 25 hours: Electives

B.S. in Human Services with a Counseling Concentration:

1. 38 hours: General Education

2. 15 hours: Requisites for the Major

- HSV 100 Introduction to Human Services
- HSV 220 Human Services Models and Methods
- HSV 230 Pharmacology of Human Services
- HSV 250 Human Services and Professional Issues
- PSY 230 Statistics for Behavioral Sciences

3. 45 hours: Upper Level Courses in Major

- HSV 300 Family Dynamics
- HSV 305 Theoretical Bases of Counseling
- HSV 310 Clinical Counseling Practice
- HSV 319 Case Management
- HSV 328 Counseling the Chemically Dependent
- HSV 342 Counseling for Sexual and Domestic Violence
- HSV 350 Theological Skills for Human Service Professionals
- HSV 400 Crisis Intervention (taken as part of the A.S. Degree)
- HSV 405 Counseling Diverse Populations
- HSV 420 Group Dynamics
- HSV 430 Assessment and Treatment Planning
- HSV 495 Practicum
- HSV 496 Topics in Human Services
- HSV 497 Research in Human Services
- An HSV elective at the 300 level or higher

4. 22 hours: Electives

A.S. in Human Services

The following courses are required for the Associate's degree:

1. 35 hours: General Education

2. 12 hours: Requisites for the Major
 - HSV 100 Introduction to Human Services
 - HSV 220 Human Services Models and Methods
 - HSV 230 Pharmacology of Human Services
 - HSV 250 Human Services & Professional Issues

3. 15 hours: Upper Level Courses in Major
 - HSV 319 Case Management
 - HSV 400 Crisis Intervention
 - HSV 420 Group Dynamics
 - HSV 496 Topics in Human Services
 - HSV ____ Human Services Elective

One or more prerequisites can be waived by the Program Director if a student transfers courses that can be accepted as a substitution.

Minor in Human Services: (18 hours)

The following courses are required:

6 hours: Requisites for the Major

- HSV 100 Introduction to Human Services
- HSV 220 Human Services Models and Methods

12 hours: Human Services Electives

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. Delivered as an accelerated hybrid course linked with HSV 220.

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. Delivered as an accelerated hybrid course linked with HSV 100.

HSV 230. Pharmacology of Human Services 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. Prerequisite: Introduction to Human Services (HSV 100);

HSV 235. Statistics and Research Methods for Human Services **3 hours**

This course will introduce students to descriptive and inferential statistics and a broad range of research methods essential for the professional human services provider. Topics covered: descriptive statistics, introduction to probability, normal and binomial distributions, hypothesis testing, confidence intervals, regression and correlation. Students will be introduced to the following research methods: participant observation, survey design, interviewing skills, Internet and journal research, and empirical research design.

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 with scheduled support seminars.

HSV 300 Family Dynamics **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).

Delivered as an online course.

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.

Prerequisites: Introduction to Human Service (HSV 100); Models and Methods (HSV 220).

Delivered as an accelerated, hybrid course linked with HSV 310.

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: Introduction to Human Service (HSV 100); Models and Methods (HSV 220).

Delivered as an accelerated, hybrid course linked with 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.

Prerequisites: Introduction to Human Service (HSV 100); Models and Methods (HSV 220);
Delivered as an online course.

Delivered as an accelerated, hybrid course linked with HSV 328.

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.

Prerequisites: Introduction to Human Service (HSV 100); Models and Methods (HSV 220).
Delivered as an online course.

HSV 328. Counseling the Chemically Dependent **3 hours**

This course surveys three aspects of chemically 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: Theoretical Base of Counseling (HSV 305), and Clinical Counseling Skills (HSV 310).
Delivered as an accelerated, hybrid course.

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.

Prerequisites: Introduction to Human Service (HSV 100); Models and Methods (HSV 220);
Theoretical Base of Counseling (HSV 305), and Clinical Counseling Skills (HSV 310).
Delivered as an accelerated, hybrid course linked with HSV 420.

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. Prerequisites: Introduction to Human Service (HSV 100); Models and Methods (HSV 220); Theoretical Base of Counseling (HSV 305), and Clinical Counseling Skills (HSV 310).
Delivered as an accelerated, 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 an accelerated, 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.

Delivered as an online course.

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.

Delivered as an online course.

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 weekend course on six Saturdays during the semester in which it is offered.

HSV 420. Group Dynamics

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. Delivered as a hybrid course.

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: Introduction to Human Service (HSV 100); Models and Methods (HSV 220); Theoretical Base of Counseling (HSV 305), and Clinical Counseling Skills (HSV 310).

Delivered as a hybrid course.

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.

Prerequisite: Senior status.

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.

HSV 497. Research in Human Services

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.

HSV 499. Senior Seminar in Human Services

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.

This course may serve as an alternative to HSV 495 Practicum for students who have work experience in field and/or for students for whom this will strengthen their preparation for graduate school. Senior standing is required.

Kinesiology

Interim Department Chairperson
Br. Ben Basile

Program Director: Ahmed Lakhani, Ph.D.

Faculty: Sandra Chimon-Rogers, Ph.D., Karen Dade, Ron Kozlowski, Ahmed Lakhani, Ph.D.; Elizabeth Musser, BSHA; and Tracy Stone, M.S., CSCS.

Mission Statement of the Program

Kinesiology is described as the science of movement and the application of exercise in performance or treatment that is rehabilitative in nature. Therefore the question that arises is, what is a kinesiologist and what does one do? A kinesiologist is an exercise specialist who increases a person's physical condition and the quality of life by means of physical assessment and the prescription of health exercise habits. This is a health care profession that concerns itself with a number of factors within the medical sphere: the management of health, orthopedics, functional movement, medicine and treatment in the form of physical activity, therapeutic recreation, and the maintenance and improvement of one's physical abilities and performance levels.

As qualified kinesiologists, students who earn a bachelor of science from CCSJ's program will have the opportunity to become active in a number of industries, from establishing their own practices, to finding work at government institutions. They can also pursue careers at sports institutions. Our students will work on individual scientific assessments as well as evaluate and measure various aspects of the human body – from heart rates and flexibility, to blood pressure, muscle strength and fitness.

Career Options with this major include but are not limited to:

1. Work within the fields of corporate wellness
2. Work within the field of fitness training
3. Work within the field of clinical exercise physiology (i.e. cardiac rehabilitation)
4. Work within the research field
5. Work within the field of studying human performance
6. Prepare for application to graduate school in athletic training.
7. Work as a physical education instructor.
8. Work as a conditioning coach.
9. Work as a sports coach
10. Work as an exercise nutritionist or a representative for the nutrition industry.
11. Work as an owner of their own private practice or find occupation in fields that include the police service, professional sport, fire services and even military hospitals.

Program Outcome Objectives

Students in the kinesiology program should:

- Have an interest in sport and physical activity
- Have knowledge of the body, muscles, and movement

- Enjoy working with people
- Be able to motivate people
- Work as part of a team
- Be willing to work irregular hours

Scientific Knowledge and Critical Thinking:

- Students will demonstrate substantial and up-to-date core knowledge of broad areas in basic biokinetics, translational, or clinical settings.
- Students will demonstrate the ability to accurately and critically evaluate their own scientific work and the work of others.

Research Skills and Problem Solving Ability:

- Students will demonstrate advanced understanding of a range of technical and conceptual approaches used in biomedical/biokinetic research.
- Students can design, carry out, and interpret research projects that generate new knowledge that advances the biomedical sciences and human health.

Specific Expertise:

- Students can articulate the significance of their own work to their chosen area of study in both historical and forward-looking contexts.
- Students will demonstrate mastery of a range of technical and conceptual approaches used in their selected area of study.

Communication:

- Students will demonstrate the oral, written and media communication skills required to be effective communicants, teachers and mentors of peers, future scientists and scientifically literate citizens

Ethics and Advocacy:

- Students will apply highest standards of ethics to their field of study and their research (data management, research subjects, stewardship of research funds)
- Students will improve their confidence and interactions with colleagues and the public.
- Students will be able to advocate for the role of science in medicine and society

Career Preparation:

- Students will be able to articulate an appropriate set of desired potential career paths, and will be aware of the preparation and initiative required to pursue these paths

B.S. in Kinesiology (122 credit hours)

The following courses are required for a baccalaureate degree:

1. 38 credit hours in General Education

Students in the Kinesiology Program must choose the following General Education options:

- MATH 171, Principles of Statistics as the required Math choice
- BIOL 115, Cell and Evolution, as the required Science choice
- PHIL 200, Great Philosophical Ideas, as the required Humanities choice
- PSY 100, Introduction to Psychology, and SOCL 210, General Sociology, as the required Social Science choices

2. 49 credit hours in Mid-Level Requirements

- BIKI 110 Introduction to Biokinetics and Exercise Science (3 credits)

- BIKI 210 Exercise Psychology and Behavioral Physical Activity (3 credits)
- BIOL 215 Medical Terminology (2 credits)
- BIOL 300 Human Anatomy and Physiology I Lecture (3 credits)
- BIOL 300L Human Anatomy and Physiology I Lab (1 credit)
- BIOL 305 Human Anatomy and Physiology II Lecture (3 credits)
- BIOL 305L Human Anatomy and Physiology II Lab (1 credit)
- CHEM 143 Nutrition Lecture (3 credits)
- CHEM 143L Nutrition Lab (1 credit)
- CHEM 200 General and Analytical Chemistry I Lecture (3 credits)
- CHEM 200L General and Analytical Chemistry I Lab (1 credit)
- CHEM 205 General and Analytical Chemistry II Lecture (3 credits)
- CHEM 205L General and Analytical Chemistry II Lab (1 credit)
- EXSS 200 Certified Personal Trainer (2 credits)
- EXSS 215 Survey of Physical Education Health (3 credits)
- MATH 230 Calculus I (4 credits)
- MATH 231 Calculus II (4 credits)
- PHYS 300 Physics I Lecture (3 credits)
- PHYS 300L Physics I Lab (1 credit)
- PHYS 305 Physics II Lecture (3 credits)
- PHYS 305L Physics II Lab (1 credit)

3. 35 credit hours in Upper Level Requirements:

- BIKI 300 Exercise Physiology I (3 credits)
- BIKI 305 Exercise Physiology II (3 credits)
- BIKI 343 Applied Nutrition (3 credits)
- BIKI 360 Psychomotor Development and Movement (3 credits)
- BIKI 365 Care and Prevention of Injury and Illness (3 credits)
- BIOL 372 Biomedical Health Research Literacy I (3 credits)
- BIOL 373 Biomedical Health Research Literacy II (3 credits)
- EXSS 400 Principles of Conditioning (3 credits)
- EXSS 410 First Responder (2 credits)
- EXSS 415 Fitness Assessment/Program (3 credits)
- EXSS 420. Techniques & Practices of Strength and Conditioning (1 credit)
- EXSS 425. Techniques & Practices of Exercise Instruction (1 credit)
- EXSS 435 Kinesiology Lecture (3 credits)
- EXSS 435L Kinesiology Lab (1 credit)

Incoming student applicants for all the majors within the Biophysical Chemistry and Mathematics Department will be required to have a 3.2 high school grade point average (GPA) and an ACT score of 19 or the consent of the program director. Incoming freshmen who do not meet the requirements for direct admission into the Biophysical Chemistry and Mathematics Department will have one academic year to meet the admission requirements. This approach will allow academically talented students who begin college without the proper academic background to demonstrate their potential and to retain eligibility into the department while academically becoming successful. Transfer students wishing to enter the biophysical chemistry department's

program shall maintain a 3.0 GPA in their science major classes and a minimum cumulative GPA of 2.8 or the consent of the program director.

All students within the Biophysical Chemistry and Mathematics Department must maintain a minimum GPA of 3.0 in their science major courses and a minimum cumulative GPA of 2.8 or the consent of the program director. If a student's GPA drops below the required minimum GPA, he or she will have a one-semester probation period to increase their GPA. During this probationary period, the student must meet with the advising office, an assigned mentor, and the Student Success Center for additional support to get them back on track. Students who are not successful in raising their GPAs within a 1 semester period will lose their eligibility for admission into the majors within the biomedical science department.

In addition to their course work and the admissions requirements to graduate programs which are CAATE accredited, students must set aside time over the course of their 4 years to do ~400 hours of shadowing. These times must be monitored and recorded. This should be monitored by the person(s)/company that the student is shadowing. That individual must be involved in an exercise sports science, sports medicine, athletic training, or other BIKI professional training program. The shadowing professional and student should be approved by the program director first to make sure that they fulfill the requirements for graduate school and/or their next career opportunities.

Kinesiology Courses (BIKI)

BIKI 110 Introduction to Biokinetics and Exercise Science 3 hours

A 3-credit hour class that involves testing, designing, and implementing a personal physical fitness program. Emphasis is on developing and implementing personal fitness programs that include cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition. We will also examine the exercise science profession, including the objectives structure, history, philosophy, and biological aspects of physical education and their field applications.

Prerequisite: Must be a Kinesiology major.

BIKI 210 Exercise Psychology and Behavioral Physical Activity 3 hours

A 3-credit hour course designed to provide students with theoretical knowledge related to exercise behavior change strategies and factors that influence physical activity participation and adherence. Topics to be covered include: (a) psychological theories for understanding and predicting health-oriented exercise behavior; (b) psychological and psychobiological responses to exercise; (c) psychological interventions for increasing exercise participation and adherence. Prerequisite: C or better in PSYC 100.

BIKI 300 Exercises Physiology 3 hours

A 3-credit hour class that involves gaining an understanding of system physiology and the effects of physical activity on the human body. Cardiovascular, pulmonary, musculoskeletal function, energetics and training for human performance will be the areas of focus in this class.

Prerequisite C or better in BIKI 110, BIOL 115, BIOL 115L, BIOL 300, BIOL 300L, CHEM

143, CHEM 143L, CHEM 200, CHEM 200L, EXSS 410, EXSS 435, and EXSS 435L. Must also be concurrently enrollment in BIOL305 and BIOL 305L.

BIKI 305 Exercises Physiology II

3 hours

A 3-credit hour designed to focus within the fields of the latest medical and exercise science. There is a great emphasis on how nutritional variables affect exercise, training, and human performance. This course integrates advanced principles of nutrition and exercise to provide students with knowledge of nutritional methods for improving fitness and performance. This course presents cutting-edge nutritional concepts tailored for application by clients in a fitness setting or athletes in any sport. Prerequisite C or better in BIKI 110, BIKI 300, BIOL 115, BIOL 115L, BIOL 300, BIOL 300L, CHEM 143, CHEM 143L, CHEM 200, CHEM 200L, EXSS 410, EXSS 435, and EXSS 435L.

BIKI 343 Applied Nutrition

3 hours

This course is designed to focus within the fields of the latest medical and exercise science. There is a great emphasis on how nutritional variables affect exercise, training, and human performance. This course integrates advanced principles of nutrition and exercise to provide students with knowledge of nutritional methods for improving fitness and performance. This course presents cutting-edge nutritional concepts tailored for application by clients in a fitness setting or athletes in any sport. Prerequisites: C or better in CHEM 143, CHEM 143L, MATH 104 or higher.

BIKI 360 Psychomotor Development and Movement

3 hours

A 3-credit hour class that examines the fundamental principles of motor development/motor learning and the integration of movement activities in the learning environment for children and adults. Prerequisite: C or better in BIKI 110, BIOL 115, BIOL 115L, BIOL 300, BIOL 300L, BIOL 305, BIOL 305L, CHEM 143, CHEM 143L, CHEM 200, CHEM 200L, EXSS 410, EXSS 435, and EXSS 435L.

BIKI 365 Care and Prevention of Injury and Illness

3 hours

A 3-credit hour class that Introduces students to athletic training/biokinetics as a career as well as making them proficient in recognizing common sport injuries and how those injuries are treated. Prerequisite: C or better in BIKI 110, BIOL 115, BIOL 115L, BIOL 300, BIOL 300L, BIOL 305, BIOL 305L, CHEM 143, CHEM 143L, CHEM 200, CHEM 200L, EXSS 410, EXSS 435, and EXSS 435L.

Mathematics

Interim Department Chairperson
Br. Ben Basile

Support Area Director: Carrie Hutton, M.S., M.S.E., Ed.D

Faculty: Benjamin S. Basile, C.P.P.S., M.S.; Randi Genung, M.S.; Angela Hehn, M.A.T.; Carrie Hutton, M.S., M.S.E., Ed.D; Doug Kman, M.S.; Deanne Shimala, CPA, M.S.T.; James Sullivan, Ed.D

Mathematics Course Placement

Initial placement in the sequence of math courses for a program is determined by an appropriate score on the Accuplacer exam. Once a student has begun the CCSJ math sequence, only course grades will be used as prerequisites for additional math courses. An appointment is needed with the admissions office for the Accuplacer test.

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, and graphing.

Credit not applicable toward a degree.

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, applications, rational expressions, and logarithms.

Prerequisite: MATH 097 with a grade of C or better, or an appropriate Accuplacer exam score.

MATH 104. Algebra and Trigonometry 3 hours

This course is designed to prepare students for the standard calculus sequence. Topics include polynomial and rational functions, exponential and logarithmic functions, trigonometric functions, and the laws of sines and cosines. *(This course is a CCSJ General Education option in Mathematics.)*

Prerequisite: MATH 103 with a grade of C or better, or equivalent Accuplacer exam score.

MATH 110. Finite Mathematics **3 hours**

Topics include applied systems of linear systems, matrices, modeling, regression and curve-fitting, and linear programming. Application of technology to the solution of problems is stressed. *(This course is a CCSJ General Education option in Mathematics.)*

Prerequisite: MATH 103 with a grade of C or better, or equivalent Accuplacer exam score.

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 with a grade of C or better, or equivalent Accuplacer exam score.

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 with a grade of C or better, or equivalent Accuplacer exam score.

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 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. *(This course is a CCSJ General Education option in Mathematics.)*

Prerequisite: MATH 103 with a grade of C or better, or equivalent Accuplacer exam score.

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 with a grade of C or better, or equivalent Accuplacer exam score.

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 with a grade of C or better, or equivalent Accuplacer exam score.

MATH 230. Calculus I **4 hours**

This course is the standard first-semester college Calculus course. Topics include limits, continuity, derivatives and their applications, integration and its applications. Students will study the antiderivative of elementary functions and the applications of the definite integral in geometry, science, and business.

Prerequisites: MATH 104 with a grade of C or better, or equivalent Accuplacer exam score.

MATH 231. Calculus II **4 hours**

This is the standard second-semester college Calculus course. Topics include differential equations, parametric equations, infinite sequences and series, and vectors and geometry of space. Students will study the applications of the afore-mentioned topics in geometry, science, and business.

Prerequisites: MATH 230 with a grade of C or better

MATH 300. Linear Algebra **3 hours**

This is the standard college Linear Algebra course. Topics will include linear equations in linear algebra, matrix algebra, determinants, vector spaces, eigenvalues and eigenvectors, orthogonality and least squares, and symmetric matrices and quadratic forms. Students will study the applications of the afore-mentioned topics in geometry, science, and business.

Pre-requisites: MATH 231 with a grade of 'C' or better.

MATH 310. Calculus III **4 hours**

This is the standard third-semester college Multivariate Calculus course. Topics include partial derivatives, multiple integrals, vector calculus, and second order differential equations. Students will study the applications of the afore-mentioned topics in geometry, science, and business.

Pre-requisites: MATH 231 with a grade of 'C' or better.

MATH 315. Elements of Statistical Inference **3 hours**

This is the standard college second semester statistics course. Topics include hypothesis testing, testing the difference between two means, two proportions, and two variances, correlation and regressions, other chi square tests, analysis of variance, nonparametric statistics, and sampling and simulation. Students will study the applications of the afore-mentioned topics in science and business applications.

Pre-requisites: MATH 171 with a grade of 'C' or better **and** MATH 231 with a grade of 'C' or better.

MATH 330. Differential Equations **3 hours**

This is the standard college differential equations course. Topics include the derivation of equations of mathematical physics, biology, chemistry and other science courses, ordinary differential equations and methods for their solution, simple vector field theory, theory of series,

Fourier series, applications to partial differential equations, integration theorems, Laplace and Fourier transforms, and applications.

Pre-requisites: MATH 310 with a grade of 'C' or better.

MATH 360. Introduction to Abstract Mathematics

3 hours

This is the standard college introduction to abstract mathematics course. Topics include the structures and strategies of proofs in a variety of mathematical settings: logic, sets, combinatorics, relations and functions, and abstract algebra. This course is preparation for 400 level math courses and graduate school.

Pre-requisites: MATH 231 with a grade of 'C' or better.

Organization Management

Department Chairperson

Roy Scheive, Ed.D.

Program Director: Roy Scheive, Ed.D.

Faculty: Joseph Ferrallo, M.B.A.; William Hanna, M.S.; Jane Jordan, M.S.; Brian Lowry, M.L.A.; Daniel Lowry, M.A.; Jeannine Pellettiere, M.P.A.; Desila Rosetti, M.S.A.; Roy Scheive, Ed.D.; Deanne Shimala, C.P.A., M.S.T.

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 one year by attending class two evenings 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 twice a week for four hours and remain together for the entire program. A comprehensive curriculum of 15 modules provides students with about one year 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 an opportunity to go beyond the requirements of the baccalaureate degree in Organization Management by earning a concentration in Human Resource Management. This opportunity is also available 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 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.

In specific circumstances, students may be waived from a maximum of two courses of the 15 Organization Management courses. To have a programmatic course waived, a student must have:

- Completed a similar course with the exact student learning objective as an ORMN course within two years prior to enrolling in the ORMN program.
- Earned a grade of B or above in the course described above

The ORMN Program Director will make the final decision in determining if an ORMN course may be waived.

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, students will:

1. Demonstrate knowledge of the historical and philosophical foundations of various management and leadership models and apply such models in an organizational setting.
2. Be able to define and apply the methods of inquiry and analysis of the liberal arts in relationship to the specific situations and problems of management. These methods include being able to engage and analyze text, literature, and reports.
3. Be able to articulate a personal philosophy of management and explain how you could apply your personal management philosophy in a business setting.
4. Be able to apply research skills and appropriate data analysis methods in order to evaluate and address problems in organizations.
5. Be able to identify, discuss and evaluate ethical issues in Business, particularly questions of social responsibility and professional decision-making.
6. Be able to create a logical argument and communicate ideals effectively in both writing and speaking.

Bachelor's Degree Program Requirements

A minimum of 52 semester hours of transferable credits reflecting a 2.0 or above G.P.A. may be accepted from accredited colleges and universities. Students must meet Calumet College's General Education Program requirements and earn 45 credit hours of academic core courses and a combined total of 120 credit hours to graduate.

B.S. in Organization Management (120 hours)

The following are required for a baccalaureate degree in Organization Management:

1. 52 hours: Transfer Hours (Minimum), including 38 hours that meet General Education requirements outlined above

2. 45 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 447 Information Technology for Management
 - ORMN 450 Liberal Studies II
 - ORMN 455 Business Ethics, Social Responsibility and Management
 - ORMN 460 Strategic Management
 - ORMN 463 Integrative Project

3. 23 hours: Additional Requirements

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

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

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. 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 of 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.

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 447. Information Technology for Management **3 hours**

In the growing marketplace, evolving businesses and organizations depend on advancing and developing their products and services through the effective integration of information technology throughout their organizational structure. This course is designed to help students understand and be able to implement information and communication structures on which business depend. This course will also allow students to gain a foundation with a systems view of information & technology management.

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 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.

Philosophy

Department Chairperson
Fr. Kevin Scalf, C.PP.S.

Support Area Director: Fr. Kevin Scalf, C.PP.S.

Faculty: Joan Crist, Ph.D.; Garin Cycholl, Ph.D.; Fr. Kevin Scalf, C.PP.S.

Minor in Philosophy (15 hours)

To earn a minor in Philosophy, students must take PHIL 200 plus any other twelve hours with a PHIL prefix.

Philosophy Courses (PHIL)

PHIL 200. Great Philosophical Ideas 3 hours

In this course, students seek what is true and good in conversation with the Great Books of Western philosophy. The foundation is the Seminar, an open conversation centered on a text and guided by the instructor. Students read and discuss works by Plato, Aristotle, and other philosophers of classical Greece and Rome, scholastic and spiritual thinkers of the Middle Ages such as Anselm and Aquinas, and seminal thinkers of the modern world, such as Rene' Descartes, John Locke, and Friedrich Nietzsche. *(This course is a CCSJ General Education option in Humanities.)*

Prerequisites: EWPC 103

PHIL 321. What Is Real? Metaphysics 3 hours

Beginning with Plato and Aristotle, students trace the history of distinct approaches to the question of what is truly real, as well as the development of formal logic. Through a close study of selections from Euclid's *Elements*, students develop the discipline to follow a train of deductive reasoning. Through study of Thomas Aquinas, students trace arguments for the existence of a supreme being. Through selections from Descartes, Hume, Kant, and Darwin, and other writers, students trace revolutions of thought that mark the modern history of metaphysics and the physical sciences, and call into question the existence of God, truth, and reality.

Prerequisites: PHIL 200, EWPC 103, or Instructor consent.

PHIL 322. How Can I Know? Epistemology 3 hours

In this course, students read and discuss works related to epistemology, theories of the soul, psychology, and sociology. Beginning with Plato and Aristotle, students trace the history of distinct approaches in the Ancient world to the nature of the human spirit and how human beings perceive, understand, feel, and develop personalities. Continuing with the late Patristic period and Middle Ages, students analyze the spiritual itineraries of great mystical writers, such as Bonaventure or Teresa of Avila. Concluding with modern philosophers, such as Descartes,

William James, Nietzsche, Soren Kierkegaard, Sigmund Freud, and Carl Jung, students explore how modern thinkers approach the problems of knowledge, human development, and the relationship of mind and body.

Prerequisites: PHIL 200, EWPC 103, or Instructor consent.

PHIL 323. How Should I Live? Ethics

3 hours

In this course, students investigate various ethical frameworks, with the goal of developing a well-formed conscience and ethically reflective mindset in personal and professional life. Frameworks include Aristotle's virtue ethics, the natural law approach of Thomas Aquinas, Kant's deontological approach, the utilitarianism of John Stuart Mill, and the social contract theories of Locke, Rousseau, or Hobbes. Through the application of these approaches, students evaluate and form well-grounded judgments on issues such as honesty, respect, relationships, consent, privacy, prejudice, decision-making, economic and environmental stewardship, individual rights, and personal and social responsibility. Ultimately, students develop an answer to the question, "What is ethics, why do I need it, and how do I apply it to my personal and professional life?"

Prerequisites: PHIL 200, EWPC 103, or Instructor consent.

PHIL 375/BSMT 375, Business Ethics, also satisfies the requirements for this course.

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.

Cross-listed: BSMT 375

Prerequisite: PHIL 200

PHIL 496. Topics in Philosophy

3 hours

Topics courses in philosophy allow students to explore philosophical texts and issues not studied in the core classes and are developed according to student and faculty interest. Appropriate Theology courses, History courses, and Directed Studies may be accepted in fulfillment of this requirement with the approval of the program director and with an appropriate final assessment.

Prerequisites: PHIL 200, EWPC 103, or Instructor consent.

Political Science

Department Chairperson
Valerie Pennanen, Ph.D.

Support Area Director: 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. *(This course is a CCSJ General Education option in Social Sciences.)*

Prerequisite: EWPC 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.

Prerequisite: EWPC 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.

Prerequisite: EWPC 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: EWPC 103; PLSC 220

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.

Prerequisite: EWPC 103; PLSC 220

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.

Prerequisite: EWPC 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: EWPC 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.

Prerequisite: EWPC 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.

Prerequisites: EWPC 103, PLSC 220

Psychology

Department Chairperson
Valerie Pennanen, Ph.D.

Program Director: Joseph Kovach, Psy.D.

Faculty: Barbara Butcher, M.A.; Cheryl Cole, M.A.; Celestine Clark, M.A.; Margaret Dust, Ph.D.; Tony Franco, Ph.D.; Terry Harman, Ph.D.; Maureen Jordan, M.A.; Martha O'Danovich, Psy.D.; Ambrose Resa, Jr., M.A.; Dion Smith, M.A.; James P. Sullivan Ed.D; Shaun Wehle, Psy.D.; Robert J. Zagar, Ph.D.; Stephanie Zoltowski, 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, 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 humaneness 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, students will:

1. Have a general comprehension of the roles and relationships involved in the human condition;
2. Demonstrate application of the biological and conceptual languages of the brain and their potential permutations and combinations and the ability to synthesis this knowledge to the creation of new frameworks of thought;
3. Be able to combine elements of scientific inquiry and 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 (120 hours)

The following are required for a baccalaureate degree:

1. 38 hours: General Education
2. 10 hours: Requisites for the Major
 - PSY 210 Research Methodology
 - PSY 217 Careers in Psychology
 - PSY 230 Statistics for Behavioral Sciences
 - PSY 260 Psychological Testing

3. 27 hours: Upper Level Courses in Major
 - PSY 315 Personality Psychology
 - PSY 320 Social Psychology
 - PSY 335 Abnormal Psychology
 - PSY 340 Developmental Psychology
 - PSY 351 Brain and Behavior
 - PSY 495 Field Instruction
 - PSY 499 Senior Seminar
 - PSY ____
 - PSY ____

4. 45 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; 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 studies: 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; Theology 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: Biology 115; Exercise Science 200, 215, 400, 415, 420.
- The following elective courses are recommended for a major in Psychology interested in Forensic Science: Psychology 335, 325; BIOL 115, 205, CHEM 200, FORN 200, 205, 320, 325.

Minor in Psychology (18 hours)

The following courses are required:

- PSY 210 Research Methodology
- PSY 230 Statistics for Behavioral Sciences
- PSY 260 Psychological Testing
- PSY ____
- PSY ____

A.S. in Psychology (60 hours)

The following are required for the Associate's degree:

1. 35 hours: General Education
2. 10 hours: Requisites for the Minor
 - PSY 100 Introduction to Psychology
 - PSY 210 Research Methodology
 - PSY 217 Careers in Psychology
 - PSY 230 Statistics for Behavioral Sciences
3. 15 hours: Minor Course Electives
 - PSY ____
 - PSY ____

Other 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.

Students will participate in field instruction. They will learn to use their knowledge of psychology in actual settings whether in the clinic, school, or workplace under the supervision of experienced staff.

Psychology Courses (PSY)

PSY 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. *(This course is a CCSJ General Education option in Social Sciences.)*

PSY 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: PSY 100 and EWPC 103 or permission of program director.

PSY 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.

PSY 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.

PSY 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).

Prerequisites: PSY 100 and PSY 230 or permission of program director.

Laboratory Fee: See fee schedule.

PSY 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: PSY 100 or EDUC 200-210

Cross-Listed: EDUC 300

PSY 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 250).

Prerequisite: PSY 100 or permission of program director.

PSY 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

PSY 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: PSY 100 and 210 or permission of program director.

PSY 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: PSY 100 and 210 or permission of program director.

PSY 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

PSY 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.

Prerequisites: PSY 100, EWPC 103 or permission of program director.

PSY 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: PSY100 and 210 or permission of program director.

PSY 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: PSY 100 and 210 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 and 210 or permission of program director.

PSY 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: PSY 100 and 210 or permission of program director.

PSY 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: PSY 100 and 210 or permission of program director.

PSY 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: PSY 100 and 210 or permission of program director.

PSY 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: PSY 100 and 210 or permission of program director.

PSY 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: PSY 100 and 210 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 and 210 or permission of program director.

PSY 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.

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.

PSY 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 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: PSY 100 and 210 or permission of program director.

PSY 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: PSY 210, 230, 260.

PSY 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.

Public Safety Management

Department Chairperson
Michelle McCartney, Ed.D.

Program Director: Michelle McCartney, Ed.D.

Faculty: Michael Genova, J.D.; Michael McCafferty, J.D.; Michelle McCartney, Ed.D.; David J. Plebanski, Professor Emeritus, Ph.D.

Adjunct Faculty: John Chojnacki, M.S.; Jack Cory, Ed.D.; George Devereux, M.P.A.; Robert Johnson, M.A.; Steven Kovacik, III, M.S.; Matthew Lipman, M.S.; James Mackert, M.S.; Daniel McGuire, Ed.D.; Thomas McMahan, M.S.; Joseph J. Moseley II, M.B.A.; Leo Panepinto, M.S.; JoCathy Roberts, M.S.; Raymond Schweitzer, M.P.A.; 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 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. Identify the roles and recognize the interactions of various public safety providers within the context of the communities they serve;
2. Examine the historical and contemporary implications of terrorism from an urban perspective, recognizing its multidimensional nature and global reach;
3. Demonstrate a critical understanding of the principal theories in public safety management and the ability to apply such theories in a public safety setting;
4. Analyze and categorize the historical, economic, psychological, legal, social, and political forces that influence human behavior and their effects on society;
5. 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;
6. Formulate solutions utilizing an understanding of the basic concepts, theories, principles, and laws that affect public safety and homeland security;
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.

B.S. in Public Safety Management

Total of 120 credit hours

Program Curriculum (in sequence)

- PSM 325 Introduction to Research of Public Safety Issues
- PSM 309 Dimensions of Wellness
- PSM 310 Multicultural and Diverse Populations
- PSM 311 Terrorism: The Public Safety Perspective
- PSM 307 Public Safety Environment and Organizations
- PSM 323 Public Safety Management
- PSM 333 Leadership and Crisis Management
- PSM 425 Ethics in Public Safety
- PSM 353 Identity and Financial Crimes
- PSM 407 Resource Allocation

- PSM 420 Security Administration
- PSM 430 Legal Issues in Public Safety Management
- PSM 435 Contemporary Issues in Public Safety
- PSM 455 Professional Development: Strategy and Policy in Public Safety Management

Public Safety Management Courses (PSM)

PSM 325 Introduction to Research of Public Safety Issues 3 hours

This course is designed to assist students in developing their ability to write clearly, effectively, and properly. The focus will be on written communication as a professional skill, with extensive practice. Emphasis will be placed on identifying problems, collecting and analyzing primary data, and writing a formatted research paper on a topic related to public safety.

PSM 309 Dynamic Dimensions of Wellness 3 hours

This course focuses on an organization's most valuable resource – its people. Public Safety is a high-stress environment, taking its toll on the people who perform oftentimes thankless jobs; draining them of their energy and motivation and significantly affecting their health. Individuals need ways to reduce stress, build resilience, develop their emotional intelligence, and enhance their communication skills. Leaders need to model good behavior and self-care practices if they expect their employees to do the same. Students will be exposed to and practice several different techniques to improve their personal well-being.

PSM 310 Multicultural and Diverse Populations 3 hours

This course takes a comprehensive look at the key issues in Public Safety relative to cultural awareness, prejudice, racial profiling workplace diversity, and cross-cultural communication. Topics focus on the various components of multicultural communities, including race, ethnicity, and immigrants; the homeless, the mentally ill, the disabled, and the LGBTQ populations. Public Safety professionals will be stimulated to a higher level of insight and awareness into some of the contemporary concerns of society using current texts and multimedia sources.

PSM 311 Terrorism: The Public Safety Perspective 3 hours

This course examines 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.

Prerequisite: PSM 325, PSM 309, PSM 310

PSM 307 Public Safety Environment and Organizations 3 hours

This course explores 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.

Prerequisite: PSM 325, PSM 309, PSM 310, PSM 311

PSM 323 Public Safety Management**3 hours**

This course provides a review, analysis, and synthesis of the various approaches to public safety management. Emphasis will be placed on operational considerations, administrative staff functions, human resource management, collective bargaining, and proactive management techniques.

Prerequisite: PSM 325, PSM 309, PSM 310, PSM 311, PSM 307

PSM 333 Leadership and 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.

Prerequisite: PSM 325, PSM 309, PSM 310, PSM 311, PSM 307, PSM 323

PSM 425 Ethics in Public Safety**3 hours**

This 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 about pressing issues in contemporary society and to challenge their own personal beliefs and the social context from which these beliefs occur.

Prerequisite: PSM 323, PSM 333

PSM 353 Identify and Financial Crimes**3 hours**

This course is intended to introduce students to basic applications of identity and financial investigative techniques, which are designed to detect, resolve, and prevent criminal activity. Instruction focuses on the financial investigative approach, an approach that identifies and uncovers the movement of money and documentation during investigating finance-based crimes.

Prerequisite: PSM 323, PSM 333, PSM 425

PSM 407 Resource Allocation**3 hours**

This course introduces various theories of resource allocation in Public Safety. 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.

Prerequisite: PSM 323, PSM 333, PSM 425, PSM 353

PSM 420 Security Administration

This course is designed to address current security threats facing the modern world, and how preventative programs are designed to meet these threats. The course will introduce the complexities of establishing, licensing, and administering a security agency. Students will be exposed to the requirements, laws, and regulatory issues in establishing the various types of security agencies. The role of various governmental and regulatory agencies will be discussed as it pertains to the training and employment of personnel. Various physical security concepts and security equipment applications will be examined. The aim is to reduce and prevent losses in

public institutions and private corporations. This course will prepare the student for possible employment in the realm of security.

Prerequisite: PSM 323, PSM 333, PSM 425, PSM 353, PSM 407

PSM 430 Legal Issues in Public Safety Management

3 hours

The course addresses the role of Constitutional law in Public Safety. Some topics include police use of force, executive branch authority, legislative authority and judicial review. In addition, the 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 indicators and best practice methods to reduce the incidence and liability exposures related to such.

Prerequisite: PSM 323, PSM 333, PSM 425, PSM 353, PSM 407, PSM 420

PSM 435 Contemporary Issues in Public Safety

3 hours

This course will expose students to contemporary issues in public safety using contemporary situations, materials, and texts. Students will apply and critically examine the theories, methods and behaviors discussed during the core curriculum.

Prerequisite: PSM 323, PSM 333, PSM 425, PSM 353, PSM 407, PSM 420, PSM 430

PSM 455 Professional Development: Strategy and Policy in Public Safety Management

3 hours

This course is designed to apply knowledge, skills, and abilities 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 to respond to problems and issues in public safety settings.

Prerequisite: This is the final course in the program. All preceding courses must be completed before taking this course.

Sociology

Department Chairperson
Valerie Pennanen, Ph.D.

Support Area Director: Tina Ebenger, Ph.D.

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. *(This course is a CCSJ General Education option in Social Sciences.)*

Prerequisite: EWPC 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.

Prerequisite: EWPC 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.

Prerequisite: EWPC 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.

Prerequisite: EWPC 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: EWPC 103; SOCL 210

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: EWPC 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: EWPC 103; SOCL 210

Spanish

Department Chairperson
Fr. Kevin Scalf, C.P.P.S.

Support Area Director: Kirk Robinson, M.F.A.

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 communication).

Theology

Department Chairperson
Fr. Kevin Scalf, C.P.P.S.

Program Director: Fr. Kevin Scalf, C.P.P.S.

Faculty: Kevin Considine, Ph.D.; Joan Crist, Ph.D.; Garin Cycholl, Ph.D.; Daniel Lowery, Ph.D.; Fr. Kevin Scalf, C.P.P.S.; John Shields, Ph.D.; Elizabeth-Anne Stewart, Ph.D.

From a captivating historical investigation into sacred Scripture, to a life-changing study of the moral life; from a careful study of the Doctrine of God, to an enthusiastic exploration of Catholic Social Justice; from a fascinating foray into Liturgy and Sacraments, to a meaningful pursuit into Christian Spirituality, the Theology program at Calumet College of St. Joseph offers graduates a foundational, yet critical understanding of Christian faith, seated in the Catholic tradition, yet welcoming students of all religious backgrounds and those without any religious background or affiliation.

Students in the Theology program will learn to engage in interfaith and intercultural dialogue and to work for positive social change, based on a Christian vision of the dignity of the human person, reconciliation, peace, justice, and the flourishing of all creation.

Mission Statement of the Theology Program

As an academic discipline within a Catholic university, the Theology program is committed to implementing the four essential characteristics of a Catholic university described in the *Apostolic Constitution on Catholic Universities, Ex Corde Ecclesiae*.

Since the objective of a Catholic university is to assure in an institutional manner a Christian presence in a university world that is confronting the great problems of society and culture, every Catholic university, as Catholic, must have the following essential characteristics:

1. A Christian inspiration not only of individuals but of the university community as such.
2. A continuing reflection in the light of the Catholic faith upon the growing treasury of human knowledge, to which it seeks to contribute by its own research.
3. Fidelity to the Christian message as it comes to us through the church.
4. An institutional commitment to the service of the people of God and of the human family in their pilgrimage to the transcendent goal that gives meaning to life (para. 13).

Rooted in Tradition

Rooted in Roman Catholic tradition, the Theology program engages dialogue with diverse traditions and academic approaches to the study of theology. We strive to:

- Engage in genuine search for truth through conversation between faith and reason,
- Critically examine religious dimensions of human knowledge and experience with particular emphasis on theological inquiry,
- Explore how faith promotes justice,
- Support and challenge students to become authentically free human beings with an ability and desire to understand and serve our world—especially through constructive dialogue with its diverse religious and humanistic traditions, and

- Collaborate with each other as well as faculty from across the College in our teaching, research, and service for the common good.

Career Opportunities

Calumet College of St. Joseph is located at the crossroads of the Midwest, and this location provides strategic access to one of the largest centers for theological praxis in the world, Chicago, Illinois. Students may gain experience and employment in the following areas, among others:

Education:

- Graduate studies and research
- High school theology instructors
- Campus mission and ministry
- Religious life

Business:

- Denominational hospitals, homes, school boards, and agencies
- Churches and religious entities
- Religious publishers and bookstores
- Religiously affiliated schools

Chaplaincy (with additional credentials):

- Military service
- Correctional institutions
- Homes for children, youth, and senior citizens
- Hospitals, police, and fire departments

Local Church Ministries:

- Missionary outreach
- Music ministry
- Public relations
- Adult and child day care

Social Services:

- Advocacy and counseling
- Camp administration
- Industrial and vocational training
- Programming

Objectives of the Theology Program

These objectives reflect a high regard for the National Certification Standards for Lay Ecclesial Ministers, the needs of the Catholic Diocese of Gary and our sister Christian communities in the Region, the mission of the College, and the charism of the Missionaries of the Precious Blood as guiding ideals. Graduates will

1. Appreciate, analyze, and apply an understanding of the dignity of human persons and communities as foundational to theological study and ministerial relationships.
2. Demonstrate an understanding of the breadth and coherence of Christian theological studies.

3. Apply moral principles and ethical guidelines from Catholic teaching to issues in ministry and contemporary life.
4. Create positive social change based on the relationship between faith and justice from a Catholic, ecumenical, inter-religious, and global perspective.

In addition, graduates in the Ministry Concentration will demonstrate a range of leadership, communication, and pastoral skills necessary to function effectively in ministry.

Graduates in the Systematics Concentration will (a) know the key ideas and works of major thinkers in the Western philosophical tradition that provide the groundwork for systematic theologies; and (b) demonstrate the research, writing, and classical language skills necessary for successful study of Theology at the graduate level.

Graduates in the Scripture Concentration will (a) know the condition of the sacred authors' times and cultures, the literary genres in use at those times, and the modes of feeling, speaking and thinking then current; (b) interpret Scripture in a way that is intelligible to context and appropriate to the Christian tradition; and (c) use Scripture as an essential source in pastoral ministry.

B.A. in Theology (120 hours)

38 hours, General Education requirements

Core Courses in Theology: 18 credit hours

- THEO 131 Theological Foundations
- THEO 310 Introduction to the Old Testament
- THEO 320 Introduction to the New Testament
- THEO 370 Christology: The Person and Work of Jesus
- THEO 380 Doctrine of God: One and Triune
- THEO 390 History of Christianity

Upper Level Courses in Theology: 18 credit hours

- THEO 340 Christian Worship and Sacraments
- THEO 430 Christian Moral Theology
- THEO 450 History of Christian Spirituality
- THEO 496 Selected Topics in Theology (6 credit hours)
- THEO 499 Senior Seminar

Electives: 46 credit hours

Minor in Theology (18 hours):

The Minor in Theology allows a student pursuing another degree at the College to explore the discipline beyond the requirements of the General Education program, by completing five courses from among the Sequenced and Additional Core courses.

Diocesan Ministry Formation Program

In collaboration with the Diocese of Gary, the College offers undergraduate credit in Theology, upon Program Director Approval, for courses given in the Diocesan Ministry Formation Program.

Theology Courses (THEO)

THEO 110. Social Justice

3 hours

In this course, students will explore and analyze social justice issues, and then suggest positive action for social change. The foundation incorporates experiential service-learning in dialogue with Scripture, Catholic Social Teaching, and great thinkers of the twentieth century who engage religion and social justice. College-level skills are emphasized. *(This course is a CCSJ General Education requirement.)*

This course must be taken in the student's first semester at the College.

THEO 131. Theological Foundations

3 hours

In this course, students gain a broad overview of the academic study of Christian theology and its articulation within the Catholic tradition. Topics include the human search for meaning, human nature and human destiny, the nature of God, faith and reason, divine revelation, biblical interpretation, the person of Jesus Christ and the Trinity, worship, theology of Church, and sacramental spirituality for a post-modern world.

Prerequisite: EWPC 103

THEO 150. Biblical Literature I

3 hours

This course will explore the Bible's literary techniques and its enormous variety of genres—everything from myth to history, from genealogy to poetry, from prophecy to biography—as well as the historical periods that produced and are reflected in it. Students will also consider issues arising from the history of the translation of the Bible from its original Hebrew and Greek. The goal is to understand and appreciate more fully both the richness and the complexity of the biblical texts, as well as the importance of those texts to our culture.

THEO 151. Biblical Literature II

3 hours

This course continues the exploration begun in Biblical Literature I, with an emphasis on the New Testament. Although the two courses are related, they can be taken independently.

THEO 230. The Search for Ultimate Meaning

3 hours

In this course, students gain a broad overview of the academic study of Christian theology and its articulation within the Catholic tradition. Topics include the human search for meaning, human nature and human destiny, the nature of God, faith and reason, divine revelation, biblical interpretation, the person of Jesus Christ and the Trinity, worship, theology of Church, and sacramental spirituality for a post-modern world. *(This course is a CCSJ General Education Requirement.)*

Prerequisite: EWPC 103

THEO 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, and the prophetic and wisdom literature and will raise questions concerning the theological meaning of the Old Testament both then and today.

Prerequisite: THEO 131

THEO 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: THEO 131

THEO 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: THEO 131

THEO 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: THEO 131

THEO 350. The Gospels**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: THEO 131; THEO 320 recommended.

THEO 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: THEO 131; THEO 320 recommended.

THEO 390. History of Christianity

3 hours

In this course, students will survey the two-thousand-year history of the Church, focusing primarily on key events in the life of the Church and society, and development in the Church's structure and theological self-understanding. The modern period, from the close of the Middle Ages through Vatican II, will be emphasized, including such historical and ecclesiastical events as colonization, Reformation, the Enlightenment and its effects on religion, the Industrial Revolution and the beginnings of modern Catholic Social Teaching, the ecumenical movement, and the present expansion of the Church to a diverse global community concentrated in Africa and Latin America, reflected in the teachings of the Second Vatican Council.

Prerequisite: THEO 131

Cross-listed with HIST 330

THEO 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: THEO 131

THEO 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: THEO 131

THEO 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: THEO 131; THEO 320 and 330 recommended.

THEO 450. Religions of the World

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: THEO 131

THEO 496 Selected Topics in Theology

3 hours

Topics courses in this program will examine areas of special interest in the fields of Theology. They will allow students and professors to explore such wide-ranging topics as Intercultural Hermeneutics, Suffering and Salvation, Action and Contemplation, the Gospels, Pauline Writings, and many other related topics.

THEO 497. Research in Theology

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: THEO 131 and THEO major.

THEO 499. Senior Seminar in Theology

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: THEO 131 and THEO major.

GRADUATE PROGRAMS

Master of Science in Management (MSM)

Department Chairperson
Roy Scheive, Ed.D.

Program Director: Desila Rosetti, M.S.A.

Faculty: Dan Botich, M.P.A.; Joe Ferrallo, M.B.A.; Shaunna Finley, Ph.D.; Jennifer Fredricks, M.B.A.; Cathy Gonzalez, Ph.D.; Elizabeth Mannion, J.D.; Lynn Miskus, C.P.A.; Desila Rosetti, M.S.A.; Roy Scheive, Ed.D.; Deanne Shimala, M.S.T., C.P.A.

The Master of Science in Management Program is a practitioner-oriented, accelerated degree program. It is competency based and adheres to the principles and practices of adult learning with respect to instructional strategies, curricular design and student services. Students will have the flexibility of hybrid instruction, where some part of the coursework will be provided online thus freeing them up to attend evening classes on a regular basis. Students may complete the program in 16 months.

Mission Statement of the Master in Management Program

The MSM 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 to become successful managers. Graduates are expected to perform effectively and responsibly as professionals, managers, and leaders in the manufacturing sector, healthcare, the nonprofit sector, government, or in other management settings of their choosing.

Program Objectives

The MSM program will prepare students to:

1. Demonstrate a broad understanding of the business disciplines and functional skills critical to the role as business professional in managing self and others.
2. Use technology to research, collect, analyze, and interpret data and communicate effectively both verbally and in writing to a variety of audiences.
3. Apply knowledge of current law, human behavior theories, and leadership styles, to improve employee motivation and organizational culture.
4. Apply the fundamentals of business law, financial management, basic accounting principles, and quality control as key management functions within all organizations.
5. Evaluate and participate in strategic planning process and/or project management as they pertain to organizational structures. Analyze and apply critical thinking and decision making in the areas of strategic planning, project management, and operations management.
6. Apply effective strategies in ethical decision making, change management, financial management, and quality control of information within the organization.

7. Analyze state, national, and international trends, political shifts, and diversity in the workplace recognizing the role the organizational leaders must demonstrate in these societal, organizational, and cultural shifts.

Program Curriculum

| | |
|---------|--|
| MSM 505 | Accounting for Managers |
| MSM 511 | Statistical Techniques I |
| MSM 520 | Project Management |
| MSM 525 | Human Resource Management |
| MSM 531 | Management Information Systems |
| MSM 543 | Communication and Audits in 21st Century Organizations |
| MSM 545 | Operations Management |
| MSM 560 | Financial Management |
| MSM 570 | Legal and Ethical Issues for Managers |
| MSM 572 | Change Management |
| MSM 574 | Organizational Behavior & Performance Management |
| MSM 576 | Strategic Planning |

Master of Science in Management Courses (MSM)

MSM 505 Accounting for Managers 3 hours

This course covers basic accounting principles and practices with a particular focus on their relevance to a manager's use of this information in day-to-day decision making

MSM 511 Statistical Techniques I 3 hours

This course focuses on the application of statistical concepts and techniques to help in the decision-making challenges that confront managers. Topics covered include univariate analysis, hypothesis testing, bivariate analysis, and regression analysis.

MSM 520 Project Management 3 hours

The course will focus on the application of strategies and techniques employed in development and advancing projects in various settings. A conceptual framework pertaining to project management, with a balanced treatment of both the technical and behavioral issues will be addressed. Additionally, the course will introduce project management tools that will be applied to a broad range of industries.

MSM 525 Human Resource Management 3 hours

This course examines the application of human resource management theories and practices with a special focus on leadership, facilitation, and team dynamics. Additionally, we will explore how human resources professionals can add value to an organization by becoming a strategic partner in improving resource utilization to help companies achieve their goals and objectives

MSM 531 Management Information Systems 3 hours

This course explores the myriad opportunities made possible by today's technology. We will concentrate on the technical foundations of MIS and focus on how to protect our businesses, our

employees and customers. We will look into SMB and Enterprise systems, their design, sound management practices and required flexibility.

MSM 543 Communication and Audits in 21st Century Organizations **3 hours**

This course will focus on quality efforts in organizations. Students will understand the application of principles and practices associated with managerial communications, quality documentation, quality auditing, documenting and reporting observations, and professional ethics.

MSM 545 Operations Management **3 hours**

In this course, students will gain an appreciation of operations and supply chain management in a global business environment, understand how operations relates to other business functions, develop a working knowledge of concepts and methods related to designing and managing operations and creating value along the supply chains and develop a skill set for continuous improvement.

MSM 560 Financial Management **3 hours**

This course will provide students the skill set necessary to prepare and execute planning and budget documents. Students will gain understanding in the basic foundations of financial management tools to manage a business, partnership, or corporation. The course will focus on the financial management principles while learning general financial terminology.

MSM 570 Legal and Ethical Issues for Managers **3 hours**

This course will focus on legal and ethical issues by examining the legal environment of business, government and business, and business and society. This course will further examine contemporary legal and ethical conflicts emerging in present in current news and events as they relate to business and social responsibility.

MSM 572 Change Management **3 hours**

This course is designed to provide students with a conceptual framework addressing the strategic importance of managing change and organization development (OD) in various agencies, human service organizations, community organizations and other settings. The capability of an organization's human resources to adapt to such conditions, adopt and successfully use new practices, technologies and develop ways of performing organizational tasks is vital to proactive and sustainable human service organizations.

MSM 574 Organizational Behavior & Performance Management **3 hours**

Students will study aspects of today's corporate culture and its relationship to behavior and organizational performance. Students will focus on the optimal design of organizations to operate in various environments and for different functions.

MSM 576 Strategic Planning **3 hours**

Students will examine various models of management planning and decision-making. Students will interpret and critically examine the various concepts, theories, and methods of inquiry required for the evaluation of a company's effectiveness both internally and externally. From this examination, students will gain an understanding of strategy formulation and learn how to prepare and implement those strategies.

Master of Arts in Psychology (MAP)

Department Chairperson
Valerie Pennanen, Ph.D.

Program Director: Joseph Kovach, Psy.D.

Faculty: Barbara Butcher, M.A.; Nicolas Constantine, Psy.D.; Terry Harman, Ph.D.; Joseph Kovach, Psy.D.; James Moore, Psy. D.; Martha O’Danovich, Psy.D.; Ambrose Resa, Jr., M.A.; Bridget Stafford, Ph.D.; James P. Sullivan, Ed.D.; Shaun Wehle, Psy.D.; Robert Zagar, Ph.D. Stephanie Zoltowski, Psy.D.

Program Advisory Committee: Barbara Butcher, M.A.; Yvonne Dolan, M.A.; Alan Long, Ph.D.; Martha O’Danovich, Psy.D.; Terry Harman, Ph.D.

The Master of Arts 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 development; the theoretical; and the quantitative.

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 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; engage in legal and ethical analysis based on the Standards for Educational and Psychological Testing.

Requirements

Theoretical Sequence

35 hours plus a 3-hour terminal project

Students completing the basic psychology program must complete all theoretical courses as listed in the areas of Professional Development, Theoretical, and Quantitative domains. In addition, the student will complete a terminal project.

Clinical Sequence

60 hours

In addition to the theoretical sequence, those students wishing to complete the professional clinical sequence must complete professional course work and the internship sequence. A final written terminal project is not required. This sequence is aligned with course requirements for eligibility for examination for the Licensed Mental Health Counselor (LMHC) in Indiana and/or Licensed Professional Counselor (LPC) in Illinois.

Program Curriculum

The curriculum is based on two foundations: (1) the general body of knowledge and practice associated with graduate education; and (2) an emerging body of knowledge and evidence-based best practices drawn more specifically from the profession.

Theoretical Courses

Professional Development Domain

- PSY 500 Vocational and Career Development
- PSY 503 Graduate Writing and Communication
- PSY 510 Professional, Legal, and Ethical Issues
- PSY 549 Foundational and Contextual Dimensions of Mental Health Counseling

Statistical Analysis and Methods of Research Domains

- PSY 506 Introduction to Statistics*
- PSY 508 Research Design*
- PSY 520 Graduate Statistics
- PSY 525 Graduate Research and Reading

Theoretical Domain

- PSY 512 Test and Measurements*
- PSY 533 Clinical Methods in Psychology
- PSY 535 Cultural Diversity
- PSY 537 Life Span Development
- PSY 540 Crisis Intervention
- PSY 543 Biological Bases of Behavior
- PSY 545 Psychopathology
- PSY 547 Substance Abuse

Professional Courses

Applied Domain (any two of the following assessment courses)

- PSY 550 Psychological Assessment
- PSY 553 Intellectual and Cognitive Assessment
- PSY 555 Personality Assessment

Applied Domain, Continued

- PSY 570 Behavioral and Cognitive Therapies
- PSY 573 Brief Therapeutic Approaches
- PSY 575 Group Therapy
- PSY 577 Marital and Family Therapies

Terminal Projects

- PSY 585 Practicum
- PSY 587 Assessment Practicum
- PSY 590 Internship
- PSY 595 Advanced Internship
- PSY 599 Thesis

Electives

- PSY 591 Independent Study
- PSY 593 Topics in Psychology
- PSY 597 Thesis Maintenance

* Waived if taken as an undergraduate

Master of Arts in Psychology Courses (MAP)

*Seniors completing a degree in Psychology or a related field can take Master's degree courses in Psychology with the consent of the Program Director. These courses can count toward meeting the requirements of the bachelor's degree **or** the master's degree, but not both.*

PSY 500. Vocational and Career Development 3 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. In addition, cognitive psychology issues, along with vocational and career options, are considered.

PSY 503. Graduate Writing and Communication 2 hours

Student will be exposed to APA writing style as the usual and customary writing in Psychology and other professions. In addition, the student will be exposed to various consultative practices to include documentation, presentation strategies and peer consultations. Terminal projects will also be discussed.

PSY 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.

PSY 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.

PSY 510. Professional, Legal & 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.

PSY 512. Test and Measurements **3 hours**

Theory and principles of psychological measurement, test construction, use, evaluation and interpretation; problems in assessment and prediction are discussed.

PSY 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.

PSY 525. Graduate Research & 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.

PSY 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.

PSY 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.

PSY 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.

PSY 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.

PSY 543. Biological Bases of Behavior **3 hours**

This course examines the structural and functional relationship between the central nervous system, physiology, 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.

PSY 545. Psychopathology **3 hours**

This course examines the characteristics of psychological disorders presently found in the DSM-V. Historical, sociopolitical, medical, behavioral, and epidemiological implications of the current nosological system are addressed. Additional topics include differential diagnosis within diagnostic categories, etiology, and alternatives to the existing system. Research in this field is also discussed.

PSY 547. Substance Abuse **3 hours**

The course presents a biopsychosocial view of contemporary substance abuse treatment, types and classes of addictive substances.

PSY 549. Foundational and Contextual Dimensions of Mental Health Counseling **3 hours**

The primary content of this course meets the educational requirements for two of the eleven content areas for being licensed as a Mental Health Counselor in the state of Indiana. The two content areas examined in the course are the foundational and contextual dimensions of mental health counseling.

PSY 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.

PSY 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 and Stanford Binet 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.

PSY 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-A, MMPI-2, and MCMI-III. The course also provides an introduction to nonclinical personality evaluation and selected trait measures. Students will write review clinical reports and review research in personality assessment. Both paper and pencil and computerized tests are covered. Laboratory course; materials fee.

PSY 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.

PSY 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.

PSY 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.

PSY 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.

PSY 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.

PSY 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 place on scholarly discernment of data. A sequence of prescribed class could lead to a certificate in specific areas of psychology.

PSY 585. Practicum **3 hours**

The Practicum experience enables the student to develop basic counseling skills and to integrate professional knowledge and skills appropriate to the student's program of study. The minimum practica experience is 100 hours.

PSY 587. Assessment Practicum **3-6 hours**

The Practicum experience enables the student to develop basic assessment and consultation skills and to integrate professional knowledge and skills appropriate to the student's program of study. The minimum practica experience is 100 hours. May be repeated.

PSY 590. Internship **6 hours**

The Internship experience further refines and enhances the student's basic counseling skills while developing more advanced counseling skills and to integrate these professional skills and

knowledge and appropriate to the student's program of study. The Internship is an organized field experience that provides supervised, face-to-face training with clients/patients. The minimum Internship experience is 600 hours.

PSY 595. Advanced Internship

3 hours

The Externship is an advanced internship of organized field experience where the student provides direct mental health counseling under supervision. The minimum Externship experience is 300 hours.

PSY 597. Thesis Maintenance

3-12 hours

Individuals who have not completed their Master's thesis work will need to register for this course each semester until the thesis is completed.

PSY 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.

Public Safety Administration (PSA)

Department Chairperson
Michelle McCartney, Ed.D.

Program Director: Michelle McCartney, Ed.D.

Faculty: Bryan Barlow, M.B.A.; Terri Ferrari, M.B.A.; Michael Genova, J.D.; Michelle McCartney, Ed.D.; Daniel McDevitt, M.S.; Joseph J. Moseley II, M.B.A.; Alyssa Rodriguez, M.S.; Steven Regnier, Ed.D.; David J. Plebanski, Ph.D, Professor Emeritus; Scot Plebanski, D.B.A.; Richard Wedgbury, M.S.

Program Advisory Committee: Michael Genova, J.D.; Michael McCafferty, J.D.; Michelle McCartney, Ed.D.; David Plebanski, Ph.D.; Alyssa Rodriguez, M.S.

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.

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 effect 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

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

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.

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 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 for students who plan to complete doctoral study.

Master of Arts in Teaching (MAT)

Department Chairperson

John M. Shields, Ph.D.

Program Director: John M. Shields, Ph.D.

Faculty: Marianne Culver, J.D., M.A.T.; Philip Dietrich, M.A.T. ; Sr. Michele Dvorak, Ed.D.; Chris Gloff, M.A.T.; Eileen Germek, M.Ed.; Dawn Greene, Ph.D.; Fred Greene, M.A.; Daniel Hadary, M.S.; Barbara O'Block, Ed.D.; Joi Patterson, Ph.D.; David Pittman, M.A.T.; John Potocki, M.A.; Alyssa Rodriguez, Ph.D. Candidate; John Shields, Ph.D.; Mark Sperling, Ed.D.; Angela Szczepanik- Sanchez, M.S.; Scott Tabernacki, M.Ed.; Bruce Wisowaty, M.A.

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.

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 education 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.

Education Program Objectives

Five major objectives have been defined under the three pillars: Preparation, Reflection and Transformation. Program graduates are required to:

6. Demonstrate Understanding of How Students Learn and How They Differ
7. Demonstrate Knowledge of What to Teach
8. Demonstrate How to Teach Effectively
9. Demonstrate Effective Implementation of Technology
10. Demonstrate Continuous Personal and Professional Growth

Education Program Outcomes

In alignment with the directives of the national teacher preparation accrediting agency CAEP (Council for the Accreditation of Educator Preparation), the Education Program has identified the InTASC Standards as the outcomes to be mastered by the CCSJ teacher candidates in order to demonstrate proficiency as professional educators. The Standards can be found at:

http://www.ccsso.org/Resources/Publications/InTASC_Standards_At_a_Glance_2011.html

Click on this link: [InTASC Model Core Teaching Standards At a Glance 2011](#)

Program Curriculum (Elementary Course Sequence, Initial Phase)

- MAT 500 Educational Psychology
- MAT 502 Foundations in Education
- MAT 504 Child Development
- MAT 516 Curriculum Development
- MAT 518 Measurement and Evaluation
- MAT 520 Management Strategies
- MAT 522 Children's Literature
- 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 547-53 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

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: *See Tuition & Fee Schedule.*

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.

Clinical 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.
Clinical 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.
Clinical 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) standards, to issues of sexuality, drug and alcohol abuse, delinquent behavior, and peer pressure.
Clinical 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.

Clinical 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.

Clinical experience required.

MAT 520. Management Strategies for the Classroom **2 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.

Clinical experience required.

MAT 522. Children's Literature **2 hours**

This comprehensive class will review books and resources designed for children and adolescents. Candidates establish a broad and comprehensive understanding of foundations for creating a literacy-rich classroom that supports the literacy theory and development of all students, reflects and values cultural diversity, and promotes respect for all readers at various levels of reading proficiency. Candidates learn strategies to comprehend, interpret, analyze and evaluate texts such as nonfiction, fiction, poetry, informational, persuasive and functional texts, and review the major genres, authors, and works of Indiana, American and world children's literature. Candidates experience dominant trends in children's literature from the 19th, 20th, and 21st centuries and explore illustrators and authors for their significant techniques, trends, talents, and writing styles. Throughout the course, candidates develop aesthetic appreciation, learn the skills of teaching reading, and applying their developing skills to diverse situations, resources, and ideas.

Clinical Experience required.

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.

Clinical 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

2 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.

Clinical 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 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 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 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

2 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.

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

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 research 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**

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.

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Rev. Ronald Schiml, C.PP.S. (5/24/2015†)

Faculty

Full-Time Faculty

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. 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.

Mark Cassello: 2011—Assistant Professor in English. B.A., Indiana University Northwest, 2005; M.A., Indiana University, 2008.

Joan Crist: 2004—Associate Professor in Theology. B.A., St. John's College, 1991; M.A., University of Notre Dame, 1998; Ph.D., Ibid., 2004.

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.

Michael Genova: 2004—Associate Professor in Paralegal Studies. B.A., St. Joseph's College, 1971; J.D., DePaul University, 1975.

Dawn Greene: 2012—Assistant Professor in Education. B.A., Calumet College of St. Joseph, 1995; M.B.A., Indiana Wesleyan University, 1998; M.A.Ed., Purdue University, 2002; Ph.D., Ibid., 2012.

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.

Elizabeth Guzman-Arredondo: 1990—Assistant Professor in Human Services. B.A., Calumet College of St. Joseph, 1986; M.S.W., Loyola University, 1991.

Darren Henderson: 1996—Assistant Professor in Computer Information Systems. B.S., Purdue University Calumet, 1990; M.S., Ibid., 1991.

Carrie Hutton: 2010—Assistant Professor in Mathematics. B.S., Indiana University, 2004; Transition to Teaching Certificate, Calumet College of St. Joseph, 2005; M.S., Purdue University, 2012; M.S.E. Engineering, Ibid., 2013; Ed.D., American College of Education, 2017.

Kurt A. Jordan: 2005—Associate Professor in Computer Information Systems. B.S., 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.

Ahmed Lakhani: 2014— B.S., University of Illinois at Urbana-Champaign, 2003; Ph.D. University of Illinois at Chicago, 2011.

Daniel Lowery: 2005—Professor in General Education. B.A., Valparaiso University, 1975; M.S., Indiana University Northwest, 1989; Ph.D., University of Illinois at Chicago, 2001.

Valerie Pennanen: 2010—Associate Professor in English. B.A., Bryn Mawr College, 1977; M.A., University of Michigan, 1979; Ph.D., Ibid., 1983.

David Plebanski: 1996—Professor Emeritus 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—Associate Professor in English. B.A., Webster University, 1992; M.F.A., The Ohio State University, 1998.

Alyssa Rodriguez: 2013—Assistant Professor in Public Safety Administration. B.S., Purdue University Calumet, 2004; M.A., Calumet College of St. Joseph, 2008.

Ginger Rodriguez: 2005—Associate Professor in English. B.A., Lawrence University, 1976; M.L.A., University of Chicago, 2005.

Sandra Rogers: 2013—Associate Professor in Biomedical Science. B.S., University of Illinois at Chicago, 2000; Ph.D., Ibid., 2007.

Desila Rosetti: 2006—Associate Professor in the Business Management Program. B.S., Purdue University, 1988; M.S., Notre Dame University, 2000.

Fr. Kevin Scalf: 2015—Assistant Professor in Theology. B.A., College of Mount St. Joseph University, 1997; M.A., Xavier University, 2004; M.A. College of Mount St. Mary's Seminary, 2008; MDIV, Catholic Theological Union, 2008.

Roy J. Scheive: 1992—Associate 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., Loyola University, 1987; M.A. University of Notre Dame, 1999; Ph.D., Loyola University, 2004.

Paul Somers: 2015—Assistant Professor in Digital and Studio Arts. B.S., Ball State University, 1985; M.F.A., University of Chicago, 2013.

Walter J. Skiba: 1971—Associate Professor in Arts and Humanities. B.A., St. Joseph's College Calumet Campus, 1967; M.A., University of Connecticut, 1969; M.S., Roosevelt University, 1992.

Tracy Stone: 2017—Instructor in Biokinetics. B.S., Miami University of Ohio, 2011; M.S., University of Illinois at Chicago, 2004.

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