

CALUMET COLLEGE OF ST. JOSEPH

Academic Catalog
2020 – 2021
2021 – 2022

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2020-2022 College Calendar

Semester I (Fall)-2020

August 3 – August 19

Bridge Program

Master of Arts in Teaching/T to T classes begin

Education Program Cohort classes begin

Faculty Welcome Week

New Student Orientation

New Transfer Student Orientation

Traditional Undergraduate classes begin

Tuition payment due

Accelerated Classes begin

Last day for class changes (add/drop)

Labor Day-No classes

Athletic Banquet

Last day to withdraw from a course without instructor approval

Mid-terms

Fall Break-Thanksgiving recess

Education Program Cohort classes end

Last day to withdraw from a course with instructor approval

Traditional Undergraduate classes end

Master of Arts in Teaching/T to T classes end

December graduation (ceremony held on May 15, 2021)

Online Intersession classes

Traditional Undergraduate grades due by 10:00 AM

Accelerated classes end

August 17-19

August 20

August 21

August 24

August 24

August 31

September 7

September 13

September 18

October 5-10

November 23-28

December 4

December 11

December 13

December 21-January 8

December 15

Semester II (Spring)-2021

Master of Arts in Teaching/T to T classes begin

Accelerated classes begin

Education Program Cohort classes begin

Traditional Undergraduate classes begin

Tuition payment due

Last day for class changes (add/drop)

Martin Luther King Jr. Day—School closed

Last day to withdraw from a course without instructor approval

Mid-terms

Spring Break

Graduation Finale

Easter recess (holiday weekend)

Accelerated classes end

Last Day to withdraw from a course with instructor approval

56th Annual Scholarship Ball/Gala

Education Program Cohort classes end

Traditional Undergraduate classes end

Master of Arts in Teaching/T to T Classes End

Traditional Undergraduate grades due by 10:00 AM

Graduation Banquet

Commencement

January 11

January 11

January 11

January 15

January 18

February 2

February 22-February 27

March 1-6

March 10

April 2-3

April 23

April 30

April 30

May 4

May 13

May 15

Semester III (Summer)-2021

| | |
|---------------------|--|
| | Accelerated classes, Master of Arts in Teaching/T to T classes, and Education Program Cohort classes begin |
| May 10 – June 25 | Summer Session 1 (7 weeks) |
| June 28 – August 13 | Summer Session 2 (7 weeks) |
| May 10 – August 13 | Summer Session 3 (15 weeks) |
| | Accelerated classes and Master of Arts in Teaching/T to T classes end |

*Please note: the academic calendar on the website is the most up to date calendar.

Semester I (Fall)-2021

| | |
|------------------------------------|--|
| <i>August 2 – August 18</i> | <i>Bridge Program</i> |
| | Master of Arts in Teaching/T to T classes and Education Program Cohort classes begin |
| | Faculty Welcome Week |
| August 16-18 | New Student Orientation |
| August 19 | New Transfer Student Orientation |
| August 20 | Traditional Undergraduate classes begin |
| August 23 | Tuition payment due; Accelerated Classes begin |
| August 27 | Last day for class changes (add/drop) |
| September 6 | Labor Day-No classes |
| September 12 | Athletic Banquet |
| September 17 | Last day to withdraw from a course without instructor approval |
| October 4-8 | Midterms |
| November 22-27 | Fall Break—Thanksgiving recess |
| | Education Program Cohort classes end |
| December 3 | Last day to withdraw from a course with instructor approval |
| December 10 | Traditional Undergraduate classes and Master of Arts in Teaching/T to T classes end |
| December 12 | December graduation (ceremony held on May 21, 2022) |
| December 13-January 1 | Online Intersession classes |
| December 14 | Traditional Undergraduate grades due by 10:00 AM; Accelerated classes end |

Semester II (Spring)-2022

| | |
|-------------------------|--|
| | Master of Arts in Teaching/T to T classes, Accelerated classes, and Education Program Cohort classes begin |
| January 17 | Martin Luther King Jr. Day—School closed |
| January 18 | Traditional Undergraduate classes begin |
| January 18 | Tuition payment due |
| January 25 | Last day for class changes (add/drop) |
| February 4 | Last day to withdraw from a course without instructor approval |
| February 21-February 26 | Mid-terms |
| March 7-12 | Spring Break |
| March 16 | Graduation Finale |
| April | Virtual class meeting |
| April 22-23 | Easter recess (holiday weekend) |
| | Accelerated classes end |
| April 21 | Last Day to withdraw from a course with instructor approval |
| April 23 | 57 th Annual Scholarship Ball/Gala |
| | Education Program Cohort classes end |
| May 6 | Traditional Undergraduate classes end; |

| | |
|--------|--|
| May 10 | Master of Arts in Teaching/T to T Classes End |
| May 19 | Traditional Undergraduate grades due by 10:00 AM |
| May 21 | Graduation Banquet |
| | Commencement |

Semester III (Summer)-2022

| | |
|---------------------|---|
| | Accelerated classes begin |
| | Master of Arts in Teaching/T to T classes begin |
| | Education Program Cohort classes begin |
| May 9 – June 24 | Summer Session 1 (7 weeks) |
| June 27 – August 12 | Summer Session 2 (7 weeks) |
| May 19 – August 12 | Summer Session 3 (15 weeks) |
| | Accelerated classes and Master of Arts in Teaching/T to T classes end |

*Please note: the academic calendar on the website is the most up to date calendar.

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

The five pillars of a CCSJ education, reflecting the values of Catholic liberal arts education in the C.PP.S. tradition and 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
- Collaborative Assignments and Projects
- 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 at CCSJ

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.

Program Outcome Objectives

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)
- HUM 110 Foundations of Western Culture (transfer protected for students with fewer than 52 credit hours)
- EMCO 103 English Composition
- THEO 110 Social Justice (transfer protected for students with fewer than 52 credit hours)
- EMCO 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
- EMCO 111 The Literary Experience (Honors students take EMCO 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:

- EMCO 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, associate 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 35 credit hours of General Education, 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.
- **Transfer students** with at least 52 credit hours meet General Education Program requirements with the exception of HUMS 110 and THEO 110.
- **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, including HUM 110, Foundations of Western Culture, and THEO 110, Social Justice. 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: EMCO 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 students' math and science General Education requirements, EMCO 103, EMCO 150, EMCO 204, and THEO 230. The Signature Assignments in EMCO 204 and THEO 230 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 below indicates.

| Gen Ed | ORMN | PSM |
|--|--|--|
| GENL 100 | Waived | Waived |
| HUM 110 | Equivalent course w/in the program, ORMN 435, Liberal Studies I | Equivalent course w/in the program, PSM 309, Multicultural and Diverse Populations |
| EMCO 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 |
| EMCO 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: PSY, HIST, SOCL, ECON, PLSC | Same | Same |

| | | |
|--|--|--|
| Social Studies choice 2: PSY, HIST, SOCL, ECON, PLSC | Same | Same |
| EMCO 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 |

Transfer Students

Transfer students must meet the 38-credit-hour General Education Program requirements, including taking the transfer-protected courses, HUM 110 and THEO 110 if they have fewer than 52 credits, and EMCO 204 and THEO 230. Students will complete Signature Assignments in EMCO 204 and THEO 230 to demonstrate that they have achieved the General Education objectives.

General Education Courses

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, deepening students' comprehension of the breadth and depth of human intellectual and creative expression in the liberal arts and providing exposure to the professional and scholarly works of CCSJ faculty, regional scholars, and scholarly works from a variety of disciplines.

Course Fee: See current fee schedule

Prerequisites: Admission into Honors Learning Community

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

B.S./A.S./Certificate

Concentration: Forensic Accounting

Biomedical Science

B.S.

Business Management

B.S./A.S.

Criminal Justice

B.S./A.S./Certificate

Concentrations:

Forensic Criminology

Probation, Parole, and Courts

Digital and Studio Arts

B.A.

Elementary Education

B.S.

English and Media Communications

B.A./A.A.

Forensic Science

B.S.

General Studies

B.S.

Health Sciences

A.S.

Human Services

B.S./A.S.

Concentrations:

Social Services

Counseling

Integrated Studies

B.S.

Kinesiology

B.S.

Life Sciences

B.S.

Medical Laboratory Science

B.S.

Organization Management (Accelerated)

B.S.

Psychology

B.S./A.S.

Public Safety Management (Accelerated)

B.S.

Theology (not currently accepting students)

B.A.

Minors

Accounting

Business Management

Criminal Justice
Drama
English and Media Communications
Exercise and Sport Science
Graphic Design
History
Humanities
Human Services
Mathematics
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, baccalaureate, and associate degrees 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 Council for the Accreditation of Educator Preparation (CAEP). The Education Department holds membership in a number of state, regional, and national educational and professional associations, including 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.

Administration

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, Marketing, and Athletics; and Student Engagement and Retention. In addition, 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, the Office of Charter Schools, the First-Year Experience 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. In addition, this vice-presidential area is also responsible to maintain the comfort and utility of CCSJ's buildings and develop and implement the College's technology plan. These responsibilities include Facilities, Food Services, Information Technology, the Mailroom and Help Desk, and Security.

Office of Enrollment, Marketing, and Athletics

The Office of Enrollment, Marketing, and Athletics develops, implements, and coordinates services that support recruiting and enrolling students, and enrolling and retaining student-athletes. This office supervises athletic programs, Enrollment Management, Marketing, and the Webmaster.

Office of Student Engagement and Retention

The Office of Student Engagement and Retention coordinates services to support the academic and personal success of each student from admission through graduation. This functional area includes Career Services, Disability Services, the International Student Liaison, the Registrar's Office, and Student Activities.

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 250 in Reading and 262 in Mathematics.

Conditional Enrollment

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

The Office of Enrollment Management is located on the first floor and is open Wednesday, Thursday, and Friday from 8:30 a.m. to 5:00 p.m. and Monday and Tuesday 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 – EMCO 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 94 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 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.

Tuition & Fee Schedule

| Description | 2018-19 | 2019-20 | 2020-21 |
|---|----------------|----------------|----------------|
| <i>Tuition:</i> | | | |
| Traditional Program Tuition (full-time fall/ spring) | \$18,900 | \$19,400 | \$19,900 |
| Traditional Program Tuition (part-time per credit hr) | \$600 | \$620 | \$635 |
| Degree Completion Program tuition (per credit hr) | | | |
| ORMN | \$550 | \$570 | \$585 |
| PSM | \$625 | \$645 | \$660 |
| Master's Program tuition (per credit hour) | | | |
| MAT (Teaching – Elem, Sec & Final Phase) | \$625 | \$645 | \$660 |
| MSM (Management) | \$650 | \$670 | \$685 |
| PSA (Public Safety) | \$815 | \$840 | \$860 |
| MAP (Psychology) | \$815 | \$840 | \$860 |
| <i>Required for all students:</i> | | | |
| Textbook Rental Fee/semester | | | |
| Full-Time Traditional (12-18 credit hours) | \$350 | \$350 | \$395 |
| Part-Time Traditional (per credit hour) | \$30 | \$30 | \$35 |
| Graduate students (6-9 credit hours) | \$225 | \$225 | \$290 |
| Graduate student additional credit hours | \$30 | \$30 | \$35 |
| Course Add/Change Fee | \$5 per course | \$5 per course | \$5 per course |
| Technology fee (per term) – Continuing Students | \$100 | \$100 | \$100 |
| Technology Fee (per term) – New Students | | | |
| Traditional, MSM, MAP, MAT | | \$100 | \$100 |
| ORMN, PSM, PSA (includes electronic tablet) | | \$200 | \$200 |
| Student Association Fee (per term) Whiting Campus | \$35 | \$35 | \$40 |
| <i>Required for International students</i> | | | |
| International Student Services /term | \$600 | \$600 | \$600 |
| International Application Fee (one-time fee) | \$50 | \$50 | \$50 |
| <i>Course Related Fees:</i> | | | |
| First Year Experience Fee (GENL 100) | \$250 | \$250 | \$250 |
| Honors L.C. Seminar (GENL 290H)/ semester | \$45 | \$50 | \$50 |
| Education Seminar Fee (EDUC 299) / semester | \$45 | \$50 | \$50 |
| LEAP Portfolio Processing Fee | \$125 | \$125 | \$125 |
| MAP Course 500: APA Affiliate | \$70 | \$70 | \$70 |
| MAP Courses: 550/555 | \$75 | \$75 | \$75 |
| MAP Course: 553 | \$100 | \$100 | \$100 |
| Psychology Courses: 260/512 | \$50 | \$50 | \$50 |
| Psychology Course 499 (make-up fee) | \$25 | \$25 | \$25 |

| | | | |
|--|-------|-------|-------|
| ARTS & MFA (per course – excl Arts 273 & Arts 280) | \$75 | \$75 | \$75 |
| Science Lab Fees (per course) | \$250 | \$250 | \$250 |
| Student Teaching Courses:494, 495 | \$500 | \$500 | \$500 |
| Education Clinical Fee per course (EDUC 481, 483, 484, 485, MAT 512, 526, 528, 524, 526, 538, 554) | | | |
| Undergraduate Course Audit (Whiting/EC/Hammond Residents) | \$100 | \$100 | \$100 |
| Interession Courses | \$500 | \$500 | \$500 |
| Miscellaneous Fees: | | | |
| Alternative Credit (CLEP, LEAP, Credit by Exam) per credit hour | \$200 | \$200 | \$200 |
| CLEP Exam Fee | \$25 | \$25 | \$25 |
| Returned Check Fee | \$50 | \$50 | \$50 |
| Transcript of Credits (after first request) | \$10 | \$10 | \$10 |
| Deferred Payment Plan (1 term) | \$50 | \$50 | \$50 |
| Deferred Payment Plan (multi-term) | \$50 | \$50 | \$50 |
| Deferred Payment Plan Late Fee | \$50 | \$50 | \$50 |
| Graduation Fee - Undergrad | \$125 | \$125 | \$125 |
| Graduation Fee – Graduate program | \$150 | \$150 | \$150 |
| Replacement Diploma (each) | \$30 | \$30 | \$30 |
| CASA (new testing) | \$25 | \$25 | \$25 |
| ACCUPLACER retake fee (after 3 rd attempt) | \$10 | \$10 | \$10 |
| Graduate Program Application Fee | \$25 | \$25 | \$25 |
| Undergraduate Late Registration Fee – New Students (Note A) | \$25 | \$25 | \$25 |
| Late registration fee (Continuing students) after Apr 1 | | \$100 | \$100 |
| Late registration fee (Continuing students) after May 1 | | \$200 | \$200 |
| Late payment fee (Fall – October 15; Spring – February 15) | | \$100 | \$100 |
| Honors Learning Trip Insurance | \$125 | \$125 | \$125 |

Notes:

(A) Fall term – by July 1, Spring term – by December 1

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.

Calumet College of St. Joseph will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a

covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under Chapter 31 or 33.

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 a graduate student in teaching. 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 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 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. 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.

Graduate students enrolled in 9 or more semester credit hours are considered full-time degree-seeking students; graduate students enrolled in fewer than 9 semester hours are part-time students.

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: 13 to 26 credit hours
- Sophomore: 27 to 56 credit hours
- Junior: 57 to 91 credit hours
- Senior: 92+ credit hours

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

Auditing a Course

Students who do not wish to incur the obligation of regular attendance, outside class work, tests, or examinations may audit a course if space permits. Students register to audit a course in the same manner as 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.

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 Advising.

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

CEDU 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.

CEDU 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.

CEDU 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 CEDU 230 and CEDU 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. 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>Meaning</u> | <u>Quality Points</u> |
|---------------|-------------------------|-----------------------|
| A | Excellent | 4.000 |
| A- | | 3.667 |
| B+ | | 3.333 |
| B | | 3.000 |
| B- | | 2.667 |
| C+ | Above Average | 2.333 |
| C | | 2.000 |
| C- | | 1.667 |
| D+ | | 1.333 |
| D | | 1.000 |
| D- | Below Average, but poor | .667 |
| F | | 0 |
| FW | | 0 |
| E* | | 0** |
| I | | 0** |
| N* | Failing | 0** |
| P* | | 0** |
| W | | 0** |
| Z | | 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 $[(4 \times 3) \text{ plus } (4 \times 3) \text{ plus } (3 \times 3) \text{ plus } (3 \times 3)] \text{ divided by } 12 \text{ total credit hours.}]$

Repetition of Courses

If a student repeats a course, only the higher of the two grades received for the course will be counted in computing the cumulative index. Both grades remain on the student's permanent record, with the lower grade marked as having been superseded by a second grade for the same course. 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 occur for financial aid reasons, academic reasons, or both. These suspensions 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. To appeal a Financial Aid suspension, the student must submit a SAP Appeal Form 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. The form is available at <https://www.ccsj.edu/FinancialAid/Resources.php#sap>. If the Financial Aid Director 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.

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 who graduate within six year 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 online through MyCCSJ 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. 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 these 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.

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, EMCO 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 - <https://www.ccsj.edu/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 through MyCCSJ at least a semester before they plan to graduate. See the CCSJ website for deadlines.

Students are also strongly encouraged to consult with the program director in their major for advising about 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.

Career Services – <http://www.ccsj.edu/careers/>

The Office of Career Services is conveniently located in the Academic Advising Office, 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 Rental Program – <http://www.ccsj.edu/bookstore/>

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 – <https://www.ccsj.edu/ComputerServices//>

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 Library. 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 Student 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.

Counseling - <https://www.ccsj.edu/Counseling/>

Through a partnership with **Crown Counseling**, 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 the Crown Counseling offices in Crown Point or Hammond. For more information, **contact Kerry Knowles SAP Counselor**, at 219-663-6353 (office), 219-413-3702 (cell), or kerryk@crowncounseling.org.

Disability Services - <https://www.ccsj.edu/Disabilities/>

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 Director 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 Director 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 Director of Disability Services in Room 181, 219-473-4349.

Emergency Notification System - <https://www.ccsj.edu/Alerts/>

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 - <https://www.ccsj.edu/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 available at the Library, including books, periodicals, e-books, 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'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.

Mission and Ministry

The Office of Mission and Ministry at Calumet College serves students, faculty and staff, of all religious identities. As a Catholic college in the tradition of the Missionaries of the Precious Blood, our care extends to everyone, without exception. Mission and Ministry offers pastoral services, referrals, resources for personal growth, advocacy, and opportunities for the Sacrament of Reconciliation. Catholic Mass is offered daily during the academic year in the first-floor chapel. Contact Fr. Kevin Scalf, C.P.P.S., Room 626, 473-4351, kscalf@ccsj.edu.

Registrar - <https://www.ccsj.edu/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 Complaints – <https://www.ccsj.edu/aboutCCSJ/contact/>

Written complaints from students can be filed online. 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 - <https://www.ccsj.edu/StudentLife/>

Athletics - <http://www.ccsjathletics.com/>

The Athletic Department provides extra-curricular opportunities for student-athletes who have the skill and ability to compete in athletics at the intercollegiate level. Calumet College of St. Joseph is a member of the National Association of Intercollegiate Athletics (NAIA) and competes in the Chicagoland Athletic Conference (CCAC). The Crimson Wave Athletic Department officially sponsors 19 varsity male and female teams. The Athletic Department supports the mission of the College by promoting high quality levels of competition in a broad range of intercollegiate sports while emphasizing academic excellence in the classroom. All student-athletes, coaches and staff must meet the eligibility requirements outlined by the NAIA as well as abide by the rules of the association. Information related to the NAIA can be found at www.NAIA.org

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. Mass is held in the Chapel at 8:00 a.m. Monday through Thursday when school is in session

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.

Student Success Center – <http://www.ccsj.edu/support>

The Student 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 Student 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.

UNDERGRADUATE PROGRAMS

Accounting

Department Chairperson

Roy Scheive, Ed.D.

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

Faculty: George Grzesiowski, M.B.A., C.P.A.

Mission Statement of the Program

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

The Accounting Program offers a B.S., and an A.S., 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.

The Bachelor of Science in Accounting will put you on a career path to work for local, national, or international accounting and consulting firms. Opportunities are also available in business, higher education, government agencies, and not-for-profit organizations. Students may also choose to earn an Associate of Science degree for quick entry into the workforce and a foundation for further education, or to minor in Accounting as a supplement to another CCSJ major.

Program Outcome Objectives

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

1. Demonstrate knowledge of current accounting principles, tax law, current auditing standards, and the use of accounting information by management.
2. Develop critical thinking, problem solving, and communication skills
3. Apply accounting theory in a practical manner.
4. Demonstrate technology skills necessary to solve accounting problems.
5. Meet the requirements for entry-level careers in accounting such as auditing, corporate accounting, governmental, not-for-profit organizations, and taxation.
6. 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. 24 hours: Requisites for the Major (common body of knowledge)
 - ACCT 210 Principles of Accounting I
 - ACCT 211 Principles of Accounting II
 - ACCT 225 Accounting Information Systems
 - ECON 210 Macroeconomics
 - BSMT 120 Management Thought, Principles and Practice **or**
BSMT 380 Organizational Leadership
 - MATH 104 Algebra and Trigonometry
 - MATH 171 Statistics or PSY 230 Statistics for Behavioral Science
 - BSMT 375 Business and Professional Ethics
3. 39 hours: Upper Level Courses in Major
 - ACCT 300 Intermediate Accounting I
 - ACCT 301 Intermediate Accounting II
 - ACCT 320 Advanced Accounting
 - ACCT 330 Cost Accounting
 - ACCT 475 Fraud Examination
 - ACCT 332 Law and the Manager I
 - ACCT 333 Law and the Manager II
 - ACCT 415 Government and Non-profit Accounting
 - ACCT 450 Income Tax Accounting I
 - ACCT 451 Income Tax Accounting II
 - ACCT 470 Auditing
 - ACCT 499 Senior Seminar in Accounting
 - BSMT 350 Business Communications
4. 19 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. 39 hours: Required Courses in Accounting
 - ACCT 210 Principles of Accounting I
 - ACCT 211 Principles of Accounting II
 - ACCT 225 Accounting Information Systems
 - 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
 - ACCT 450 Income Tax Accounting I
 - ACCT 451 Income Tax Accounting II
 - ACCT 470 Auditing
 - ACCT 475 Fraud Examination
 - 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. 19 hours: Electives

Course suggested:

BSMT 120 Management Thought, Principle and Practice (or, BSMT 380)

BSMT 350 Business Communications

BSMT 375 Business and Professional Ethics

ECON 210 Macroeconomics

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 Accounting Information Systems
 - BSMT 120 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

Minor in Accounting (15 hours)

The following courses are required:

- ACCT 210 Principles of Accounting I
- ACCT 211 Principles of Accounting II
- ACCT 225 Accounting Information Systems

Choice of the following tracks, depending on interest (other combinations possible; see Program Director).

- ACCT 300-301 Intermediate 1 & 2 (financial track)
- ACCT 450-451 Income Tax 1 & 2 (taxation)
- ACCT 330- 475 Cost Accounting & Fraud Examination
- ACCT 415-475 Government & Non-Profit Accounting & Fraud Examination

Second Degree in Accounting (42 hours)

The following courses are required:

- ACCT 210 Principles of Accounting I
- ACCT 211 Principles of Accounting II
- ACCT 225 Accounting Information Systems
- ACCT 300 Intermediate Accounting I
- ACCT 301 Intermediate Accounting II
- ACCT 320 Advanced Accounting
- ACCT 330 Cost Accounting
- ACCT 475 Fraud Examination
- ACCT 415 Government and Non-Profit Accounting
- ACCT 450 Income Tax Accounting I
- ACCT 451 Income Tax Accounting II
- ACCT 470 Auditing
- BSMT 330 Law and the Manager I
- BSMT 331 Law and the Manager II

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.

Eligibility for Examination

To apply for the Uniform CPA Examination in Indiana, you must meet ONE of the following requirements:

1. Earned 150 semester hours in general education which must include a graduate degree from a college or university that is accredited by an accrediting organization recognized by the Board, and completed:
 - At least 24 semester hours in accounting at the undergraduate level or 15 semester hours in accounting at the graduate level or an equivalent combination thereof which must include courses covering the following subjects:
 - Financial accounting,
 - Auditing,
 - Taxation,
 - Managerial accounting; and
 - At least 24 semester hours in business administration and economics courses, other than accounting courses, at the undergraduate or graduate level, which may include:
 - Up to six semester hours of business and tax law courses
 - Up to six semester hours of computer science courses
2. Earned 150 semester hours in general education which must include a baccalaureate degree from a college or university that is accredited by an accrediting organization recognized by the Board; and completed:
 - At least 24 semester hours in accounting at the undergraduate or graduate level which must include courses covering the following subjects:
 - Financial accounting,
 - Auditing,
 - Taxation,
 - Managerial accounting; and
 - At least 24 semester hours in business administration and economics courses, other than accounting courses, which may include:
 - Up to six semester hours of business and tax law courses
 - Up to six semester hours of computer science courses

All educational transcript(s), Certificates of Enrollment, and/or international evaluation reports are required to be submitted at the time of application to CPA Examination Services directly from the academic institution(s).

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. Accounting Information Systems

3 hours

This course emphasizes computerized accounting information systems, transaction cycles, systems development, and internal control. Course includes the use of business software such as QuickBooks. By mastering the skills emphasized in this class, the student will be better prepared to enter the accounting workplace.

Prerequisites: ACCT 210

ACCT 300. Intermediate Accounting I

3 hours

Globalization is occurring rapidly. As economic and other interactions increase among countries, capital markets must provide high-quality financial information. A need therefore exists for high-quality financial reporting standards that meet this objective. Fortunately, International Financial Reporting Standards (IFRS) has broad international acceptance, being used in some form by more than 115 countries around the world. This course provides the tools needed to understand what IFRS is and how it is applied in practice. The emphasis on fair value, the proper accounting for financial instruments, and the new developments related to leasing, revenue recognition, and financial statement presentation are examined in light of current practice. In addition, given the rapid changes taking place, we provide and discuss the new Conceptual Framework to understand how these issues will likely be resolved in the future.

Prerequisites: ACCT 210-211

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

This course is a continuation of Intermediate Accounting I. International Financial Reporting Standards (IFRS) are covered. The course provides the tool needed to understand international standards and how they are applied in practice.

Prerequisite: ACCT 300

ACCT 320. Advanced Accounting **3 hours**

This course presents an in-depth analysis of advanced accounting topics. Students are introduced to partnerships, the consolidation of financial statements, 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 **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;

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

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 integration and critical examination of the various concepts, theories, and procedures learned in accounting. Students will complete the accounting cycle using a business simulation. Even though most businesses now use computerized accounting systems rather than manual ones, the process followed in both systems are similar. The advantage of learning by using a manual system is the greater depth of understanding gained by going through each step in the documentation and recording system. Although computers perform some of these steps internally, accountants must understand the procedures. Through manual preparation you are able to observe the paths of information flow that are unobservable in computerized systems

Prerequisite: Senior standing is required.

Biomedical Science

Department Chairperson
Ahmed Lakhani, Ph.D.

Program Director: Ahmed Lakhani, Ph.D.

Faculty: Ahmed Lakhani, Ph.D.; Edward Draper, Ph.D.; Tracy Stone, M.S., CSCS; Michael Kiederling, Ph.D.

Mission Statement of the Program

The Biomedical Sciences Program is designed for students, who are interested in pursuing a career in medicine, nursing, graduate studies in Life Sciences (i.e. Biology, Chemistry, Biochemistry, etc.) or in Health Science (i.e. Occupational Therapy, Physical Therapy, etc.). Furthermore, Biomedical Science Program should prepare students for industrial jobs, such as analytic chemist, food and drug analyst, pharmaceutical lab scientist, etc. Our faculty members are committed to excellence in teaching, service to the community, research, and scholarship, and work closely with students. We value and encourage supportive relationships with our community partners, and we instill an attitude of lifelong learning for excellence in our students and for improved quality of life for those we serve.

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 (128 credit hours)

The following courses are required for a baccalaureate degree:

1. 38 credit hours in General Education
Student must take BIOL 115 with the lab, PHIL 200, SOCL 210, PSY 100, and MATH 104.
2. 7 credit hours in Introductory courses
 - MATH 171, Principles of Statistics as the required Math choice (*3 credits*)
 - CHEM 200, General and Analytical Chemistry with lab, as the required Science choice (*4 credits*)
3. 48 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 143, Nutrition Lecture (*3 credits*)
 - CHEM 143L, Nutrition Lab (*1 credit*)
 - CHEM 205, General and Analytical Chemistry II Lecture (*3 credits*)
 - CHEM 205L, General and Analytical Chemistry II Lab (*1 credit*)
 - MATH 230, Calculus I (*4 credits*)
 - MATH 231, Calculus II (*4 credits*)
 - MATH 310, Calculus III (*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*)
 - BIOL 372, Biomedical Health Research Literacy I (*3 credits*)
 - BIOL 373, Biomedical Health Research Literacy II (*3 credits*)

4. 35 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*)
- 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*)
- CHEM 430, Instrumentation Analysis (*3 credits*)
- CHEM 430L, Instrumentation Analysis (*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*)

Incoming student applicants for all the majors within the Biophysical Chemistry and Mathematics Department will be required to have a 2.0 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 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 retain eligibility in the department. Transfer students wishing to enter the Biophysical Chemistry Department shall maintain a 2.5 GPA in their science major classes and a minimum cumulative GPA of 2.0.

All students within the Biophysical Chemistry and Mathematics Department must maintain a minimum GPA of 2.5 in their science major courses and a minimum cumulative GPA of 2.0. 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 back on track. Students who are not successful in raising their GPA within a one-semester period will lose their eligibility to graduate with a degree in Biomedical Science.

Biology Courses (BIOL)

BIOL 115. Cell and Evolution

3 hours

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: 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.)

Laboratory Fee: See current fee schedule.

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

BIOL 205. Plants, Animals and the Ecosystem

3 hours

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 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.

Laboratory Fee: See current fee schedule.

Prerequisite: C or better in BIOL 115 and BIOL 115L and concurrent enrollment in BIOL 205.

BIOL 215. Medical Terminology

2 hours

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**

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**

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.

Laboratory Fee: See current fee schedule.

Prerequisites: C or better in, BIOL 115, BIOL 115L, BIOL 205, BIOL 205L and concurrent enrollment in BIOL 230.

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

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**

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.

Laboratory Fee: See current fee schedule.

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.

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

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**

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.

Laboratory Fee: See current fee schedule

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.

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

BIOL 315 is a course that 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.

Laboratory Fee: See current fee schedule.

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.

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**

To receive academic credit for an undergraduate research experience students must complete a project proposal endorsed by the Instructor. The application will contain an overview of the project, specific goals, deadlines for completion of the project, and specific project outcomes that will be evaluated to determine the final grade. All projects must meet the following criteria: a) spending an average of 6 hours per week working on the project; b) writing a

scientific paper summarizing the results of the study; c) preparing an electronic poster of the project results; d) maintaining a lab notebook, and e) presenting the results of the project to an audience.

Laboratory Fee: Required -See current fee schedule.

Prerequisites: C or better in all Science and Math courses and Junior Standing.

BIOL 373. Biomedical Health Research Literacy II

3 hours

This is a continuation of the project begin in BIOL 372. Prerequisites: C or better in all Science and Math courses.

Laboratory Fee: Required -See current fee schedule.

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

This course introduces concepts and principal of the science of nutrition. Content includes identification and definition of the nutritional components of food (protein, carbohydrates, lipids, vitamins and minerals); elements of digestion, metabolism and energy management; consideration of nutrition requirements for various age group and health problems related to nutritional information.

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

This course investigates through experimentation the 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

This course investigates general and analytical topics in chemistry, 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)

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

CHEM 200L. General and Analytical Chemistry I lab **1 hour**

This course investigates the general and analytical topics of chemistry, including stoichiometry, periodicity, reaction types, the gaseous state, solution stoichiometry, chemical equilibria, acid-base equilibria, dissolution-precipitation equilibria, through experimentation.

(This course is a CCSJ General Education option)

Laboratory Fee: See current fee schedule.

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

CHEM 205. General and Analytical Chemistry II **3 hours**

This course investigates 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, and 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**

This course investigates 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, and descriptive chemistry.

Laboratory Fee: See current fee schedule.

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.

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

This course investigates 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**

This lab investigates basic organic techniques (distillation, crystallization), reactions (esterification, oxidation, addition, substitution, elimination), instruments (gas, IR, UV/Vis).

Laboratory Fee: See current fee schedule

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.

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

This course investigates 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**

This lab investigates the analysis of organic structure determination through the interpretation of spectral information.

Laboratory Fee: See current fee schedule

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.

CHEM 320. Biochemistry **3 hours**

This course investigates 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**

This lab investigates through experiments various biochemical techniques and instrumentation.

Laboratory Fee: See current fee schedule

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.

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.

Laboratory Fee: See current fee schedule.

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

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.

Laboratory Fee: See current fee schedule.

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.

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.

Laboratory Fee: See current fee schedule.

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.

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.)

Laboratory Fee: See current fee schedule.

Prerequisite: concurrent enrollment in GEOL 110.

Physics Courses (PHYS)

PHYS 300. Physics I

3 hours

A 3-credit hour calculus-based physics course for science majors. The course covers 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.

Laboratory Fee: See current fee schedule.

Prerequisites: Concurrently enrolled in MATH 230 (or placed in a higher math course) and concurrently enrolled in PHYS 300L.

PHYS 300L. Physics I Laboratory

1 hour

A 1-credit hour calculus-based physics lab course for science majors. Through various experiments, the course covers 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.

Laboratory Fee: See current fee schedule

Prerequisite: Concurrently enrolled in MATH 230 (or placed in a higher math course) and concurrently enrolled in PHYS 300.

PHYS 305. Physics II

3 hours

A 3-credit hour calculus-based physics course for science majors. This course covers 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 for science majors. Through experiments, this course covers 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.

Laboratory Fee: See current fee schedule.

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 305.

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 aide 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.

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, M.A.T., M.A.B, M.Div.; Deanne Shimala, C.P.A., M.S.T; Alan Valente, M.B.A.; Steve Varela, Ph.D.; 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

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: BSMT 261 with a grade of "C" or better

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 with a grade of C or better

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 is the required capstone course in the Business Management concentration and should be taken in the student’s final year. The course has four goals: (1) to learn and apply the strategic management tools organizations use in developing and implementing organizational strategy. (2) to integrate the concepts of strategic management with the courses previously taken applying a combination of previous course work to cases, (3) to apply strategic thinking about companies, their present business position, long-term direction, resources and competitive capabilities, the caliber of its present strategy, and opportunities for gaining sustainable competitive advantage, and (4) apply a variety of course work to a final project.

Prerequisite: BSMT 261, BSMT 400, BSMT 375, ECON 211, and ACCT 211.

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.

BSMT499. Senior Seminar**3 hours**

Problem solving is an essential skillset that relies on diverse perspectives to craft optimal solutions. The senior seminar is an integrative course that draws upon student's previous coursework both within and external to the business program to explore, analyze, and/or present an alternative course of action relative to a pressing business or social challenge. Students gather to explore an issue and work as a collective unit to reach a position, resolution, or course of action to improve or otherwise alter the present situation for the benefit of all stakeholders. Successful students will have enhanced their ability to seek information from multiple sources/disciplines as they communicate, collaborate and develop lasting solutions to real-world challenges. Class size is limited to 8 students. This course is not offered every semester.

Prerequisite: Senior status and consent of the Program Director.

Criminal Justice

Department Chairpersons

Valerie Pennanen, Ph.D.; Michael Genova, J.D.

Program Director: Michael Genova, J.D.

Faculty: Philip Benson, J.D.; Michael Bosch, J.D.; Robert Dougherty, M.S.; Michael Genova, J.D., Iwuoha Nkechi; Ambrose Resa, M.A.

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 340 Law Office Technology
 - 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 ____
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 340 Law Office Technology
 - CRIJ 355 Serial Killers
 - CRIJ 356 Cults in America
 - CRIJ 400 Ethics in CRIJ
 - CRIJ 420 Psychology of Stalking
 - CRIJ 440 Criminal Profiling
 - CRIJ 495 Internship/Field Experience
 - CRIJ 497 Research in Criminal Justice
 - CRIJ 499 Senior Seminar in CRJ
 - CRIJ ____
 - CRIJ ____
 - CRIJ ____
4. 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

Minor in Criminal Justice (15 hours)

The following courses are required:

- CRIJ 100 Intro to Criminal Justice
- CRIJ 300 Criminology
- CRIJ 340 Law Office Technology
- CRIJ ____ Upper-Level
- CRIJ ____ Upper-Level

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.

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.PP.S., M.A.T., M.A.B, M.Div.

Program Director: Tyler Bush

Faculty: Dan Cummins, M.A.; Betty Delinck, M.A. (Artist in Residence Emeritus); Elizabeth Conley, MAT; Deborah Handler, M.F.A.; Susan Papish, M.F.A.; Walter Skiba, M.A., M. Mus.

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 Outcome Objectives

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 235 Ceramics
 - ARTS 261 Drawing II
 - ARTS 280 History
 - ARTS 290 Painting
4. 24 hours: Upper Level Courses in Major
 - ARTS 341 Adobe Visual Design I
 - ARTS 343 Digital Illustration
 - ARTS 353 Web Design **or**
 - ARTS 355 Adobe Visual Design II
 - 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 Adobe Visual Design I
- ARTS 355 Adobe Visual Design II
- 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 (Instrumental)**1-3 hours**

In this introductory, elective course, students focus on technique, ensemble playing, interpretation and performance presentation as well as the rudiments of music theory as they apply to instrumental music. Multiple performances will be scheduled and required throughout each semester.

Course may be repeated for a total of 6 credits.

ARTS 250. Musical Performance and Ensemble (Vocal)**1-3 hours**

In this introductory, elective course, students focus on technique, part-singing, vocal balance and blend, and performance presentation as well as the rudiments of music theory as they apply to vocal music. Multiple performances will be scheduled and required throughout each semester.

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: EMCO 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. Adobe Visual Design I**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.

Cross-listed with EMCO 341.

Prerequisites: EMCO 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 100 or ARTS 120

ARTS 355. Adobe Visual Design II**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.

Cross-listed with EMCO 355.

ARTS 370. Video Production**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 Post-Production**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.

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

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.)

Prerequisites: None.

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: BSMT 160 (or equivalent), concurrent registration.

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: BSMT 160 (or equivalent), ECON 210.

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.

Cross-listed: SSC 480

Prerequisites: ECON 210-211, BSMT 160 (or equivalent)

ECON 496. Topics in Economics

3 hours

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

Education

Department Chairperson

Matthew Benus, Ph.D.

Program Director: Matthew Benus, Ph.D.

Faculty: Nicole Avina, M.A.; Matthew Benus, Ph.D.; Philip Dietrich, M.A.T.; Eileen Germek, M.Ed.; Daniel Hadary, M.S.; Elaine Hayes, M.S.Ed.; Kimberly Kincaid, M.S.; John Mackowicz, M.S.; Barbara O'Block, Ed.D.; John Potocki, M.A.; Alyssa Rodriguez, M.S.; John Shields, Ph.D.; Richard Weigel, Ph.D.; Bruce Wisowaty, M.A.; Morgan Yarker, Ph.D.

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.

Program Outcome 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:

https://ccsso.org/sites/default/files/2017-11/InTASC_Model_Core_Teaching_Standards_2011.pdf

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. 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 Council for the Accreditation of Educator Preparation (CAEP).

CORE Assessments for Educator Licensure

The Indiana Department of Education has worked with Evaluation Systems group of Pearson to develop teacher licensure assessments. The Indiana CORE Assessments for Educator Licensure includes tests for over 50 content areas and pedagogy assessments for multiple developmental levels.

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 license, certificate, or degree.

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.
- Twelve-week student teaching required after successful completion of all course work.

Second Degree

Any student with a baccalaureate degree from an accredited college or university may obtain a second B.S. degree in Elementary Education, provided they meet all Education Program admission requirements, by taking required professional education courses. A minimum of 18 credit hours is required for a second degree.

Education Program Dispositions

Education students should display professional behavior and dispositions throughout

matriculation in the Education Department. Teacher candidates are required to demonstrate the following characteristics to be considered as having an appropriate professional disposition for educators and to remain in the Program.

- Committed, positive, and enthusiastic
- Truthful and trustworthy
- Well prepared
- Warm and friendly and supportive of others
- Intrinsically motivated
- An ability to come across challenging situations and rebound with a means to improved performance
- Foster productive and positive relationships with others while respecting and appreciating diversity
- The ability to cooperate and support the decisions of others and make relevant contributions to discussions
- Commitment to professional goals and objectives that correlate with required standards for educators
- High expectations for achievement
- Appropriate and professional responses to adverse situations
- Foster a caring attitude and behavior toward the wellbeing of children
- Model a lifestyle of a productive and moral citizen
- Flexibility

Education students, as a self-evaluation/reflection process, will rate their dispositions at different times in the program. Education faculty and host teachers will also complete a disposition assessment for education students at different times in the program. College Faculty and staff can also complete dispositional evaluations. All negative or unacceptable dispositions must be resolved by the process outlined in the Education Department Handbook prior to continuing to the next phase in the Education Program.

Realizing that the safety and well-being of children is of paramount concern for all school personnel, especially teacher candidates, the Education Department at Calumet College of St. Joseph, in the interest of preparing teacher candidates to serve children, reserves the right to regularly inquire about teacher candidates' dispositions toward the profession of teaching and the ongoing safety of children.

Admission into the Cohort Education Program (Phase II)

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

- Good standing with CCSJ
- Successful completion of 75 % of General Education courses
- Undergraduate cumulative GPA of at least 2.50 on a four point scale*
- All EDUC classes must be C- or higher
- EDUC 200 and EDUC 405 is required
- All EDUC coursework must be at or above a cumulative GPA of 3.0
- No unresolved dispositional issues within the college or the Education Department
- Full Criminal History Clearance via Safe Hiring Solutions– (*Note: must be updated*

annually)

- Virtue Training completed and in good standing
- Resume
- Demonstration of "basic skills" proficiency*
 - As a condition of admission to candidacy in any CCSJ "initial licensure" teacher education program, applicant must demonstrate "basic skills" proficiency. Demonstration of "basic skills" proficiency shall occur through any one of the following conditions:
 - Praxis CORE: exams with performance at or above the "cut scores" of 165 for "Mathematics", 165 for "Reading", and 165 "Writing."
 - ACT composite score of at least 20.
 - SAT score of at least 530 on "Evidence-Based Reading and Writing" and a score of at least 530 on "Math."
- Submit an completed application with appropriate documentation to the Education Department

*Any candidate who does not meet the admission requirement for Undergraduate GPA or does not have a Praxis Core, ACT, and/or SAT score at the minimum required level may make an written appeal to the Education Department faculty for a conditional admittance or an exceptional admittance waiver.

Candidates who are granted admission to the Education Program will receive written notification by the Education Department Chair.

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.

The Education Program, (Phase II), requires a performance review of teacher candidates by the Education Department advisor each semester. The review includes examination of the candidate's Academic Plan, overall and EDUC G.P.A., and discussion/resolution of any dispositional issues that may have arisen during the semester.

Continuing Education Program students must meet the following requirements:

- Have at least one academic advising session each semester
- Meet all programmatic advising checkpoints
- Demonstrate professional knowledge, disposition, and performance
- Maintain a G.P.A. of 3.0/4.0 in education courses
- Maintain an overall G.P.A. of 2.5/4.0
- Meet performance and dispositional criteria outlined in the Education Department, and National/State standards or principles
- Register for and attend Education Seminars (EDUC 299) each semester
- Maintain a current Criminal History Clearance (updated every 12 months)

Candidates who have not met all the above criteria will receive a letter from the Education Department informing them of their deficiencies or a letter of non-continuation in the program. If a student receives a letter of non-continuation yet wishes to return to the program, the candidate may apply to the Education Program only after a two-year waiting period.

Appeals Process for Cohort Candidates

Candidates who have received a letter of non-continuation may appeal the decision in writing to the Education Department faculty. The Education Department faculty reviews documentation and makes a recommendation to the Education Program Director. Candidates may pursue further appeal to the VPAA according to procedures indicated by the office of Academic Affairs.

Student Teaching Acceptance for Cohort Candidates (Phase III)

Student teaching is the culminating experience in the professional preparation of teachers. Building on the competence based professional preparation, the student teacher experiences classroom teaching responsibilities to prepare for entrance into the education profession.

Acceptance for Student Teaching

The teacher candidate completes a student teaching application and submits it to the Director of Field and Clinical Experiences. The applicant is assessed on the successful completion and submission of the following:

- Current resume
- Current philosophy of education
- Minimum cumulative grade point average of 2.50/4.00
- Minimum G.P.A. 3.00/4.00 in Professional Education courses
- Current Criminal History Clearance (valid through student teaching)
- Completion of all prerequisite education and major content courses
- Student teaching application
- Any other required criteria stated in the *CCSJ Education Department Handbook*.

The Teacher Candidate not approved for student teaching will receive a letter indicating a reason and/or reasons for the denial. Candidates may discuss the denial with the Director of Field and Clinical Experiences and the Department Chair.

Student Teaching Placement Criteria/Guidance

Student teaching placement schools must meet the following requirements:

1. Environment is culturally diverse.
2. Technology is implemented throughout the classroom curriculum.
3. Students with exceptionalities are serviced.
4. The licensed cooperating teacher has at least five years of teaching experience in accredited schools.
5. A conflict of interest does not exist (as determined by the Education Department).*
6. Placement is within a 30-mile radius of the CCSJ campus.
7. Placement is full-time for a minimum of 12 weeks, 390 clock hours.
8. The school of placement must meet all accreditation, performance and size requirements as specified by CCSJ Education Department and/or the Indiana Department of Education.

9. The prospective placement will receive and review the candidate's current resume, philosophy of education, academic transcript, current criminal history report, student teaching application, and any other materials specified in the application process. The prospective placement may accept or reject any application it receives.

*It is against College and Education Department policy for a teacher candidate to request a student teaching placement experience in a school in which her or his child is enrolled or where a family member is employed as a building administrator. If a conflict of interest arises, the student teaching experience will be immediately terminated. If the student teaching experience is terminated, the candidate must reapply for student teaching according to prescribed deadline dates.

Indiana Licensing Process

Teacher candidates must successfully meet the following criteria to apply for an Indiana State License:

1. Complete student teaching with a minimum grade of "B";
2. No unresolved dispositional issues within the college or the Education Department
3. Successful completion of all State of Indiana required content and pedagogy exams for elementary education;
4. Positive recommendation from the CCSJ Licensing Officer to the State of Indiana to license candidate.
5. A current CPR (adult, child and infant) and AED card/certification;
6. Proof of suicide prevention training;
7. Any other additional requirement mandated by the State of Indiana for an initial teaching license.

B.S. in Elementary Education (124 credit hours)

B.S. in Education (124 credit hours)

The following courses are required for a baccalaureate degree:

1. College General Education Requirements
Students in the Education Program must choose from the following General Education options:
ARTS 170 Introduction to Visual Arts (Humanities General Education)
PHIL 200 Great Philosophical Ideas (Humanities General Education)
MATH 103 Intermediate Algebra OR MATH 104 Algebra & Trigonometry
MATH 171 Principles of Statistics (Mathematics General Education)
PLSC 220 American Political System I (Social Science General Education)
2. All students identified as pursuing a B.S. Degree in Education every fall and spring semester must be enrolled in EDUC 299 Teacher Education Seminar. Additionally, prior to acceptance to the Teacher Education Program candidates must complete EDUC 200 Intro to the Teaching Profession and EDUC 405 Children's Literature.
3. 12 credit hours of coursework that constitutes an academic focus area (Elementary Minor Area). These courses cannot also be used for general education requirements. Area can

include Mathematics, English, Science, History, or Psychology. Other areas can be used for Minor area if approved in writing by the Education Department.

4. After applying for and being formal accepted in writing by the Education Department to the Teacher Education Program (Phase II) candidates must take the following required courses and meet all requirements for Continuation in the Cohort:

EDUC 299 Teacher Education Seminar (0 credits)

EDUC 300 Educational Psychology (3 credits)

EDUC 311 Foundation of Education (3 credits)

EDUC 313 Child Development (3 credits)

EDUC 315 The Effective Educator (3 credits)

EDUC 342 Curriculum and Instruction (3 credits)

EDUC 370 Measurement and Assessment (3 credits)

EDUC 391 Human Diversity (3 credits)

EDUC 430 Educating Exceptional Students (3 credits)

EDUC 436 Management Strategies for the Classroom (3 credits)

EDUC 481 Developmental Reading/Instruction (3 credits)

EDUC 485 Mathematics and Science Methods (3 credits)

EDUC 483 Language Arts and Social Studies Methods (3 credits)

EDUC 484 Corrective Reading (3 credits)

EDUC 488 Integrated Arts, Music & Physical Education/Health (4 credits)

EDUC 392 English Language Learners (3 credits)

5. After finishing all courses in (Phase II) candidates must apply for and be formally accepted in writing by the Education Department to the Student Teaching Cohort (Phase III) and meet all requirements for Continuation in the Cohort:

EDUC 299 Teacher Education Seminar (0 credits)

EDUC 494 Student Teaching: Elementary (12 credits)

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. (*Fall Semester*)
Field experience required.

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. ^[SEP]

Seminar Fee per Semester: *See Tuition & Fees. (Offered every Fall and Spring Semester)*

EDUC 300. Educational Psychology**3 hours**

This course surveys the research associated with the physical, emotional, social, moral, and mental development of children from infancy to adolescence. Educational theories and theorists provide the backdrop for research review. Psychological factors that focus on and influence instruction, learning, management, assessment and motivation are examined. *(Fall Semester)*
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. *(Fall Semester)*
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. *(Fall Semester)*
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, Brofenbrenner, 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. *(Fall Semester)*

Field experience required.

Prerequisite: EDUC 300, 311, and 313

EDUC 332. Introduction to Exceptional Management **3 hours**

The goal of this course is to include a thorough consideration of student with Exceptional Needs. The candidates will explore societal attitudes, school practices and procedures, diagnosis and classification of exceptional, and current challenges in special education. (*Offered Occasionally*)

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. (*Spring Semester*)

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. (*Spring Semester*)

Field experience required.

Prerequisites: EDUC 300, 311, and 342

EDUC 371. Assessment in Exceptional Needs **3 hours**

The goal of this course is to focus on the interpretation and analysis of assessment data provided to teachers for students with special needs. Assessment tools, construction of assessments, interventions for instructional planning and data utilization will be topics explored throughout this course. (*Offered Occasionally*)

EDUC 375. Law and Documentation for Exceptional Needs **3 hours**

The goal of this course is to apply the history of education to the current state of legislation as relates to special education law and advocacy. Student candidates will discover and utilize the services mandated by special education law and the documentation required by federal, state and local guidelines in planning and guiding instructional response to students with exceptional needs. (*Offered Occasionally*)

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. (*Fall Semester*)

Field experience required.

EDUC 392. English Language Learner Teaching Strategies**3 hours**

The purpose of this course is to introduce teachers and others who may work with children to the teaching of English as a Second Language, as well as the characteristics, etiology, and special needs associated with students whose native language is not English. The course emphasizes the importance of early identification and intervention for later success for English language learners. Students will be introduced to a range of assessments and strategies for meeting the needs of students' individual approaches to learning. (*Spring Semester*)

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. ^[1]_{SEP} (*Spring Semester*)

Prerequisite: PSY 100 Cross-listed: EMCO 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. (*Spring Semester*)

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. (*Summer Semester*)

Prerequisites: EDUC 300, 311, 342, 430

EDUC 440. Differentiated Methods for Exceptional Needs/LD**3 hours**

The goal of this course is to focus on the use of assessment specifically in the instructional designed and academic curricular offerings for students with special needs. The development of exceptional curriculum, technology applications, strategies for instruction and evaluation of students with special needs will be explored from both the general and special education setting. (*Offered Occasionally*)

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).

Clinical experience required. (*Summer Semester*)

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. ^[L]_[SEP] (*Fall Semester*)

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. (*Fall Semester*)

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. (*Summer Semester*)

Clinical 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. (*Fall Semester*)

Field experience required.

Prerequisites: EDUC 300, 311, and 342

EDUC 491. Intensive Field Placement in Exceptional Needs

6 hours

The goal of this course is to synthesize the information garnered throughout the student candidate's preparation into actively participating in a clinical field placement with an institution who has the primary goal of serving individuals with special needs. This is a supervised practicum that will require program knowledge, skills and disposition applicable to a Special Needs student. (*Offered Occasionally*)

EDUC 492. Capstone Field Placement in Exceptional Needs **6-12 hours**

The goal of this course is to create a plan of action or Individualized Education Plan for a student based on clinical placement and interventions studied throughout the preparation program. This case study of a special education student will be overseen by a special education teacher or administrator who is active in the field of education. This is a supervised practicum that will require program knowledge, skills and disposition applicable to a Special Needs student. *(Offered Occasionally)*

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. *(Fall and Spring Semester)*

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. *(Offered Occasionally)*

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. *(Offered Occasionally)* **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. *(Offered Occasionally)*

English & Media Communications

Department Chairperson

Fr. Kevin Scalf, C.P.P.S., M.A.T., M.A.B, M.Div.

Program Director: Mark Cassello, M.A.

Faculty: Nicole Avina, M.A.; Genae Barron, M.A.; Christopher Buczinsky, Ph.D.; Janine Harrison, M.F.A.; Paul Pipik, M.A.; Michael Puente, B.A.; Ginger Rodriguez, Ph.D.; Donna Rowland, M.A.; Jennifer Young, M.A.

The English & Media Communications Program (EMCO) gives students the power to tell stories with clarity and purpose in creative and commercial fields. Students encounter the best of global storytelling. By studying models from literature, film, journalism and advertising, branding, and business presentations; students learn the features of great stories and how to create the stories they want or need to tell. Students gain control of the English language while acquiring the technical skills and artistic sensibility needed to produce, edit, market, and distribute meaningful content.

Grounded in the institution's social justice mission, EMCO students complete required service hours in the Calumet Mediaworks, *The Shavings* digital news magazine, and the English & Creative Writing Club's yearly publication of *Against the Grain*, the college's literary magazine. Students connect to the professional world through shared, off-campus experiences and internships. Guided by the five pillars of a CCSJ education, EMCO students prepare to work in a variety of twenty-first century communication fields, build a viable writing profession, learn to live a meaningful life and serve their community.

The program consists of two components:

- **English & Media Communications Core** introduces the creative process behind storytelling, teaches the fundamentals of English grammar and the use of language for rhetorical purposes, the elements of writing style, and the techniques of editing.
- **Intermediate Courses in English & Media Communications** provide students with foundational knowledge of story genres and forms, writing skills to craft compelling narratives, and technical skills to tell stories on multimedia platforms.
- **Advanced Courses in English & Media Communications** prepare students for the transition to a career or graduate school through completion of individualized and group projects and supervised internships that evaluate the effectiveness and quality of their work.

At the end of the program, students will:

1. Know the nature of narrative, the elements of story, storytelling genres and structures, the story writing process.

2. Understand the mechanics of textual, aural, and visual storytelling, the nature of current industry platforms, and the production process.
3. Apply knowledge of English words, grammar, syntax, and style to create and edit a variety of literary, journalistic, and business texts.
4. Apply the knowledge of multimedia storytelling in informative journalism, fictional entertainment, and strategic business communication.
5. Analyze textual, aural, and video stories in a variety of genres to determine and convey meaning.
6. Synthesize knowledge of multimedia storytelling in a variety of real-world multimedia journalistic, entertainment, and business storytelling projects.
7. Evaluate the quality of multimedia storytelling in a variety of genres, purposes, and media platforms.
8. Evaluate the role and application of ethical perspectives in multimedia storytelling.

B.A. in English & Media Communications (120 hours)

The following courses are required for a baccalaureate degree in English & Media Communications

1. 38 hours: General Education

2. 12 hours: English & Media Communications Core

EMCO 210 Introduction to Story

EMCO 320 Introduction to Literary Language: Poetry

EMCO 325 Introduction to Style: Prose

EMCO 410 Editing

3. 21 hours: Intermediate Courses in English & Media Communications

Two of the following three foundation courses in *story*:

- EMCO 215 Genre
- EMCO 220 Narrative
- EMCO 225 Performance

Two of the following three skills courses in *writing*:

- EMCO 316 Media Storytelling
- EMCO 335 Fiction Storytelling
- EMCO 340 Business Storytelling

Three of the following six technical courses in *media application*:

- EMCO 317 Digital Marketing and Publishing (*cross-listed with ARTS*)
- EMCO 341 Adobe Visual Design I (*cross-listed with ARTS*)
- EMCO 355 Adobe Visual Design II (*cross-listed with ARTS*)
- EMCO 370 Video Production
- EMCO 371 Video Post-production

- EMCO 372 Audio Production
4. **13 hours: Advanced Courses in English & Media Communication**
 EMCO 495 Internship in English & Media Communications (4 hours)
 EMCO 496 Topics in English & Media Communications (6 hours)
 EMCO 499 Senior Seminar in English & Media Communications

5. **36 hours: Electives**

To receive a B.A. in English & Media Communications, students must earn a cumulative G.P.A. of 3.0 or higher in 300- and 400-level EMCO courses. Students majoring in EMCO are also required to complete service hours each semester. See the Program Director for details.

A.A. in English & Media Communications (60 hours)

The following courses are required for an associate degree in English & Media Communications

1. **36 hours: General Education**
2. **12 hours: English & Media Communications Core**
 EMCO 210 Introduction to Story
 EMCO 320 Introduction to Literary Language: Poetry
 EMCO 325 Introduction to Style: Prose
 EMCO 410 Editing
3. **12 hours: Intermediate Courses in English & Media Communications**

One of the following three foundation courses in *story*:

- EMCO 215 Genre
- EMCO 220 Narrative
- EMCO 225 Performance

One of the following three skills courses in *writing*:

- EMCO 316 Media Storytelling
- EMCO 335 Fiction Storytelling
- EMCO 340 Business Storytelling

Two of the following six technical courses in *media application*:

- EMCO 317 Digital Marketing and Publishing (*cross-listed with ARTS*)
- EMCO 341 Adobe Visual Design I (*cross-listed with ARTS*)
- EMCO 355 Adobe Visual Design II (*cross-listed with ARTS*)
- EMCO 370 Video Production
- EMCO 371 Video Post-production
- EMCO 372 Audio Production

To receive an A.A. in English & Media Communications, students must earn a cumulative G.P.A. of 2.5 or higher in 300- and 400-level EMCO courses. Students majoring in EMCO are also required to complete service hours each semester. See the Program Director for details.

Minor in English & Media Communications (15 hours)

Two of the following four courses from the English & Media Communications Core:

- EMCO 210 Introduction to Story
- EMCO 320 Introduction to Literary Language: Poetry
- EMCO 325 Introduction to Style: Prose
- EMCO 410 Editing

Three upper-level courses in English & Media Communications

Minor in Drama (15 hours)

The following courses and co-curricular activities are required:

- EMCO 210 Introduction to Story
- EMCO 225 Performance
- EMCO 240 Performance and Stagecraft
- Six hours related work in EMCO or ARTS (with permission of program director)

English & Media Communications Courses (EMCO)

EMCO 096. Fundamentals of English

3 hours

English 096 is the remedial writing course. It develops the reading, writing, and technical concepts and skills students need to comprehend and summarize college-level texts. The course resolves sentence-level errors and weaknesses in paragraph unity, development, and coherence. Students' reading and writing skills are brought to adequate college-level 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.*

EMCO 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 writing. *(This course is a CCSJ General Education requirement.)*

EMCO 106. Honors English Composition

3 hours

In this honors-level 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.)*

Prerequisite: Admission into the St. Gaspar's Honors Learning Community.

EMCO 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: EMCO 103

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

Using classic and contemporary short stories and poems, this honors-level 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: EMCO 103 AND admission into the St. Gaspar's Honors Learning Community.

EMCO 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.)*

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

This course, part of the General Education Capstone, teaches students the concepts and skills needed to read and write from academic sources. Students use their general education knowledge in a synthetic, analytic summative writing project and oral presentation. *(This course is a CCSJ General Education requirement.)*

Prerequisite: EMCO 103, EMCO 150, and completion of or enrollment in all introductory and intermediate general education courses, or permission of general education program director.

EMCO 210. Introduction to Story (EMCO core)**3 hours**

This course introduces students to the English & Media Communications Core. It begins to answer the question, "What makes a good story?" Students learn about common story genres, how stories are constructed, and how stories are retold in different media for distinct purposes and audiences. They will survey stories from fictional entertainment, informative journalism, and persuasive advertising. The course culminates in the student creation of a multimedia story project.

EMCO 215. Genre (foundation course in story)**3 hours**

In this course students learn the storytelling conventions in a variety of key genres, such as the Drama, Rom-Com, Western, Horror, Spy Thriller, Romance, Science Fiction and Fantasy. Students learn settings, narrative strategies, character types, plot structures, and themes characteristic of these genres.

EMCO 220. Narrative (foundation course in *story*)**3 hours**

In this course students learn the conventions of storytelling in short stories, feature-length print journalism, novels, and commercial non-fiction. Students learn settings, narrative strategies, character types, plot structures, and themes characteristic of a variety of genres.

EMCO 225. Performance (foundation course in *story*)**3 hours**

In this course students learn the conventions of storytelling in staged dramatic performance, radio plays and podcasts, and film. Students will read scripts, discovering how written narratives are transformed into dynamic audio and visual productions utilizing space, color, light and sound. They will learn about the technical aspects of the production process and become familiar with industry terminology.

EMCO 235. Workshop in 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. *Elective (offered infrequently)*.

Prerequisite: EMCO 103

EMCO 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.

EMCO 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. *Elective (offered infrequently)*.

Cross-listed with ARTS 273.

EMCO 316. Media Storytelling (skills course in *writing*)**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.

EMCO 317. Digital Marketing & Publishing (technical course in *media application*)**3 hours**

Digital marketing is where marketing meets the internet and other forms of new media. It includes online advertising and participating in social media, but it can also include online listening and monitoring, and search engine optimization. Through a combination of lecture, case studies, and course projects, you will develop capabilities in developing, implementing, and evaluating digital marketing strategies.

Cross-listed with ARTS 317.

EMCO 320. Introduction to Literary Language: Poetry (EMCO core) 3 hours

This course in the English & Media Communications Core helps students build the language foundations for effective communication and multimedia storytelling through the close reading of poetry. They establish a working knowledge of English grammar, build a professional level vocabulary, and develop sensitivity to the literary use of language necessary to effective storytelling.

EMCO 325. Introduction to Style: Prose (EMCO core) 3 hours

This course in the English & Media Communications Core teaches students 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.

EMCO 335. Fiction Storytelling (skills course in *writing*) 3 hours

This course introduces students to the fundamentals of writing stories. Students explore the fundamentals of creating characters, plotting, controlling point of view, managing voice, and developing a concrete, active literary style. The course emphasizes the connections between active reading, composing, and substantial, creative revision.

EMCO 340. Business Storytelling (skills course in *writing*) 3 hours

Stories have the power to persuade, engage, and inspire action. This course teaches students how to harness the power of stories build a brand, attract investors, engage customers, and inspire your team. In this course students will learn what a story is, how it works, and how to use it. We will illustrate how stories can be used to communicate and convince, how they create meaning and motivation among employees, how they build organizational culture, how they design brand identity, how they attract investors, and how they help each of us develop and advance a career.

EMCO 341. Adobe Visual Design I (technical course in *media application*) 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. Cross-listed with ARTS 341.

EMCO 355. Adobe Visual Design II (technical course in *media application*) 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. Cross-listed with ARTS 355.

EMCO 370. Video Production (technical course in *media application*) **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.

Cross-listed with ARTS 370

EMCO 371. Video Post-production (technical course in *media application*) **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 and Adobe After Effects software to create a finished video works, incorporating linear and non-linear transitions, text, audio and seamlessly integrate some special effects.

Prerequisites: EMCO 370 or permission of the instructor.

Cross-listed with ARTS 371

EMCO 372. Audio Production (technical course in *media application*) **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.

EMCO 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.

Cross-listed with EDUC 405

EMCO 410. Editing (EMCO *core*) **3 hours**

This course in the English & Media Communications Core 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*.

EMCO 435. Advanced Workshop in 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. Runs concurrently with EMCO 235. *Elective (offered infrequently)*

Prerequisite: EMCO 235 or permission of instructor.

EMCO 480. Advanced Project in English & Media Communications **3 hours**

This senior-level, elective course puts into practice the accumulated writing and digital video/audio skills needed to create professional quality written and audio-visual content. This project-based course is available to individual or groups of students who wish to develop an advanced media project for the Calumet Mediaworks or for *The Shavings*. Examples include but are not limited to a literary work, a screenplay, a motion picture short, a social-justice-themed documentary, a podcast series, et al. Students must successfully pitch their ideas and demonstrate “proof of concept” to be enrolled in the course. EMCO 480 may be substituted for 3 hours of EMCO 496.

Prerequisites: Permission of instructor.

EMCO 495. Internship in English & Media Communications **1-4 hours**

The internship in English & Media Communications enables students to acquire practical experience in a variety of professional writing and media communication settings that draw on the skills and knowledge obtained in their course of study. Students can seek external internships and/or pursue internal internships for the university. Work settings include media outlets, publishers, small presses, public relations firms, ad agencies, magazines, newspapers, etc. The program director must approve all internships and a full-time faculty member in English & Media Communication must coordinate the internship. The course may be repeated for a total of 9 hours. Credit hours earned in this course exceeding program requirements will be considered elective hours.

Prerequisites: Permission of instructor.

EMCO 496. Topics in English & Media Communications **3 hours**

Topics courses in this program will examine areas of special interest in story, writing, and media application. Courses may include The Drama, The Novel, Shakespeare, 20th Century Poetry, Screenwriting, Solutions Journalism, Grant Writing, Music Production, Documentary Filmmaking, and Public Relations, among others. Topics courses (but not specific topics) may be repeated for a total of 9 hours. Credit hours earned in this course exceeding program requirements will be considered elective hours. EMCO 480 may be substituted for 3 hours of EMCO 496.

EMCO 499. Senior Seminar in English & Media Communications **3 hours**

In the Senior Seminar students perform the variety of tasks necessary to enter the job market: doing industry research and job searches, writing resumes and cover-letters, and preparing portfolios and demo reels. Students must pass the “Senior Survival Week” exam, which is the final assessment of all English & Media Communications majors. Senior standing is required.

Exercise and Sports Science

Department Chairperson
Ahmed Lakhani, Ph.D.

Program Director: Ahmed Lakhani, Ph.D.

Faculty: Ahmed Lakhani, Ph.D.; Tracy Stone, M.S., CSCS; Audra Kielbowicz, M.S., CSCS; Steven Young, M.S., ATC

Description

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 injuries, exercise leadership, and health behavior.

Program Outcome Objectives

- Describe the underlying scientific foundations of physical activity.
- Evaluate information about physical activity from scientific basis.
- Describe the relationship between physical activity participation and health, wellness, and quality of life.
- Demonstrate knowledge of current physical activity guidelines and recommendations.
- Design and evaluate physical activity programs that promote health and improve quality of life.

Minor in Exercise and Sports Science (18 credit hours)

The following courses are required for a minor:

1. 18 credit hours in Exercise and Sport Science

Exercise and Sport Science minors must take the following required courses:

- EXSS 200 Certified Personal Trainer (*2 credits*)
- EXSS 230 Principles of Health and Wellness (*3 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*)

Exercise and 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.

Concurrent enrollment in EXSS 425 is required.

EXSS 230. Principles of Health and Wellness

This course is a survey of personal health that provides an overview of wellness concepts, including mental, physical, social, emotional, vocational, and spiritual. It aligns well-researched health information with current real-world topics that have the greatest impact on students' well-being. The material covered will enable students to incorporate mindfulness practices to help cut through the stress of everyday life, examine important issues and controversies about health today and motivate students to become actively engaged in their personal health at all levels.

EXSS 400. Principles of Strength and Conditioning**3 hours**

This course will explain the key theories, concepts, and scientific principles of strength training and conditioning as well as their direct application to athletic competition and performance. Students will study information on the organization and administration of facilities, testing and evaluation, exercise techniques, training adaptations and program design for common high school, collegiate and professional sports. This course will provide the content necessary for students to sit for the national Strength and Conditioning Specialist exam upon graduation.

Prerequisite: C or better in EXSS 200, EXSS 425 and concurrent enrollment in EXSS 420.

EXSS 410. First Responder**2 hours**

This semester-long course trains students in advanced first aid, CPR, and AED. Students will learn current information on injuries and illnesses, review how to perform CPR and use an AED during emergencies. This course will also cover additional skills including the use of hemostatic dressings, application of tourniquets, administering epinephrine, handling dental emergencies, and more.

Prerequisite: C or better in EXSS 200.

EXSS 415 Fitness Assessment**3 hours**

This course is 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, statistics and the use of other evaluative materials specific to health and exercise.

Prerequisite: C or better in EXSS 200.

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.

Prerequisite: C or better in EXSS 200, EXSS 425, and concurrent enrollment in EXSS 400.

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.

Concurrent enrollment in EXSS 200 is required.

EXSS 435. Kinesiology**3 hours**

This course explores the skeletal system and how muscles function as movers, antagonists, and stabilizers in the body. Topics covered include the fundamentals of structure and motion, the makeup of skeletal and fascial tissues, a detailed overview of joint motion and a review of essential terminology that is used in the field kinesiology.

Prerequisite: C or better in EXSS 200

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 topics discussed in the lecture course.

Prerequisites: C or better in EXSS 200 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.

Forensic Science

Department Chairperson
Ahmed Lakhani, Ph.D.

Program Director: Ahmed Lakhani, Ph.D.

Faculty: Ahmed Lakhani, Ph.D.; Edward Draper, Ph.D.; Tracy Stone, M.S., CSCS; Michael Kiederling, Ph.D.

Mission Statement of the Program

The forensic science program will provide students with the forensic skills necessary to work in a federal, state, local, or private criminal investigation laboratory. Forensic science students take a set of courses that provide a background in sample preparation, handling, and analysis of samples commonly encountered at crime scenes. Furthermore, this program is also designed for students who are interested in graduate studies in forensic sciences. This program builds on a solid foundation of biology and chemistry, and it provides additional training in forensic DNA analysis. In addition, students learn how to evaluate mock crime scenes and how to document, collect, analyze an evidence sample and prepare to present it to the attorneys/jury.

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 Science (126 credit hours)

The following courses are required for a baccalaureate degree:

1. 38 credit hours in General Education

Student must take MATH 104, BIOL 115 Cell and Evolution with the Lab

2. 10 credit hours in Introductory courses

- MATH 171, Principles of Statistics as the required Math choice (3 credits)
- CHEM 200, General and Analytical Chemistry with the Lab, as the required Science choice (4 credits)
- CRIJ 100, Introduction to Criminal Justice (3 credits)

3. 46 credit hours in Mid-Level Requirements

- BIOL 205, Plants, Animals and Ecosystem Lecture (3 credits)
- BIOL 205L, Plants, Animals and Ecosystem Lab (1 credit)
- BIOL 230, Microbiology (3 credits)
- BIOL 230L, Microbiology Lab (1 credits)
- BIOL 300, Human Anatomy and Physiology I Lecture (3 credits)
- BIOL 300L, Human Anatomy and Physiology I Lab (1 credits)
- BIOL 305, Human Anatomy and Physiology II Lecture (3 credits)
- BIOL 305L, Human Anatomy and Physiology II Lab (1 credit)
- BIOL 372, Biomedical Health Research Literacy I (3 credits)
- BIOL 373, Biomedical Health Research Literacy II (3 credits)
- CHEM 205, General and Analytical Chemistry II Lecture (3 credits)
- CHEM 205L, General and Analytical Chemistry II Lab (1 credit)
- MATH 230, Calculus I (4 credits)
- FRSC 200, Introduction to Forensics Lecture (3 credits)
- FRSC 200L, Introduction to Forensics Lab (1 credit)
- CRIJ 311, Criminal Procedure (3 credits)
- CRIJ 330, Scientific Criminal Investigation (3 credit)
- CRIJ 300, Criminology (3 credits)
- CRIJ 325, Forensic Psychology (3 credits)

4. 32 credit hours in Upper Level Requirements:

- CHEM 310 Organic Chemistry I Lecture (3 credit)
- CHEM 310L Organic Chemistry I Lab (1 credit)
- CHEM 311 Organic Chemistry II Lecture (3 credit)
- CHEM 311L Organic Chemistry II 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 300 Forensic Biology Lecture (3 credits)
- FRSC 300L Forensic Biology Lab (1 credit)
- FRSC 302 Chemical Forensics Lecture (3 credits)
- FRSC 302L Chemical Forensics Lab (1 credit)
- FRSC 400 Forensic Molecular Biology Lecture (3 credits)
- FRSC 400L Forensic Molecular Biology Lab (1 credit)

In conjunction with a minor in Criminal Justice, this degree provides a sound foundation for work that applies science to criminal investigation.

Incoming student applicants for all the majors within the Biophysical Chemistry and Mathematics Department will be required to have a 2.0 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 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 retain eligibility in the department. Transfer students wishing to enter a Biophysical Chemistry Department shall maintain a 2.5 GPA in their science major classes and a minimum cumulative GPA of 2.0.

All students within the Biophysical Chemistry and Mathematics Department must maintain a minimum GPA of 2.5 in their science major courses and a minimum cumulative GPA of 2.0. 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 back on track. Students who are not successful in raising their GPA within a one-semester period will lose their eligibility to graduate with a degree in Forensic Biotechnology.

Forensic Science (FRSC) Course Descriptions

FRSC 200. Introduction to Forensic Science

3 hours

Introduction to Forensic Science is a classroom and laboratory-based course designed to introduce students to the different aspects of forensic analysis. This course will survey the

various fields in forensics, such as biology, chemistry, toxicology and DNA analysis in forensic contexts and how they are used in modern law enforcement. Furthermore, general and special issues in forensic science will also be discussed.

Prerequisites: C or better in science courses

FRSC 200L. Introduction to Forensic Science Laboratory **1 hour**

This laboratory will provide hands-on experience with chemical and biological instruments commonly used in the forensic science laboratory. Laboratory exercises also should enhance the lecture (FRSC 200) component.

Prerequisites: C or better in science courses

FRSC 300. Forensic Biology Lecture **3 hours**

This course will cover common principles and methodologies used in forensic biology. The key aspects of this course are identification, analysis, and interpretation of biological evidence, including blood typing, semen, saliva, fingerprinting, and hair and fiber examination in forensic contexts.

Prerequisites: C or better in all science courses, FRSC 200, FRSC 200L.

FRSC 300L. Forensic Biology Laboratory **1 hour**

This laboratory will provide hands-on experience performing forensic serological testing of body fluids commonly encountered in crime scenes, including blood, semen, and saliva. Laboratory exercises should enhance the lecture (FRSC 300) component.

Prerequisites: C or better in all the science courses, FRSC 200, FRSC 200L.

FRSC 302. Forensic Chemistry Lecture **3 hours**

This course will cover the major techniques and instruments used in the analysis of chemical and pattern evidence commonly encountered at crime scenes. Gas and thin layer chromatography, UV-visible, and infrared will be studied and used extensively. Impressions and physical matches will also be covered.

Prerequisites: C or better in science courses, FRSC 200, FRSC 200L, FRSC 300, FRSC 300L, FRSC 400, FRSC 400L.

FRSC 302L. Forensic Chemistry Laboratory **1 hour**

Students will study the chemistry, isolation, and identification of drugs of forensic interest. Laboratory exercises will introduce techniques and instrumentation used for the chemical separation and analysis of drug samples. Furthermore, laboratory exercises should enhance lecture (FRSC 302) components.

Prerequisites: C or better in all the science courses, FRSC 200, FRSC 200L, FRSC 300, FRSC 300L, FRSC 400, FRSC 400L.

FRSC 400. Forensic Molecular Biology Lecture **3 hours**

This course provides a study of DNA analysis applied to criminal forensics. The course will cover basics of DNA structure and function, DNA extraction, quantification, amplification, separation, development of DNA profiling methods, and current DNA typing techniques related to DNA forensics. New developments in the field of forensic DNA analysis will also be examined.

Prerequisites: C or better in science courses: FRSC 200, FRSC 200L, FRSC 300, FRSC 300L.

FRSC 400L. Forensic Molecular Biology Laboratory

1 hour

This laboratory will expose students to the various components of forensic DNA analysis including methods for extraction, quantification, amplification, and capillary electrophoresis. The course will also provide students with hands-on experience operating instruments commonly used in forensic DNA laboratories. Laboratory exercises should enhance lecture (FRSC 400) components.

Prerequisites: C or better in science courses: FRSC 200, FRSC 200L, FRSC 300, FRSC 300L.

General Studies

General Education Chair Tracy Stone, M.S.

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 complete of degree requirements.

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

General Studies Courses (GST)

GST 400. General Studies Seminar

1 hour

This course will assist students with career-decision making skills and information concerning job opportunities. Students will prepare resumes, learn interview techniques and learn to write professional emails. Finally, they will be introduced to professional online networks, e.g. LinkedIn, and acquire polished skills for social media. This course is taken during the same semester as the student's final integrative project.

GST 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 paper, or a multimedia project with a descriptive essay, or (2) an oral presentation about the project. This course is normally taken in the student's final semester of study.

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: EMCO 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: EMCO 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:** EMCO 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: EMCO 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.

Cross-listed with THEO 390

Prerequisite: THEO 131

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: EMCO 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: EMCO 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: EMCO 103; HIST 110 or HIST 115 or HIST 120.

Humanities

Department Chairperson

Fr. Kevin Scalf, C.PP.S., M.A.T., M.A.B, M.Div.

Support Area Director: Fr. Kevin Scalf, C.PP.S., M.A.T., M.A.B, M.Div.

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

Minor in Humanities (24 credit hours)

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 Chairpersons

Valerie Pennanen, Ph.D.; Michael Genova, J.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.; Eileen Stenzel (Professor Emerita), Ph.D.

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 service 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. 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 during 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

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 format 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 format to complete two courses while attending one night per week or four courses while attending two nights per week. The second accelerated delivery format consists of online 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 for Human Service Professionals
 - 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 for Human Service Professionals
- 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 for Human Service Professionals
 - 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.

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.

Course linked with HSV 100

HSV 230. Pharmacology for Human Service Professionals 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.

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 – **not required for Social Services concentration**).

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.

Course linked with HSV 310

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

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.

Course linked with HSV 305

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

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);

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.

Delivered as an online course.

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

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

This course surveys three aspects of chemical dependency; namely the biological, Psychological and spiritual dimensions. The user and the family system will be studied. Practical counseling strategies will be explored. Special emphasis will be given to the Judeo-Christian resources available to pastoral counselors.

Delivered as an accelerated, hybrid course.

Prerequisites: Theoretical Base of Counseling (HSV 305), and Clinical Counseling Skills (HSV 310).

HSV 342. Counseling for Sexual and Domestic Violence **3 hours**

This course will introduce students to the theory and practice of counseling individuals and families impacted by sexual and domestic violence. The Psychological dimensions of rape, battering and other forms of sexual and domestic violence will be explored. Special attention will be given to treatment methods and the various roles of mental health counselors, pastoral counselors and criminal justice counselors in responding to offenders and victims.

Delivered as an accelerated, hybrid course linked with HSV 420.

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

HSV 350. Theological Skills for Human Services Professionals **3 hours**

This course examines the philosophical, theological and clinical foundations of varied approaches to pastoral counseling and the framework for understanding pastoral counseling as a specialization within the mental health profession. Students will contract for and complete a field experience in an area of pastoral counseling of particular interest to him/her, i.e.

bereavement, hospital chaplainry, parish ministry, pastoral counseling with the chemically dependent. (Formerly HSV 210) This course may be taken as a Religious Studies elective. Delivered as an accelerated, hybrid course.

Prerequisites: Introduction to Human Service (HSV 100); Models and Methods (HSV 220); Theoretical Base of Counseling (HSV 305), and Clinical Counseling Skills (HSV 310). **HSV 305 and 310 are not required for the Social Services concentration.**

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 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 an accelerated course.

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.

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). **HSV 305 and 310 are not required for the Social Services concentration.**

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.

Integrated Studies

Department Chair
Carrie Hutton, Ed.D.

Program Director: Carrie Hutton, Ed.D.

The Integrated Studies Program, part of General Education, offers a Bachelor's degree with an integrative, a 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.

The Program Director, in consultation with an academic advisor, 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. 15 hours: additional coursework that ensures a program of study that is appropriately interdisciplinary.
4. 37 hours: Electives

Integrated Studies majors must collaborate with a minimum of two full time faculty members in different disciplines to develop an academic plan within two semesters of declaring their major. The academic plan must be approved by the Curriculum and Assessment committee and the

VPAA at least two academic semesters before the intended graduation date 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.

Kinesiology

Department Chairperson
Ahmed Lakhani, Ph.D.

Program Director: Ahmed Lakhani, Ph.D.

Faculty: Ahmed Lakhani, Ph.D.; Tracy Stone, M.S., CSCS; Audra Kielbowicz, M.S., CSCS; Steven Young, M.S., ATC

Mission Statement of the Program

The Kinesiology program at CCSJ is dedicated to the academic development of students interested in the science of exercise and its impact on health, society, and quality of life. Students obtaining a Bachelor of Science in Kinesiology from CCSJ will be prepared to pursue immediate entry into the field for employment and/or pursue successful entry to graduate school for Athletic Training (MAT), Physical Therapy (DPT), Occupational Therapy (OTD) or Clinical Exercise Physiology.

Program Outcome Objectives

- Explain how the scientific process informs our understanding of physical activity.
- Describe the underlying scientific foundations of physical activity.
- Critically evaluate information about physical activity from scientific basis.
- Describe the relationship between physical activity participation and health, wellness, and quality of life
- Demonstrate knowledge of current physical activity guidelines and recommendations.
- Critically evaluate research related to physical activity and its impact on health and chronic disease.
- Design and evaluate physical activity programs that promote health and improve quality of life.
- Describe the sociocultural and historical factors that influence physical activity.
- Critically evaluate scholarly work related to cultural, historical and philosophical dimensions of physical activity.
- Demonstrate an appreciation and commitment to physical activity practice.

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 from 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

Students in the Kinesiology Program must take the following required courses:

- 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 230 Principles of Health and Wellness (3 credits)
- KINE 110 Introduction to Kinesiology and Exercise Science (3 credits)
- KINE 210 Exercise Psychology (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:

Students in the Kinesiology Program must take the following required courses:

- 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)
- KINE 300 Exercise Physiology I (3 credits)
- KINE 305 Exercise Physiology II (3 credits)
- KINE 343 Applied Nutrition (3 credits)
- KINE 360 Psychomotor Development and Movement (3 credits)
- KINE 365 Care and Prevention of Injury and Illness (3 credits)
- KINE 490 Internship in Kinesiology I (3 credits)
- KINE 495 Internship in Kinesiology II (3 credits)

Incoming student applicants for all the majors within the Biophysical Chemistry and Mathematics Department will be required to have a 2.0 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 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 retain eligibility in the department. Transfer students wishing to enter a Biophysical Chemistry Department shall maintain a 2.5 GPA in their science major classes and a minimum cumulative GPA of 2.0.

All students within the Biophysical Chemistry and Mathematics Department must maintain a minimum GPA of 2.5 in their science major courses and a minimum cumulative GPA of 2.0. 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 back on track. Students who are not successful in raising their GPA within a one-semester period will lose their eligibility to graduate with a degree in Biomedical Science.

Kinesiology (KINE) Course Descriptions

KINE 110 Introduction to Kinesiology and Exercise Science 3 hours

This course will give students a complete overview of the fields of Kinesiology and Exercise Science. Students will explore the common career paths, questions, and ideas that are part of this dynamic and expanding discipline. Course instruction will stimulate curiosity about the vast field, provide a foundation for students to build on through further study, and generate awareness of the long-standing and current issues that kinesiology professionals seek to understand and solve.

Prerequisite: Must be a Kinesiology major.

KINE 210 Exercise Psychology 3 hours

This course is 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.

KINE 300 Exercise Physiology I 3 hours

This course involves gaining an understanding of system physiology and the effects of physical activity on the human body. Cardiovascular, pulmonary, musculoskeletal function, bioenergetics and training for human performance will be the areas of focus in this class.

Prerequisite: C or better in BIOL 215, BIOL 300, BIOL 300L, BIOL 305, BIOL 305L.

KINE 305 Exercise Physiology II 3 hours

This course discusses the benefits of exercise for clients with special conditions, as well as the importance of safe and effective health and fitness assessments for these clients. Students will learn the pathology and pathophysiology of numerous conditions and disorders, including musculoskeletal conditions, cardiovascular conditions, immunologic disorders, and cancer. This course will cover evidence-based information on the known effects of exercise on these conditions and provide recommendations on particular training protocols for future clients.

Prerequisite: C or better in KINE 300.

KINE 343 Applied Nutrition

3 hours

This course puts great emphasis on how nutritional variables affect exercise, training, and human performance. Students will integrate advanced principles of nutrition and exercise acquire the 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 CHEM 143, CHEM 143L, MATH 104 or higher.

KINE 360 Psychomotor Development and Movement

3 hours

This course investigates the principles of human development and performance in children and adults. Students will gain a strong understanding of human motor learning processes and principles of motor skill learning. Students will also study how skills are acquired and perfected with practice and how to apply basic concepts to a variety of real-world settings.

Prerequisite: C or better in KINE 110, BIOL 115, BIOL 115L

KINE 365 Care and Prevention of Injury and Illness

3 hours

This course provides the information students need to manage the care of athletic injuries—from prevention, identification and assessment of injuries to interaction with players, parents and physicians. Action plans, checklists and applications of universal precautions in athletic environments will be covered in this course to provide the practical tools needed for future employment in the field.

Prerequisite: C or better in KINE 110, BIOL 115, BIOL 115L, EXSS 410, EXSS 435, and EXSS 435L.

KINE 490 Internship in Kinesiology I

3 hours

This internship course is designed to supplement classroom study with observation or practical participation in a broad list of areas including, but not limited to, Exercise Physiology, Physical Therapy, Occupational Therapy, Athletic Training, Strength & Conditioning, and Personal Fitness & Wellness. Students will complete the amount of clock hours required to pursue graduate studies and/or employment in the field. Students must obtain approval from the Program Director and a full-time faculty member in Kinesiology must serve as coordinator.

Prerequisite: Junior status is needed before application can be made.

KINE 495 Internship in Kinesiology II

3 hours

This internship course is designed to further supplement classroom study with observation or practical participation in a broad list of areas including, but not limited to, Exercise Physiology, Physical Therapy, Occupational Therapy, Athletic Training, Strength & Conditioning, and Personal Fitness & Wellness. Students will complete the amount of clock hours required to pursue graduate studies and/or employment in the field. Students must obtain approval from the Program Director and a full-time faculty member in Kinesiology must serve as coordinator.

Prerequisite: Junior status is needed before application can be made.

Legal Studies in Civil and Criminal Law for Paralegals

Department Chairpersons

Valerie Pennanen, Ph.D.; Michael Genova, J.D.

Program Director: Michael Genova, J.D.

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

Faculty: Philip Benson, J.D.; Michael Bosch, J.D.; Allen Brown, J.D.; Michael Genova, J.D., David Gladish, J.D; Ambrose Resa, M.A.

The Legal Studies in Civil and Criminal Law for Paralegals Program offers a B.S. in Legal Studies, as well as an associate's degree and a certificate.

Introduction

The Bachelor of Science Degree in Legal Studies is designed to help the student develop skills, knowledge, and values that will enable them to enter careers in law related areas both civil and criminal. The program is designed to meet the education needs of students entering all fields in the civil and criminal law area.

The program features year round scheduling, and credit for prior accredited college work and credit for life learning experiences. Internships in civil and criminal law are offered which allow the student experiential real life training in both government and private sectors. Common learning goals are related to communication skills, leadership skills, interpersonal skills, organizational behavior, and problem-solving. A discussion and problem solving approach encourages a cooperative competitive classroom atmosphere. Library Resources as well as West Law provide the resources necessary for a quality research, learning and educational experience.

Mission Statement

The Legal Studies Program prepares students for entry level positions in both the civil and criminal area of the legal profession. Our students see the law as a tool of social change and are prepared to function as professionals or continue their studies in graduate or law school. The program accomplishes objective outcomes through a course of study that emphasizes:

1. The familiarity of the theoretical and skill foundations necessary for entry-level legal professionals;
2. Familiarity with concepts of professional ethics and the ability to apply principles to ethical problems encountered in the profession; and
3. A broad-based program of general education that prepares students for successful completion of graduate studies or law school.

Vision Statement

The Legal Studies Program seeks to develop students who will impact their community in a positive way. Students shall understand law as a tool of social justice and empowerment.

Students will use their education to improve their lives and their community by demonstrating a commitment to social justice and concern for those who look to the legal system for assistance.

Program Outcome Objectives

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

1. Demonstrate an understanding of legal and ethical obligations;
2. Demonstrate the ability to do legal research in a standard law library using available technology, both in book format and on-line.
3. Demonstrate legal writing ability by preparing forms, documents, pleadings, and legal memoranda.
4. Demonstrate basic skills by interviewing and communicating legal issues;
5. Document the acquisition of legal knowledge;
6. Demonstrate a professional commitment beyond course work by participation in extra-curricular activities; and
7. Demonstrate the ability to do evaluations of professional growth/evaluations of the program.

Bachelor Degree Program Requirements

120 Total credit hours.

The following courses are required for a bachelor degree:

1. 54 hours Gen. Ed. Requirements
2. 12 hours: Requisites for the Major
 - LSCC 100 Introduction to Legal Studies
 - LSCC 200 Legal Research and Writing I
 - LSCC 201 Legal Research and Writing II
 - LSCC 355 Law Office Technology I
3. 36 hours upper level courses in major from following:
 - LSCC 300 Civil Litigation Practice
 - LSCC 320 Law of Real Property
 - LSCC 331 Law and the Manager I
 - LSCC 332 Law and the Manager II
 - LSCC 340 Family Law
 - LSCC 350 Law of Contracts
 - LSCC 495 Internship
 - LSCC 496 Topic – Sports Law
 - LSCC 497 Research in Legal Studies
 - LSCC 499 Senior Seminar n Paralegal Studies
 - LSCC 496 Elective
 - LSCC 496 Elective
4. 18 hours: CRIJ
 - CRIJ 100 Introduction to Criminal Justice
 - CRIJ 310 Criminal Law
 - CRIJ 330 Scientific Criminal Investigation

- CRIJ 355 Serial Killers
- CRIJ 460 Deviant Behavior
- Any 3 hours CRIJ
- Substitutions as approved by CRIJ Director

A.S. in Legal Studies (59) hours

1. 35 hours: General Education
2. 24 hours: Requisites for the Major
 - LSCC 100 Introduction to Legal Studies
 - LSCC 200 Legal Research and Writing I
 - LSCC 201 Legal Research and Writing II
 - LSCC 355 Law Office Technology I
 - CRIJ 100 Introduction to Criminal Justice
 - CRIJ 310 Criminal Law
 - CRIJ 330 Scientific Criminal Investigation
 - CRIJ 355 Serial Killers

Minor in Legal Studies (15) hours

1. The following courses are required:
 - LSCC 100 Introduction to Legal Studies
 - LSCC 200 Legal Research and Writing I
 - LSCC 201 Legal Research and Writing II
 - CRIJ 100 Introduction to Criminal Justice
 - CRIJ 330 Scientific Criminal Investigation **or**
 - CRIJ 355 Serial Killers

All Legal Studies students enrolled for either a B.S. degree, A.S. degree, or Minor shall maintain a 2.50 G.P.A. in the Legal Studies Program.

Legal Studies in Civil and Criminal Law for Paralegals Courses (LSCC)

LSCC 100. Introduction to Legal 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.

LSCC 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: LSCC 100.

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

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

LSCC 300. Civil Litigation Practice **3 hours**

The course deals with a thorough analysis of the litigation process. Discovery and investigative techniques, pre- and post-trial litigation steps and other tasks performed by assistants in the legal profession are covered.

Prerequisite: LSCC 100.

LSCC 320. The Law of Real Property **3 hours**

An introduction to assisting with document preparation for commercial and residential real estate transfers and closings. Creation of documents for appraisals, taxes and mortgage financing.

Prerequisite: LSCC 100.

LSCC 331. Law and the Manager I **3 hours**

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

Cross-listed: ACCT 332, BSMT 330.

LSCC 332. Law and the Manager II **3 hours**

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

Cross-listed: ACCT 333, BSMT 331.

LSCC 340. Family Law **3 hours**

The course covers family law from a case law perspective. A wide range of topics that affect family law are covered, including divorce, child support, custody, adoption, child abuse and alimony.

Prerequisite: LSCC 100.

LSCC 350. The Law of Contracts **3 hours**

This course covers the basics of contract law. Coverage includes contract formation, Statute of Frauds, damages, parole evidence rule, assignments, and more. Article 2 of the UCC is also covered. Students learn how to draft a contract.

Prerequisite: LSCC 100.

LSCC 355. Law Office Technology I **3 hours**

This course examines the legal marketplace and introduces its members and their respective roles within the legal environment. Students learn about the integration of technology into the delivery of legal services. Topics include: legal fees, timekeeping, billing, case management and docketing software, calendaring software, electronic discovery and filing, and litigation support software.

An emphasis will be placed on more advanced methods of legal research using Westlaw and/or LexisNexis.

Prerequisites: LSCC 100, LSCC 200, LSCC 201, CMIS 115 or permission of program director.

LSCC 495. Internship

3 hours

This class provides exposure to the real working environment of legal assistants. The student actually works in a law office gaining training with an attorney and staff. The course is taken only after most legal courses have been taken.

Consent of Program Director needed.

LSCC 496. Topics in Legal Studies

1-3 hours

This course will examine topics of special interest in the legal field. Topics courses include but are not limited to Sports & Law, Probate Wills & Trusts, Torts, Bankruptcy.

LSCC 497. Research in Legal Studies

3 hours

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

LSCC 499. Senior Seminar in Legal Studies

3 hours

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

Senior standing is required.

Life Science

Department Chairperson
Ahmed Lakhani, Ph.D.

Program Director: Ahmed Lakhani, Ph.D.

Faculty: Ahmed Lakhani, Ph.D.; Edward Draper, Ph.D.; Tracy Stone, M.S., CSCS; Michael Kiederling, Ph.D.

Mission Statement of the Program

The Life Science Program is designed for students who are interested in pursuing a career in teaching at the elementary or high school level, nursing, and graduate study in Life Science (e.g., Biology, Cell Biology, Biochemistry, etc.). Students who don't intend to enter teaching or medical fields the opportunity to move into other career opportunities, such as careers in the lab setting.

The Life Science degree is designed to be a 3+1 configuration, built on a partnership between the science and Education Department. This program has two components. First, this program will allow students to complete the major in Life Science curriculum within three years. Second, the program will enable students to spend the fourth year in the already developed Transition to Teach (T2T) program (for more detail about the T2T program, please go to <https://www.ccsj.edu/MAT>) which will prepare the candidates for licensing as Secondary High School Teachers.

Our faculty members are committed to excellence in teaching, service to the community, and scholarship, and work closely with students. We value and encourage supportive relationships with our community partners, and we instill an attitude of lifelong learning in our students and for the improved quality of life for those we serve.

Program Outcome Objectives

1. Scientific Knowledge and Critical Thinking:
 - Students will demonstrate a level of competency for understanding core principles.
 - Students will demonstrate the ability to locate and critically evaluate scientific information.
2. Research Skills and Problem-Solving Ability:
 - Students will demonstrate the ability to design studies to test the biological and chemical hypothesis.
 - Students will demonstrate the ability to learn independently and to critically evaluate the significance of research results.
3. Specific Expertise:
 - Students will develop and justify a range of sample preparation, data analysis, various scientific calculations (enzyme kinetics, molarity, stoichiometry).
 - Students will be able to validate techniques of analytical balances, autoclave, UV/Vis spectrometer, IR spectrometer, gel electrophoresis, simple and fractional distillation, PCR, DNA extraction, titrations, pH analysis and normalization.

4. Communication:
 - Students will demonstrate the ability to communicate the results of scientific research verbally and in writing.
5. Ethics and Advocacy:
 - Students will demonstrate the ability to design studies that meet professional ethical standards.
 - Students will demonstrate an awareness of the relevance of biological and chemical knowledge to human health and welfare.

B.S. in Life Science (121 credit hours)

The following courses are required for a baccalaureate degree:

1. 38 credit hours in General Education
Student must take Math 110, SOCL 210, and SCIE 102 with the lab
2. 29 credit hours in Introductory Courses
 - MATH 171, Principles of Statistics as the required Math choice (*3 credits*)
 - MATH 104, College Algebra (*3 credits*)
 - GEOL 110, Earth and Space Science with lab (*4 credits*)
 - BIOL 115, Cell and Evolution with lab (*4 credits*)
 - PHIL 200, Great Philosophical Ideas, as the required Humanities choice (*3 credits*)
 - PSY 100, Introduction to Psychology,
 - MATH 148 Math for Elementary Teachers I
 - MATH 149 Math for Elementary Teachers II
 - Elective
3. 27 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 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 (*3 credits*)
 - CHEM 200L, General and Analytical I Lab (*1 credits*)
 - CHEM 205, General and Analytical Chemistry II Lecture (*3 credits*)
 - CHEM 205L, General and Analytical Chemistry II Lab (*1 credit*)
 - EDUC 200, Conceptual Course (*3 credits*)
4. 27 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 320, Biochemistry Lecture (*3 credits*)
- CHEM 320L, Biochemistry Lab (*1 credit*)
- EDUC 391, Human Diversity in Education (*3 credits*)
- EDUC 405, Children's Literature (*3 credits*)
- EDUC 481, Development Reading and Instruction (*3 credits*)
- EDUC 499, Senior Seminar in Education (*3 credits*)
- HUM 499, Integrative Project (*3 credits*)

Incoming student applicants for all majors in the Biophysical Chemistry and Mathematics Department will be required to have a 2.0 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 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 retain eligibility in the department. Transfer students wishing to enter the Biophysical Chemistry Department shall maintain a 2.5 GPA in their science major classes and a minimum cumulative GPA of 2.0.

All students within the Biophysical Chemistry and Mathematics Department must maintain a minimum GPA of 2.5 in their science major courses and a minimum cumulative GPA of 2.0. 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 back on track. Students who are not successful in raising their GPA within a one-semester period will lose their eligibility to graduate with a degree in Biomedical Science.

Mathematics

Department Chairperson
Ahmed Lakhani, Ph.D.

Support Area Director: Carrie Hutton, Ed.D.

Faculty: Br. Benjamin S. Basile, C.PP.S., M.S.; Amanda Copeland, M.A.; Carrie Hutton, Ed.D.; Jill Kaniewski M.S.; Alyssa Rodriguez, M.A.

Mission Statement

The mathematics program develops in students an ability to think critically and abstractly, an appreciation of mathematical problem solving techniques, and the technical skills to apply mathematics to relevant, real world problems. By providing foundational courses, the mathematics program serves the college's General Education Program. By providing upper level courses, the mathematics program offers a minor.

Minor in Mathematics (13 hours, 300 level or above)

- MATH 300 Linear Algebra (3 cr)
- MATH 310 Calculus III (4 cr)
- 2 of the following
 - MATH 315 Elements of Statistical Inference (3 cr)
 - MATH 330 Differential Equations (3 cr)
 - MATH 360 Introduction to Abstract Mathematics (3 cr)

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 General Education sequence, only course grades will be used as prerequisites for math courses unless otherwise noted in writing from the Program Director. 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.

Prerequisite: MATH 095 with a grade of C or better, or an appropriate Accuplacer exam score.

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 sine's and cosines.

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.

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 nature of probability and statistics, frequency distributions and graphs, data

descriptions, probability and counting rules, discrete probability distributions, and the normal distribution.

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 inverse functions. 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 techniques of integration, applications of integration, differential equations, parametric equations and polar coordinates, and infinite sequences and series. Students will study the applications of the aforementioned 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 aforementioned topics in geometry, science, and business.

Prerequisites: 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 vectors and the geometry of space, vector functions, partial derivatives, and multiple integrals. Students will study the applications of the aforementioned topics in geometry, science, and business.

Prerequisites: 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 confidence intervals and sample size, 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.

Credit not applicable toward a degree.

Prerequisites: 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.

Prerequisites: 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.

Prerequisites: MATH 231 with a grade of 'C' or better.

Organization Management

Department Chairperson

Roy Scheive, Ed.D.

Program Director: Roy Scheive, Ed.D.

Faculty: Steven Crain, M.A.; Tom Farley, M.S.; Joseph Ferrallo, M.B.A.; 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.; Ginger Rodriguez, Ph.D.; Dino Ramirez, M.S.M, Steve Varela, Ph.D.

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 14 months by attending class one evening per week. All courses are delivered in a hybrid format that includes on-line learning.

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

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

Cluster groups of approximately 15 adult learners meet once a week for four hours and remain together for the entire program. A comprehensive curriculum of 14 modules provides students with about 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.

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.

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 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 engage in 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 42 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. 42 hours: Upper Level Courses in Major
- ORMN 405 Dynamics of Organizational Behavior
 - ORMN 408 Marketing
 - ORMN 415 Economics for Managers
 - ORMN 421 Writing and Research Development
 - ORMN 425 Communication in Organizations
 - ORMN 435 Liberal Studies I
 - ORMN 444 Business Statistics
 - 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

In specific circumstances, students may be waived from a maximum of two courses of the 14 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.

3. 26 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 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 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 and 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 workplace; 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., M.A.T., M.A.B, M.Div.

Support Area Director: Fr. Kevin Scalf, C.PP.S., M.A.T., M.A.B, M.Div.

Faculty: Fr. Kevin Scalf, C.PP.S., M.A.T., M.A.B, M.Div.; Ginger G. Rodriguez, Ph.D.

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: EMCO 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, EMCO 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, EMCO 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?”

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

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

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 Religious Studies/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, EMCO 103, or Instructor consent.

Political Science

Department Chairpersons

Valerie Pennanen, Ph.D.; Michael Genova, J.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: EMCO 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: EMCO 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: EMCO 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: EMCO 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: EMCO 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: EMCO 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: EMCO 103; PLSC 220

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: EMCO 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: EMCO 103, PLSC 220

Psychology

Department Chairpersons

Valerie Pennanen, Ph.D.; Michael Genova, J.D.

Program Director: Joseph Kovach, Psy.D.

Faculty: Curt Bachman, Ph.D.; 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.; Kristina Stepanovic; James P. Sullivan, Ed.D; Jennifer Vickers, M.H.S.; 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. 13 hours: Requisites for the Major
 - PSY 100 Introduction to Psychology
 - 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 ____

42 hours: Electives

Minor in Psychology (18 hours)

The following courses are required:

- PSY 100 Introduction to Psychology
- PSY 210 Research Methodology
- PSY 230 Statistics for Behavioral Sciences
- PSY 260 Psychological Testing
- 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 ____
 - PSY ____
 - 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 EMCO 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).

Laboratory Fee: See fee schedule.

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

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.

Cross-Listed: EDUC 300

Prerequisite: PSY 100 or EDUC 200-210

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, EMCO 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.

Prerequisite: Senior standing is required.

Public Safety Management

Department Chairperson

Danny McGuire, Ed.D.

Program Director: Danny McGuire, Ed.D.

Faculty: Michael Genova, J.D., 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.; Thomas McMahon, 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 Identify 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 Chairpersons

Valerie Pennanen, Ph.D.; Michael Genova, J.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: EMCO 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: EMCO 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: EMCO 103; SOCL 210

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: EMCO 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: EMCO 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: EMCO 103; SOCL 210

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: EMCO 103; SOCL 210

Spanish

Department Chairperson

Fr. Kevin Scalf, C.P.P.S., M.A.T., M.A.B, M.Div.

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.PP.S., M.A.T., M.A.B, M.Div.

Program Director: Fr. Kevin Scalf, C.PP.S., M.A.T., M.A.B, M.Div.

Faculty: Tony Bonta, Ph.D.; Fr. Kevin Scalf, C.PP.S., M.A.T., M.A.B, M.Div.; Laura Ieraci, M.A.; Rev. Andrew Summerson, Ph.D.

***** This program is not currently accepting candidates for the B.A. in Theology. *****

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 Religious Studies 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

Program Outcome Objectives

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: 15 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)

Electives: 49 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 Theology 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 must be taken in the student's first semester at the College.

(This course is a CCSJ General Education requirement.)

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: EMCO 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: EMCO 103 and EMCO 204

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.

Cross-listed with HIST 330

Prerequisite: THEO 131

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 Religious Studies**3 hours**

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

Prerequisites: THEO 131 and THEO major.

THEO 499. Senior Seminar in Religious Studies**3 hours**

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

Prerequisites: THEO 131 and THEO major.

GRADUATE PROGRAMS

Each graduate program at Calumet College of St. Joseph is shaped by the following goals. Students will:

1. Analyze, synthesize, and evaluate competing theories, concepts, and knowledge of the discipline/profession.
2. Apply a variety of theories through the utilization of theoretical constructs and ethical principles.
3. Demonstrate mastery of oral, written, and technological communication as applied to the discipline/profession.
4. Conduct research in the discipline/profession with an emphasis on design, methodology, and analysis.
5. Evolve a personal and professional philosophy that reflect an ethical obligation to social justice and contributes to the development of self, respect for others, and professional commitment.

Master of Science in Management (MSM)

Department Chairperson

Roy Scheive, Ed.D.

Program Director: Roy Scheive, Ed.D.

Faculty: Dan Botich, M.P.A.; Tom Farley, M.A.; Joe Ferrallo, M.B.A.; Jennifer Fredricks, M.B.A.; Cathy Gonzalez, Ph.D.; Elizabeth Mannion, J.D.; Lynn Miskus, M.B.A., C.P.A.; Desila Rosetti, M.S.A.; Roy Scheive, Ed.D.

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 Outcome 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 | Integrated Marketing and Communications |
| 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. This course 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 Integrated Marketing and Communications 3 hours

The objective of this course is to provide an overview of the components and considerations involved in marketing communication strategy decisions. Course work is designed to prepare you to oversee the creation of imaginative and effective communication

plans. Fundamentals of interpersonal communication, persuasion as well as a focus on the strategy side of developing an effective marketing communications plan; emphasizing tools for developing communication and promotional ideas that remain “on brand.”

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.; Michael Genova, J.D.

Program Director: Joseph Kovach, Psy.D.

Faculty: Curt Bachman, Ph.D.; Barbara Butcher, M.A.; Terry Harman, Ph.D.; Joseph Kovach, Psy.D.; Martha O'Danovich, Psy.D.; Ambrose Resa, Jr., M.A.; Bridget Stafford, Ph.D.; James P. Sullivan, Ed.D.; Jennifer Vickers, M.H.S.; Shaun Wehle, Psy.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 Outcome Objectives

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
- 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.

Master of Science in Public Safety Administration (PSA)

Department Chairperson
Danny McGuire, Ed.D.

Program Director: Danny McGuire, Ed.D.

Faculty: Michael Genova, J.D.; Daniel McDevitt, M.S.; Jill Musgrave, M.S.; Steven Regnier, Ed.; Richard Wedgbury, 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 Safety 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 to meet the needs of students who plan to complete doctoral study.

Master of Arts in Teaching (MAT)

Department Chairperson
Matthew Benus, Ph.D.

Program Director: Matthew Benus, Ph.D.

Faculty: Nicole Avina, M.A.; Matthew Benus, Ph.D.; Philip Dietrich, M.A.T.; Christopher Gloff, M.A.T.; Eileen Germek, M.Ed.; Daniel Hadary, M.S.; David Harnish, M.S.; Elaine Hayes, M.S.Ed.; Kimberly Kincaid, M.S.; John Mackowicz, M.S.; Barbara O'Block, Ed.D.; Ryan Pitcock, Ph.D.; John Potocki, M.A.; Alyssa Rodriguez, M.S.; John Shields, Ph.D.; 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. The Master of Arts in Teaching (MAT) Program is designed with two distinct levels. The initial phase prepares candidates for 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 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.

Transition to Teaching Program

The Transition to Teaching (T2T) Program at CCSJ is embedded into the Initial Phase of the MAT program. Candidates who are accepted as T2T candidates are eligible, if they choose, to apply for a Transition to Teaching license with the State of Indiana as they pursue their initial license at CCSJ. After completing all programmatic requirements for the T2T program candidates can pursue a MAT degree at CCSJ by applying for and finishing the Final Phase.

Mission Statement of the Master of Arts in Teaching Program

The 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 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 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.

Program Outcome Objectives

The MAT Program has clearly identified competencies aligned directly to Calumet College of St. Joseph's Graduate Goals, which define and shape the curriculum. The graduate must demonstrate the following competencies:

1. Effectively applies researched-based strategies to the classroom, school, and community;
2. Autonomously conducts action research as the foundation for decision-making;
3. Analyzes the classroom environment, makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work;
4. Models and implements effective oral, written and technology communication strategies in conveying ideas, information, and in asking questions;
5. Applies various theoretical constructs to enhance instructional approaches;
6. Utilizes research as a source for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice;
7. Initiates and participates in collegial activities designed to make the entire school a productive learning environment;
8. Establishes respectful and productive relationship with parents and guardians from diverse home and community situations, and seeks to develop cooperative partnerships in support of student learning and well-being;

9. Maintains high ethical standards and an impartial approach to decision-making processes;
and
10. Demonstrates commitment to social justice and the well-being of a
diverse/urban/metropolitan community.

Program Curriculum 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 an initial elementary license through its Master of Arts in Teaching Program and T2T graduate level program. The curriculum includes the CCSJ 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 and T2T graduate level 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 Council for the Accreditation of Educator Preparation (CAEP).

CORE Assessments for Educator Licensure

The Indiana Department of Education has worked with Evaluation Systems group of Pearson to develop teacher licensure assessments. The Indiana CORE Assessments for Educator Licensure includes tests for over 50 content areas and pedagogy assessments for multiple developmental levels.

Cohort Saturday Program

This program leads to a Master of Arts in Teaching degree in elementary or secondary education – 12 months (with student teaching).

- Saturday, 8:00 a.m. to 4 p.m.; three-week sessions per course.
- Field and clinical experience as well as student teaching integrated into the program.
- Twelve-week student teaching required after successful completion of all course work.

Education Program Dispositions

Education students should display professional behavior and dispositions throughout matriculation in the Education Department. Teacher candidates are required to demonstrate the following characteristics to be considered as having an appropriate professional disposition for educators and to remain in the Program.

- Committed, positive, and enthusiastic
- Truthful and trustworthy
- Well prepared
- Warm and friendly and supportive of others
- Intrinsically motivated
- An ability to come across challenging situations and rebound with a means to improved performance
- Foster productive and positive relationships with others while respecting and appreciating

- diversity
- The ability to cooperate and support the decisions of others and make relevant contributions to discussions
- Commitment to professional goals and objectives that correlate with required standards for educators
- High expectations for achievement
- Appropriate and professional responses to adverse situations
- Foster a caring attitude and behavior toward the wellbeing of children
- Model a lifestyle of a productive and moral citizen
- Flexibility

Education students, as a self-evaluation/reflection process, will rate their dispositions at different times in the program. Education faculty and host teachers will also complete a disposition assessment for education students at different times in the program. College Faculty and staff can also complete dispositional evaluations. All negative or unacceptable dispositions must be resolved by the process outlined in the Education Department Handbook prior to continuing to the next phase in the Education Program.

Realizing that the safety and well-being of children is of paramount concern for all school personnel, especially teacher candidates, the Education Department at Calumet College of St. Joseph, in the interest of preparing teacher candidates to serve children, reserves the right to regularly inquire about teacher candidates' dispositions toward the profession of teaching and the ongoing safety of children.

Admission into the MAT Cohort Education Program (Initial Phase)

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

- Undergraduate cumulative GPA of at least 2.50 on a four point scale where under graduate degree was obtained.*
- 2 letters of recommendation
- Resume
- Statement of Purpose
- Full Criminal History Clearance via Safe Hiring Solutions– (*Note: must be updated annually*)
- Demonstration of "basic skills" proficiency*
 - As a condition of admission to candidacy in any CCSJ "initial licensure" teacher education program, applicant must demonstrate "basic skills" proficiency. Demonstration of "basic skills" proficiency shall occur through any one of the following conditions:
 - Praxis CORE: exams with performance at or above the "cut scores" of 165 for "Mathematics", 165 for "Reading", and 165 "Writing."
 - ACT composite score of at least 20.
 - SAT score of at least 530 on "Evidence-Based Reading and Writing" and a score of at least 530 on "Math."
- Submit a completed application with appropriate documentation to the Education Department.

*Any candidate who does not meet the admission requirement for Undergraduate GPA or does not have a Praxis Core, ACT, and/or SAT score at the minimum required level may make a written appeal to the Education Department faculty for a conditional admittance or an exceptional admittance waiver.

Candidates who are granted admission to the Education Program will receive written notification by the Education Department Chair.

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.

Each Phase of the program requires a performance review of teacher candidates by the Education Department advisor each semester. The review includes examination of the candidate's Academic Plan, overall and EDUC G.P.A., and discussion/resolution of any dispositional issues that may have arisen during the semester.

Continuing MAT Program students must meet the following requirements:

- Have at least one academic advising session each semester
- Meet all programmatic advising MAT checkpoints
- Demonstrate professional knowledge, disposition, and performance
- NO MAT grade below a "C"
- Maintain a G.P.A. of 3.0/4.0 in MAT courses
- Maintain an overall G.P.A. of 2.5/4.0
- Meet performance and dispositional criteria outlined in the Education Department and National/State standards or principles
- Complete all Clinical experiences in an accredited school and in the area you will be initially licensed in
- Register for and attend Education Seminars (EDUC 299) each semester
- Maintain a current Criminal History Clearance (updated every 12 months)

Candidates who have not met all the above criteria will receive a letter from the Education Department informing them of their deficiencies or a letter of non-continuation in the program. If a student receives a letter of non-continuation yet wishes to return to the program, the candidate may apply to the Education Program only after a two-year waiting period.

Appeals Process for Cohort Candidates

Candidates who have received a letter of non-continuation may appeal the decision in writing to the Education Department faculty. The Education Department faculty reviews documentation and makes a recommendation to the Education Program Director. Candidates may pursue further appeal to the VPAA according to procedures indicated by the office of Academic Affairs.

Student Teaching Acceptance for MAT Cohort Candidates

Student teaching is the culminating experience in the professional preparation of teachers. Building on the competence based professional preparation, the student teacher experiences classroom teaching responsibilities to prepare for entrance into the education profession. The student teaching placement/assignment for elementary candidates must be in an elementary classroom setting. The student teaching placement/assignment for secondary candidates must be in a secondary classroom that is the same content area of the initial license being pursued.

Acceptance for Student Teaching

The teacher candidate completes a student teaching application and submits it to the Director of Field and Clinical Experiences. The applicant is assessed on the successful completion and submission of the following:

- Current resume
- Current philosophy of education
- Minimum cumulative grade point average of 2.50/4.00
- Minimum G.P.A. 3.00/4.00 in MAT courses
- Current Criminal History Clearance (valid through student teaching)
- Student teaching application
- Any other required criteria stated in the *CCSJ Education Department Handbook* or found on the MAT program advising checkpoints.

The Teacher Candidate not approved for student teaching will receive a letter indicating a reason and/or reasons for the denial. Candidates may discuss the denial with the Director of Field and Clinical Experiences and the Department Chair.

Student Teaching Placement Criteria/Guidance

Student teaching placement schools must meet the following requirements:

1. Environment is culturally diverse.
2. Technology is implemented throughout the classroom curriculum.
3. Students with exceptionalities are serviced.
4. The licensed cooperating teacher has at least five years of teaching experience in accredited schools.
5. A conflict of interest does not exist (as determined by the Education Department).*
6. Placement is within a 30-mile radius of the CCSJ campus.
7. Placement is full-time for a minimum of 12 weeks, 390 clock hours.
8. The school of placement must meet all accreditation, performance and size requirements as specified by CCSJ Education Department and/or the Indiana Department of Education.
9. The prospective placement will receive and review the candidate's current resume, philosophy of education, academic transcript, current criminal history report, student teaching application, and any other materials specified in the application process. The prospective placement may accept or reject any application it receives.

- * It is against College and Education Department policy for a teacher candidate to request a student teaching placement experience in a school in which her or his child is enrolled

or where a family member is employed as a building administrator. If a conflict of interest arises, the student teaching experience will be immediately terminated. If the student teaching experience is terminated, the candidate must reapply for student teaching according to prescribed deadline dates.

Indiana Licensing Process

Teacher candidates must successfully meet the following criteria to apply for an Indiana State License:

1. Complete student teaching with a minimum grade of “B”;
2. No unresolved dispositional issues within the college or the Education Department;
3. Successful completion of all State of Indiana required content and pedagogy exams for program /initial license area;
4. Positive recommendation from the CCSJ Licensing Officer to the State of Indiana to license candidate;
5. A current CPR (adult, child and infant) and AED card/certification;
6. Proof of suicide prevention training;
7. Any other additional requirement mandated by the State of Indiana for an initial teaching license.

Teaching (MAT): Final Phase

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

- Have successfully completed the MAT or T2T Initial Phase; 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).

Acceptance requires candidates to be good standing with the College and the Department of Education. Candidates will be formally accepted in writing by the Education Department to the Final Phase and must continue to meet all requirements for Continuation in the Cohort. Candidates in the Final Phase are not required to be enrolled in EDUC 299.

M.A.T. (Master of Arts in Teaching) Elementary Education (39 credit hours)

Initial Phase Program Curriculum (Elementary Course Sequence)

- 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

- MAT 542 Student Teaching

Final Phase Program Curriculum

- 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

M.A.T. (Master of Arts in Teaching) Secondary Education (33 credit hours)

Initial Phase 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 554 Secondary Methods in Content Area
- MAT 544 Student Teaching

Final Phase Program Curriculum

- 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

Master of Art in Teaching Courses (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.

Field experience required.

MAT 502. Foundations of Education

2 hours

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

Field experience required.

MAT 504. Child Development

2 hours

The teacher candidate examines major theories and research findings concerning human development from birth through the elementary years and the implications of these for the professional educator. The course concentrates on the most current brain research as it relates to physical development, intelligence, perception, language, socio-emotional development, gender role development, moral development, and developmental issues. The most current English Learner theory (EL), technology and emerging theories are explored.

Field experience required.

MAT 506. Adolescent Development

2 hours

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

Field experience required.

MAT 512. Reading Strategies for Secondary Teachers

2 hours

This course develops understanding in solving reading problems encountered by secondary students in all content areas. The course prepares teacher candidates with the basic principles of English Language (EL) instruction as they relate to reading instruction for English Learners. This course provides teacher candidates the ability to identify, comprehend, analyze, synthesize, and evaluate the basic principles, fundamental concepts and essential content defined in these standards, and to apply that knowledge to the tasks of planning and delivering effective instruction and assessment. Students gain knowledge of the key concepts in scientifically based research (SBRR).

Clinical experience required.

MAT 516. Curriculum and Instruction**2 hours**

This course includes the historical, sociological, philosophical, and Psychological examination of school curriculum theories, trends and curriculum construction. During the course, candidates incorporate best practices to be implemented in the classroom environment as a part of the teaching and learning process. This course also explores researched based methods for implementing instruction, and compares and contrasts the work of theorists and scholars who have presented pedagogy according to proven and effective strategies and methodologies. In addition, teacher candidates enhance knowledge of the theoretical framework of curriculum, and transfer theory to practice. As a result of discovering new knowledge about curriculum theories, trends and practice, candidates plan instruction and develop lesson plans based upon knowledge of subject matter, student needs, the community, and curriculum goals in today's digital environment.

Field experience required.

MAT 518. Measurement and Evaluation**2 hours**

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

Field experience required.

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.

Field 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.
Field experience required.

MAT 526. Secondary Methods

2 hours

This course ensures that teachers at the secondary level have a broad and comprehensive understanding of student development, diversity, while demonstrating the ability to provide instruction that is responsive to student differences as it relates to English Learners. The course promotes development and learning for all students while demonstrating strategies for teaching School Setting Developmental Standards (pedagogy) for Secondary Education. The learning process is applied at the secondary level to promote a broad and comprehensive understanding of learning processes and demonstrate the ability to facilitate student achievement.
Clinical experience required.

MAT 528. Developmental Reading and Instruction

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 554. Secondary Methods in Content Area**2 hours****Business Secondary Content Methods**

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. Clinical Experience required.

English/Language Arts Secondary Content Methods

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, 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. Clinical Experience required.

Fine Arts Secondary Content Methods

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. Clinical Experience required.

Journalism Secondary Content Methods

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. Clinical Experience Required.

Mathematics Secondary Content Methods

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. Clinical Experience required.

Science Secondary Content Methods

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... Clinical Experience required.

Social Studies Secondary Content Methods

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. Clinical Experience required.

Each content area course heading 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.

Prerequisite: MAT 526

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. James F. McCabe, C.PP.S., M.S. in L.S.

Rev. Louis Osterhage, C.PP.S. (9/13/2012†)

Rev. Ronald Schiml, C.PP.S. (5/24/2015†)

Faculty

Full-Time and Permanent Part-Time Faculty

Benjamin S. Basile, C.P.P.S.: 1981—Associate Professor in Mathematics, College Organist. B.S., St. Joseph's College, 1970; M.S., University of Notre Dame, 1974.

Matthew Benus: 2019—Assistant Professor in Education. B.S. Indiana University, 1994; M.S. Purdue University, 2003; Ph.D. University of Iowa, 2011.

Christopher Buczinsky: 2002—Associate Professor in English. B.S. Northern Arizona University, 1983; Ph.D., Northwestern University, 1994.

Tyler Bush, 2018—Instructor in Arts. MFA DePaul, 2020.

Mark Cassello: 2011—Instructor in English. B.A., Indiana University Northwest, 2005; M.A., Indiana University, 2008.

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—Professor in Paralegal Studies. B.A., St. Joseph's College, 1971; J.D., DePaul University, 1975.

George Grzesiowski: 1997—Assistant Professor in Accounting and Business Management. B.S., Purdue University, 1978; M.S.B.A., Indiana University, 1982; M.B.A., Indiana University, 1991.

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.

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.

Danny McGuire: 2007—Assistant Professor in Public Safety. B.S., Calumet College of St. Joseph, 2005; M.A., Adler School of Professional Psychology, 2007; Ed.D., Olivet Nazarene University, 2010.

Jill Musgrave: Assistant Professor in Public Safety. M.A., Indiana State University; Ph.D., Indiana State University, 2019.

Valerie Pennanen: 2010—Associate Professor in History. B.A., Bryn Mawr College, 1977; M.A., University of Michigan, 1979; Ph.D., Ibid., 1983.

Alyssa Rodriguez: 2013—Instructor in Education. B.S., Purdue University Calumet, 2004; M.S., Calumet College of St. Joseph, 2008.

Ginger Rodriguez: 2005—Associate Professor in English and Humanities. B.A., Lawrence University, 1976; M.L.A., University of Chicago, 2005; Ph.D., Union Institute and University, 2012.

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; Ed.D. Indiana Wesleyan.

John Shields: 1999—Associate Professor in Education. B.A., Tolentine College, 1968; M.Ed., Loyola University, 1976; Ph.D., Loyola University, Ph.D., Catholic Theological Union, 1987.

Walter J. Skiba: 1971—Associate Professor in Arts. 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 Kinesiology and Exercise & Sports Science. B.S., Miami University 2001; M.S., University of Illinois at Chicago, 2004.

Steve Varela: 2014—Associate Professor in Business Management. B.S., DePaul University, 1988; M.S., Ibid., 1986; M.B.A., Thunderbird, The American Graduate School of Management, 2002; Ph.D., International School of Management, 2014.

Bruce Wisowaty: 2002—Instructor in Education. B.A, Southern Illinois University, 1977; M.A., Governors State University, 1990.

Jennifer Young: 2014—Instructor in English. B.A., Purdue University Calumet, 2007; M.A., Ibid., 2009.

Professors Emeriti

Robert W. Andersen: 1966—Professor Emeritus in Fine Arts. B.F.A., Art Institute of Chicago, 1958; M.F.A., Ibid., 1966.

Robert A. Banet: 1962—Professor Emeritus in English. B.A., Xavier University, 1956; Ph.D., University of Ottawa, 1961.

Richard Damashek: 1998—Professor Emeritus in English. B.A., Rutgers University, 1963; M.A., Columbia University, 1965; Ph.D., University of Wisconsin, 1972.

Betty Delinck: 1998—Artist in Residence Emeritus. B.A., Calumet College of St. Joseph, 1975; M.A., Governor's State University, 2008.

James Fattore: 1960—Professor Emeritus in Business Management. B.S., DePaul University, 1949; M.B.A., Ibid., 1951; Ph.D. Honoris Causa, Calumet College of St. Joseph, 2006.

Eugene Finnegan: 1998—Professor Emeritus in Theology. B.A., Loyola University, 1964; M.A., Louvain University, 1966; M.B.A., Loyola University, 1976; S.T.D., Trier University, 1970.

Kurt A. Jordan: 2005—Professor Emeritus in Computer Information Systems. B.S., Calumet College of St. Joseph, 1990; M.S., Nova Southeastern University, 1996.

Elaine Kisisel: 1987—Professor Emeritus in Education. B.A., Northwestern University, 1962; M.S., Purdue University, 1967; Ph.D., Ibid., 1981.

Paul Otubusin: 1988—Professor Emeritus in Philosophy. Dip., University of Ibadan, 1975; B.A., Urban University, 1978; M.A., University of Lagos, 1983; M.A., Northeastern Illinois University, 1985; Ph.D., Loyola University, 1986; M.B.A., Illinois Institute of Technology, 1990; J.D., Ibid., 1990.

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.

Thomas Remeikis: 1964—Professor Emeritus in Political Science. B.A., University of Illinois, 1957; M.A., Ibid., 1958; Ph.D., Ibid., 1963.

George Schaefer: 1989 - Professor Emeritus in Computer Information Systems. B.A., Indiana University Northwest, 1977; M.S., Ibid, 1991.

Eileen Stenzel: 1996—Professor Emeritus in Human Services. B.A., Rosary College, 1968; M.A., St. Xavier University, 1970; M.A., University of South Florida, 1987; Ph.D., The University of Notre Dame, 1981.

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