Calumet College of St. Joseph

Academic Catalog

2026-2027

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Calumet College of St. Joseph

Academic Catalog 2026-2027

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2026-2027 College Calendar

Semester I (Fall)-2026

Date	Event
August 3	Early Housing move-in
August 17 & 20	Housing move-in
August 17-20	Faculty Welcome Week
August 20	New Student Orientation
August 24	Traditional Undergraduate classes begin
August 31	Last day for class changes (add/drop)
September 7	Labor Day (No classes)
October 5-9	Mid-terms
October 14	Mid-term grades due by 10:00 AM
October 31	Last day to apply for December graduation
November 23-27	Fall Break / Thanksgiving recess (Traditional students)
December 4	Last day to withdraw from a full-semester course
December 11	Traditional Undergraduate classes end
December 13 to January 7	Winter Break (Residence Hall)
December 14	Online Intersession classes begin
December 15	Traditional Undergraduate grades due by 10:00 AM

Semester II (Spring)-2027

Date	Event
January 5	Early Housing move-in for approved students
January 7	New Student Orientation
January 8	Students return to housing (returners)
January 11	Traditional Undergraduate classes begin
January 18	Martin Luther King Jr. Day (College closed)
January 19	Last day for class changes (add/drop)
February 22-26	Midterms

Date	Event
February 28	Last day to apply for May graduation
March 1-5	Spring Break (Traditional students)
March 3	Mid-term grades due by 10:00 AM
March 10	Grad Finale
March 25-26	Easter recess (No classes; campus closed March 26-28)
April 22	Senior Toast
April 23	Last day to withdraw from a full-semester course
April 30	Traditional Undergraduate classes end
April 30	University Housing closes (Excludes graduation candidates)
May 4	Traditional Undergraduate grades due by 10:00 AM
May 8	Commencement

Semester III (Summer) 2027

Dates	Session
May 10 to June 25	Summer Session 1 (7 weeks)
June 28 to August 13	Summer Session 2 (7 weeks)
May 10 to August 13	Summer Session 3 (14 weeks)

Dates subject to change.

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), 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, 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 calling is weave to be flexible and responsive to changing needs, we fulfill our mission through

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

Calumet College of St. Joseph Mission Statement

Calumet College of St. Joseph is a Catholic institution of higher learning informed by the values of its founding religious community, the Missionaries of the Precious Blood (C.PP.S.). The mission of the College is to cultivate the academic, spiritual and ethical development of our students by affirming the inherent dignity of all people, social justice, and an ethic of service and providing opportunity and empowerment.

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, 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's and associate degrees and certificates for over 70 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 (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 Curriculum 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 Curriculum requires that students understand the foundations of knowledge and inquiry about nature, culture, and society; that they master core skills; that they cultivate a respect for truth and recognize the importance of historical and

cultural context; and that they explore connections among formal learning, citizenship, and service to our communities.

The General Education Curriculum 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.

General Education Curriculum Requirements

The General Education Curriculum consists of 38 credit hours of course work. This curriculum includes certain foundational courses essential to the assessment of student learning. These courses are denoted as "transfer protected" and must be completed at Calumet College of St. Joseph unless they are satisfied as indicated in specific instances described below. Some courses in the General Education Curriculum can be taken to meet the needs of students majoring or minoring in any of the College's traditional academic programs. Conversely, some courses offered in the major or minor programs may be accepted as electives in the General Education Curriculum with the approval of the General Education Committee.

Students in traditional, associate degree, and accelerated degree programs, as well as transfer students, satisfy the requirements of the General Education Curriculum as follows:

Full-time Traditional Students with Few or No College Credits

These students complete the 38-credit-hour General Education Curriculum.

Associate Degree: Accounting, Business Management, Criminal Justice (Forensic Criminology), Criminal Justice (Probation, Parole and Courts), Human Services, Psychology

These students complete 35 of the 38 credit hours of the General Education Curriculum (THEO 230 is not required), at least 24 credit hours in their major discipline for a minimum of 60 credit hours.

Associate of Science Degree

These students complete the 38-credit-hour General Education, plus 24 credit hours of electives for a 62-credit-hour program.

Transfer-Protected Courses Policy

All baccalaureate-seeking transfer students, regardless of the number of credit hours transferred, are required to complete two *transfer-protected* courses at Calumet College of St. Joseph: GENL 100/100T – The CCSJ Experience/The CCSJ Transfer Student Experience and THEO 230 – Search for Ultimate Meaning. These mission-driven courses are foundational to the CCSJ experience. THEO 230 may be accepted in transfer only with approval from the Program Director. All other transfer coursework will be reviewed by the Registrar for equivalency and applied toward General Education or elective requirements based on CCSJ's transfer policies.

Students in Accelerated Programs

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

General Education	BMGT	PSM
GENL 100	Waived	Waived
HUM 110	Equivalent course within the program, BMGT 435, Liberal Studies I	Equivalent course within the program, PSM 310, Community Dynamics and Public Service Engagement
EMCO 103 or equivalent	Same	Same
THEO 110	Equivalent course within program, BMGT 455, Business Ethics, Social Responsibility, and Management	Equivalent course within program, PSM 425, Ethics in Public Service
EMCO 150 or equivalent	Same	Same
MATH 104, 110, or 171 or equivalent	Equivalent course within program, BMGT 444, Business Statistics	Equivalent course within program, PSM 171, Statistics for Public Service
BIO, CHEM, GEOL, or SCIE or equivalent	Same	Same

General Education	BMGT	PSM
Humanities choice 1	Same	Same
Humanities choice 2	Equivalent course within program, BMGT 450, Liberal Studies II	Equivalent course within program, PSM 435, Contemporary Issues in Public Service
Social Studies choice 1: ECON, HIST, PLSC, PSY SOCL	Same	Same or approved alternative (see Public Service advisor for options)
Social Studies choice 2: ECON, HIST, PLSC, PSY SOCL	Same	Same or approved alternative (see Public Service advisor for options)
EMCO 204	Equivalent course within the program, BMGT 421, Research and Writing	Equivalent course within the program, PSM 325, Introduction to Research of Public Service Issues
Capstone: THEO 230	Capstone synthesis: BMGT 463: Integrative Project	Capstone synthesis: PSM 455: Professional Development: Strategy & Policy in Public Service Management

General Education Curriculum

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

- GENL 100 or 100T (transfer protected)
- HUM 110 Foundations of Western Culture
- EMCO 103 English Composition
- THEO 110 Social Justice
- 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 (and supplemental instruction), or CHEM 200 General Chemistry I plus lab (and supplemental instruction), or GEOL 110 Earth and Space Science plus lab (and supplemental instruction), or SCIE 102 General Science plus lab (and supplemental instruction)

Any two of the following Humanities courses (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
- PHIL 200 Great Philosophical Ideas

Any two of the following Social Science courses (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 two-course capstone sequence:

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

Honors Program

The St. Gaspar's Honors Learning Community provides an exceptional educational experience to a diverse group of highly motivated undergraduate students. Participants are full-time undergraduate students. Admission is based on merit.

Students in the honors program perform at least ten hours of service in the community each semester, with an eye toward building a professional portfolio of experiences. Students in the program receive a broad range of opportunities including scholarships, international travel, community engagement, networking, academic challenge, and leadership.

Each semester that a student qualifies, they will enroll in GENL 290 H, The Honors Seminar, and the course designation GENL 290H will appear on the student's transcript.

For more information see the [Honors Program website](https://www.example.com).

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

Major/Concentration	Degrees Offered
Accounting Concentration: Forensic Accounting	B.S./A.S./Second Degree
Biomedical Science	B.S.
Business Management Concentrations: Digital Marketing Entrepreneurship Human Resource Management Project Management Sport Management Supply Chain Management	B.S./A.S./Second Degree
Business Management Fast Track (Accelerated) Concentrations: Digital Marketing Entrepreneurship Human Resource Management Project Management Sport Management Supply Chain Management	B.A
Criminal Justice Concentrations: Forensic Criminology Probation, Parole, and Courts	B.S./A.S
Digital and Studio Arts	B.A.
Elementary Education	B.S.
English & Media Communications	B.A.
Forensic Science	B.S.

Major/Concentration	Degrees Offered
General Studies	B.S.
Human Services	A.S.
Integrated Studies	B.S.
Kinesiology	B.S.
Life Sciences	B.S.
Medical Laboratory Science	B.S.
Neuroscience	B.S.
Psychology	A.S.
Psychology and Human Services	B.S.
Public Health	B.S.
Public Service Management (Accelerated)	B.S.
Science, Associate of	A.S.
Theology/Philosophy; courses support CCSJ Mission	no degree offered

Minors

Accounting Business Management Creative Writing Criminal Justice Cybersecurity English and Media Communications Exercise and Sport Science Graphic Design History Human Services Mathematics Performing Arts Political Science Psychology

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 Business Management Fast Track or Public Service Management.

Graduate Degree Programs

The College has six graduate programs: Master of Science in Exercise Sport and Science (EXSS), Master of Science in Management (MSM), Master of Arts in Psychology (MAP), Master of Public

Administration (MPA), 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.

Consortium Partnerships

Calumet College of St. Joseph partners with online course sharing consortiums. Each consortium works with regionally accredited institutions to provide online coursework; there is no additional cost to the CCSJ students. The following are available:

- Four concentrations within the bachelor's degree in Business Management (*Human Resources, Supply Chain Management, Project Management, and Marketing*) are offered at CCSJ through RIZE, located in New York City, New York.
- A bachelor's degree in Neuroscience and a bachelor's degree in Public Health are offered at CCSJ through RIZE, located in New York City, New York.
- Individual courses are offered at CCSJ through Academum, located in Austin, Texas.

Accreditation

Calumet College of St. Joseph is accredited to offer master's, bachelor's, 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, Biomedical and Health Sciences, Business Management, Education, Humanities, and

Public Service 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 for maintaining the comfort and utility of CCSJ's buildings and developing and implementing 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 includes Career Services, Academic Accommodations, the International Student Liaison, Residence Life, Food Pantry, Counseling, and Student Activities.

Faculty Senate

The Faculty 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 Faculty 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.

The Office of Enrollment Management is located on the first floor and is open Monday through Thursday from 8:30 a.m. to 5:00 p.m. and Friday from 8:30 a.m. to 4:00 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 are 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: https://www.ccsj.edu/admissions/overview/

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. The applicant must submit final official transcripts by the start of the semester. Exceptions to this timeframe may be determined by the Office of Enrollment Management. If a student provides proof of graduation that is believed to be invalid, the admissions department will reach out directly to the institution in question and/or verify the validity through the respective department of education.

Enrollment in Undergraduate Programs

First-Time Freshmen

To be considered for admissions, students must submit an application, and all required supplemental documentation including transcripts and test scores (where applicable). A high school diploma with a minimum grade point average (GPA) of 2.0 is required for acceptance. An official GED test score will also suffice as a minimum requirement for acceptance.

Applicants who do not meet the minimum GPA standards may still be accepted based on a review of the applicant's file by the Enrollment Management Office. Reviews may include an interview and/or additional testing.

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 = 4 credit hours
Statistics – MATH 171: 3, 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 170: 3, 4 or 5 = 3 credit hours
Macroeconomics – ECON 210: 3, 4 or 5 = 3 credit hours
Microeconomics – ECON 211: 3, 4 or 5 = 3 credit hours
Psychology – PSY 100: 4 or 5 = 3 credit hours
Spanish – SPAN 103, 104: 3, 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 admissions, students must submit an application, and all required supplemental documentation including 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 other specific majors may have different minimum requirements. Applicants who do not meet these minimum GPA standards may still be accepted based on a review of the applicant's file by the Enrollment Management Office. Reviews may include an interview and/or additional testing. Calumet 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's degree, and no more than 18 credits in technical credit toward a bachelor's degree. Students pursuing an associate's degree may transfer in no more than nine hours of technical credit.

To be transferable, coursework must meet the following criteria:

- It was earned at a regionally accredited institution
- It is college-level coursework (not remedial or developmental)
- The earned grade is at least a D- except where a C or better is required in an equivalent course

Only credits transfer; grades do not count. Equivalent credit transfers fully. If it is not equivalent to a Calumet College of St. Joseph's course, it will transfer as "Elective" and may be used at the discretion of your Calumet College of St. Joseph's academic department.

Residency Policy

Students must complete at least 30 Calumet College of St. Joseph credit hours of upper-level courses as part of the requirements for their plan of study. Students can ordinarily satisfy the College's residency requirements for bachelor's degrees by registering and passing the final 30 semester hours of scheduled coursework at Calumet College of St. Joseph with one-half of the major requirements in scheduled courses at the College; or 15 semester hours in the student's major area of study in cross-disciplinary programs. Students pursuing Calumet College's accelerated degree programs may transfer in elective credits up until the last year of study.

Degree Completion Students

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

1. Complete an Application for Admission;

2. Submit all official transcripts from regionally accredited colleges and universities;

1. 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;
2. 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 accepts high school dual credit from accredited institutions. To be transferable, coursework must meet the following criteria:

- It was earned at a regionally accredited institution.
- It is college-level coursework (not remedial or development).
- The earned grade is at least a D- except where a C or better is required in an equivalent course.

Enrollment in the School of Graduate Studies

For enrollment in any Graduate Program (Exercise and Sport Science, Management, Psychology, Public Administration, and Teaching),

- Obtain an application packet by calling the Enrollment Management Department or by visiting the CCSJ website.

- 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.

*If the student completed the Bachelor of Public Service Management at CCSJ, the letters of recommendation are not required for the MPA program.

A maximum of nine (9) graduate credits earned at another accredited educational institution may be considered for possible transfer. Students with prior graduate courses should consult with their Enrollment Representative to discuss transferring credits. This should take a maximum of four weeks prior to the start date of the first semester. Only courses with a grade of “B” or higher, completed within 5 calendar years of transfer, and coursework that correlates highly to the course requirements of the applicable graduate program will be reviewed for possible transfer. Final approval of transferable coursework is at the discretion of the appropriate Program Director and the Vice President of Academic Affairs. The Registrar’s office will notify candidates in writing about the number of credits hour accepted.

Exercise and Sport Science (EXSS)

Have a Bachelor's degree from a regionally accredited institution

- Preferred fields: Kinesiology, Exercise Science, Sports Medicine, or related disciplines

Applicants with unrelated degrees must:

- An NCCA-accredited certification (e.g., CSCS, CPT, ACSM-CEP, CHC)
- 1–2 years of relevant professional experience in fitness, coaching, strength & conditioning or sport management

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 Administration (MPA)

In addition to submitting the standard graduate application, applicants for the Public Administration (MPA) 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	2025-26
Tuition:	
Traditional Program Tuition (full-time fall and spring term)	$23,400
Traditional Program Tuition (part-time per credit hour)	$740
Degree Completion Program tuition (per credit hour)	
BMGT (Business)	$690
PSM (Public Service)	$765
Master's Program tuition (per credit hour)	
EXSS (Exercise and Sport Science)	$790
MAT (Teaching – Elementary, Secondary & Final Phase)	$720
MSM (Management)	$760
PSA/MPA (Public Service/Public Administration)	$950
MAP (Psychology)	$950
Required for all students:	
Textbook Rental Fee/semester	
Full-Time Traditional (12-18 credit hours)	$495
Part-Time Traditional (per credit hour)	$45
Graduate students (6-9 credit hours)	$360
Graduate student additional credit hours	$45
Course Add/Change Fee	$5 per course
Technology fee (per term) – Distance Education programs	$210
Technology fee (per term) – Full-time students (in-person)	$160
Technology fee (per term) – Part-time students (in-person)	$70
Student Association Fee (per term) Whiting Campus	$55
Required for International students	

Description	2025-26
International Student Services/term	$600
International Application Fee (one-time fee)	$50
First Year Experience Fee (GENL 100)	$250
Education Seminar Fee (EDUC 299 per semester)	$50
LEAP Portfolio Processing Fee	$125
MAP Course 500: American Psychological Association Affiliate	$75
MAP Courses: 550/555	$75
MAP Course: 553	$100
Psychology Courses: 260/512	$50
Psychology Course 499 (make-up fee)	$25
EMCO/ARTS 496 Straforad Experience	$500
ARTS & MFA (per course – excl ARTS 273 & ARTS 280)	$75
Science Lab Fees (per course)	$250
Student Teaching Courses: EDUC 494, MAT 542, MAT 544	$750
Education Clinical Fee per course (EDUC 481, 483, 484, 485, MAT 512, 526, 528, 534, 536, 538, 534)	$125
Undergraduate Course Audit (Whiting/EC/Hammond Residents)	$100
Intersession Courses	$1,000
Alternative Credit (CLEP, LEAP, Credit by Exam) per credit hour	$200
CLEP Exam Fee	$25
Returned Check Fee	$50
Transcript of Credits (after first request)	$10
Deferred Payment Plan (1 term)	$50
Deferred Payment Plan (multi-term)	$50
Deferred Payment Plan Late Fee	$50
Graduation Fee – Undergrad	$125
Graduation Fee – Graduate program	$150
Replacement Diploma (each)	$30
CASA (new testing)	$25
ACCUPLACER retake fee (after 3rd attempt)	$10

Description	2025-26
Graduate Program Application Fee	$25
Undergraduate Late Registration Fee – New Students (Note A)	$25
Late registration fee (Continuing students) after Apr 1	$100
Late registration fee (Continuing students) after May 1	$200
Late payment fee (Fall – October 15; Spring – February 15)	$100
Honors Learning Trip Insurance	$125
Clark House (Residence Hall)	
Double Occupancy Room and Board (B)	$5,000
Single Occupancy Room and Board (C)	$7,350
Triple Occupancy Room and Board (D)	$4,300
Illiana Apartments	
Double Occupancy Room	$3,650
Single Occupancy room	$6,000
Miscellaneous Housing Fees	
Cancellation fee	$500
Deposit	$300
Application fee	$200

Notes: (A) Fall term – by July 1, Spring term – by December 1 (B) Room and Board are combined in a package that includes a mixture of set meals supplemented by spend-down funds. (C) Single Occupancy requests for the Residence Hall will be granted on a very limited basis if space is available. (D) Triple Occupancy rooms are offered when double occupancy has reached its limit and there is additional need/requests for housing.

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 https://www.ccsj.edu/admissions/financial-aid/. 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 in 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 each semester.

Schedule Changes and Dropping or Adding Classes

Undergraduate students in non-accelerated programs are permitted to drop courses during the standard add/drop period (the first week of the semester; see the College Calendar). Undergraduate students who have never attended one or more of their courses during the first two weeks of a semester will be administratively dropped from said courses. Faculty will be required to ensure their class attendance validation for all courses is updated in EMPOWER on the first business day following the second week of

the term by noon. Once this deadline has passed the Registrar will post the attendance validation results dropping any students who did not attend. 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 in that course they were attending, they will, however, they will be dropped from the other 4 courses that they did not attend. Students are permitted to withdraw from their courses through the Registrar (see below).

*Graduate and accelerated degree program students should consult their program handbooks 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 one or more courses, or all courses. An Application for Withdrawal Form will be completed during an advising appointment with an advisor in-person or via Zoom within the Office of Academic Advising. The form requires the student to detail the reasons for the withdrawal(s) and then be filed with the Registrar.

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.

An official withdrawal by the appropriate calendar date is recorded as a “W” grade on the student’s transcript. Discontinuing a course without officially withdrawing will incur a grade of “FW,” failure to withdraw. See Refund Policies on the College website for the financial implications of withdrawing from courses.

*Graduate and accelerated degree program students should consult their program handbooks for withdrawal procedures pertaining to their specific programs.

Failure to Withdraw (FW)

If a student does not complete withdrawal paperwork with the Office of Academic Advising, the student will receive a Failure to Withdraw (FW) grade. This grade is submitted by the instructor at the end of term, after the student fails to complete the final or its equivalent. The FW grade has the same academic consequences as an F grade. The instructor is required to update the last date of attendance or documented coursework submission in EMPOWER.

Dropping, Withdrawing, or Failing to Withdraw

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

- Course drops *during* the Add/Drop Period. Student can drop courses within the first week of each academic session (i.e., semester). In this case, tuition and fees may be adjusted based on reduced course load. There may be implications for time to graduation and athletic eligibility. No grade is assigned and avoidance of course enrollment will be removed from the transcript.
- Administrative drops for non-attendance. Undergraduate* students who have not attended a class will be administratively dropped from that class at the beginning of the third week of the semester. Tuition and fees may be adjusted based on reduced course load. There may be implications for time to graduation and athletic eligibility. No grade is assigned and avoidance of course enrollment will be removed from the transcript.
- Student-initiated Withdrawals. An Application for Withdrawal Form will be completed during an advising appointment with an advisor in-person or via Zoom within the Office of Academic Advising. The form requires the student to detail the reasons for the withdrawal(s) and then be filed with the Registrar. A W grade will be assigned. Withdrawals have financial consequences and may have implications for time to graduation and athletic eligibility as well. If a full withdrawal, see Refund Policies on the College website and for a course withdrawal(s) check the Office of Student Finance.

Leave of Absence

A leave of absence may be granted to a matriculated student with a cumulative GPA of 2.0 (3.0 for graduate students) for a period of one semester (not part of a semester) upon presentation of a Leave of Absence Application and supporting documentation. A leave may cover only one semester with the privilege of renewal for one more consecutive semester. A leave of absence may be granted for the following reasons:

- Medical
- Financial
- Employment
- Military

Authority to grant a leave of absence resides with the Vice President of Academic Affairs, Please note: If the leave of absence is more than six (6) months, the student may have to start repaying any student loans borrowed to pay CCSJ costs. The exception to this is extended military duty.

Official Withdrawal Date: The date the student submits the Application for Withdrawal form or electronically notifies the Office of Academic Advising of intent to withdraw or the day the student emails that they have decided to withdraw and want to set up an appointment to officially do so.

Date of Determination: The date the Office of Academic Advising determines a student is no longer in attendance and completes the Application for Withdrawal Form on the student's behalf.

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 Federal Credit Hour definition is as follows: *One hour (50 minutes qualifies as an hour) of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each*

week for approximately fifteen weeks for one semester or a trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

CCSJ's accepts the federal credit hours definition and awards credits hour according to commonly accepted practices in higher education. The College awards credits consistently across all delivery formats. For face-to-face courses, one semester hour of credit is awarded for one 50-minute period for 15 weeks and at least 30 hours of additional, outside of class time, homework. Online or hybrid courses will cover the same material in the same depth (i.e., the same "total effort") as a face-to-face version of the same course, as evaluated by the department and college.

Specifically, the College requires that students in asynchronous online or hybrid courses perform the same amount of work as they would in a face-to-face course. Where no face-to-face equivalent of online or hybrid course exists, a student's "total effort" will equate to the "total effort" he or she would exert if he or she were enrolled in a face-to-face course.

A student enrolled in a three-credit, asynchronous online course is required to complete 135 hours of coursework (i.e., the equivalent of 45 hours of face-to-face instruction, and 90 hours of out-of-class, face-to-face homework).

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, 240, 430.

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 2.0 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

Although CCSJ is not an attending taking institution as defined by the Department of Education, 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. Because of this we encourage but do not require our faculty to continue to take attendance after the first two weeks of class required for attendance validation. It is always at the individual faculty members discretion to continue to take attendance until the end of the term. 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 policies with respect to attendance.

Online Class Attendance: For distance education, documenting that a student has logged into an online class is not sufficient to demonstrate academic attendance by the student. CCSJ will demonstrate that a student participated in class or was otherwise engaged in an academically related activity. Examples of acceptable evidence of academic attendance and attendance at an academically related activity in a distance education course/program include, but are not limited to:

- student submission of an academic assignment,
- student submission of an exam,
- documented student participation in an interactive tutorial, webinar or other interactive or computer-assisted instruction,
- a posting by the student showing the student's participation in an online study group that is assigned by the institution,
- a posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters, and
- an email from the student or other documentation showing the student-initiated contact with a faculty member to ask a question about the academic subject studied in the course.

Please note that only active participation by a student in an instructional activity related to the student's course of study that meets the definition of "academic engagement" in 34 CFR 600.2 and takes place during a payment period or period of enrollment qualifies as attendance in an academically related activity. If a period of orientation takes place prior to the start of a course, it would not qualify as attendance in an academically related activity.

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.

Grades	Meaning	Quality Points
A	Excellent	4.000
A-		3.667
B+		3.333
B	Above Average	3.000
B-		2.667
C+		2.333
C	Average	2.000
C-		1.667
D+		1.333
D	Below Average, but poor	1.000
D-		.667
F	Failing	0
FW	Failure to Withdraw	0
E*	Failing	0**
I	Incomplete	0**

Grades	Meaning	Quality Points
N*	Not accepted into Education program	0**
p*	Passing	0**
W	Withdrawn	0**
Z	Audit	0**

*For pass/fail courses **Not calculated in cumulative index

A Grade of Incomplete

A grade of I (Incomplete) is granted upon the request of the student and approval of the instructor when he or she is unable to complete class requirements due to unavoidable circumstances. A student will be required to complete a substantial portion of coursework prior to requesting an Incomplete. 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 but will be counted toward completion rate.

Grade Appeals

In academia, grades are a measure of student achievement toward fulfilling course objectives. The responsibility for assessing student achievement and assigning grades rests with the faculty, and generally the course grade given is final. The grade appeal system provides recourse to a student who has evidences or believes that evidence exists to show that he/she has been assigned an inappropriate grade. Additionally, a student may challenge the reduction of a grade for alleged academic dishonesty. In appealing a grade, the burden of proof is on the student, except in the case of alleged academic dishonesty, where the instructor must support the allegation. The Faculty Student Grievance Committee (FSGC: See above) hears the grade appeals. A hearing by the FSGC means that the particular grade will be reviewed; it does not mean that the grade will necessarily be changed.

Procedures

1. A student who wishes to appeal a grade should meet with the instructor to attempt to resolve the issue. If the issue is still not resolved, the student should meet with the

appropriate Department Chair. These meetings should occur shortly after the grades are issued, but **not later than the fourth week of the regular semester following the semester in which the questioned grade was given.**

1. If a mutually acceptable solution cannot be reached at these levels, the student may petition the Vice President of Academic Affairs, in writing, for a formal hearing. This written petition must include the date, course, semester, name of the instructor, and a statement as to why the grade given was inappropriate. This written notice must be filed with the Vice President of Academic Affairs by **the end of the seventh week of the regular semester following the semester in which the questioned grade was given.** The Vice President of Academic Affairs will forward copies of the petition to both the instructor and the chair of the FSGC, who will convene the FSGC.

1. The hearing must conclude by the end of the twelfth week of the semester.

1. The chair of the FSGC shall submit the committee's recommendation to the Vice President of Academic Affairs. Copies of this report shall be placed in the files of both the student and the instructor.

1. The recommendation of the FSGC is final.

1. If the decision of the FSGC is to recommend the faculty member make appropriate adjustments in his/her judgments on grades, the faculty member must submit in writing to the Vice President of Academic Affairs a statement about his/her response (action) to the recommendation and the rationale for the response. This should occur before the end of the semester during which the hearing was conducted. The Vice President for Academic Affairs may overrule the response of the faculty member.

Grades Appeals Schedule

End of Semester - Original Grade

Next Semester - By the end of the fourth (4th) week:

- Student meets with instructor
- Student meets with Department Chair, if necessary

By the end of the seventh (7th) week:

- If formal hearing desired, student must file petition with the Vice President for Academic Affairs

By the end of twelfth (12th) week:

- Decision of FSGC

Before end of semester:

- Faculty member's report to the Vice President for Academic Affairs

Scholastic Index

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

Repetition of Courses

If a student repeats a course, only the higher of the two grades received for the course will be counted in computing the cumulative index. Both grades remain on the student's permanent record, with the lower grade marked as having been superseded by a second grade for the same course. Students cannot repeat undergraduate courses more than twice, i.e., they can take a course no more than a total of three times. All attempted credit hours will be counted in the Federal Satisfactory Academic Progress (SAP) calculation to determine Good Academic Standing and to receive Title IV Federal financial aid funding.

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.

Graduate Degree Programs

Students who fail to maintain a 3.0 or better grade point average (GPA) may be subject to academic penalties, including being placed on warning or dismissal from the School of Graduate Studies.

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 to an immediate family member, the death of a relative, a 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. If the Financial Aid Director approves continued financial aid, or if the student seeks academic recognition without financial aid support, the convenes the Readmission Committee to consider the case for academic readmission. A detailed written self-assessment explaining why the student encountered difficulty pursuing his or her academic goals and why a different outcome can be expected if the student is readmitted is required in all cases. If the request is approved, the student will be readmitted on probation and must maintain the scholastic index required by the student's classification. 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. If a student is suspended a second time, he or she will be ineligible for readmissions.

Taking Classes at Other Institutions

Students in good standing who wish to take courses at another institution must first secure permission from the Registrar.

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 years 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, bachelor's, or associate degrees are encouraged to attend graduation exercises.

Undergraduate 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 Degrees

1. The student must have completed a minimum of 60 semester hours.
2. The student must have a GPA of 2.00 or higher 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

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 56 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 bachelor's degrees from accredited institutions the opportunity to obtain a second associate 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 degree or bachelor's degree should see an academic advisor.

A "second master's degree" is any master's degree pursued once a first master's degree is earned at CCSJ or at any other college or university. In limited cases, a student pursuing a second master's degree at CCSJ may be allowed to apply a maximum of nine (9) graduate credits of coursework from the first master's degree towards the required credits of the second master's degree. Only coursework that is closely aligned and completed within 5 calendar years of pursuing the second master's degree will be considered. Final approval is at the discretion of the appropriate Program Director and the Vice President of Academic Affairs.

Students interested in having their credits considered towards a second master's degree should consult with an Academic Advisor.

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 Advising 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.

Bookstore/Book Rental

http://www.ccsj.edu/bookstore/ The CCSJ Book Rental Program ensures that every student will have the right course materials on the first day of class so everyone can be successful. Students 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.

Career Services

http://www.ccsj.edu/careers/ The Office of Career Services is located in room 101B. 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.

Computer Labs and Help Desk

https://www.ccsj.edu/student-services/technology/

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.

Emergency Notification System

https://www.ccsj.edu/campus-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 the webpage above.

Library (Specker Memorial)

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. Access the Library at the link above to 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 and prayer opportunities are offered during the academic year. The office of Mission and Ministry also offers opportunities for service to the community. Contact Fr. Timothy McFarland, C.P.P.S., Room 611, 219-473-4386, tmcfarland@ccsj.edu

Office of Academic Accommodations

https://www.ccsj.edu/student-services/accommodations/ The Office of Academic Accommodations assists in providing reasonable accommodations as mandated by Section 504 of the Vocational Rehabilitation Act and Americans with Disabilities Act. In a college environment, these laws require accommodations or adjustments to a facility, course, program, or service that would afford an otherwise qualified student with a disability an equal opportunity to attain the benefits and/or privileges available to a student without a disability. All questions and inquiries pertaining to accommodations should be directed to the Director of Academic Accommodations in Room 181, 219-473-4349.

To receive services, it is the student's responsibility to provide documentation in the form of a 504 Plan, IEP, or medical documentation. Services can be requested on the basis of a temporary medical need such as a sports-related injury. The Accommodations link on the college website can provide further information. After providing documentation, an intake meeting will be needed to determine student accommodations. A new meeting must occur at the beginning of every semester to maintain accommodations.

Developing a proficiency in a second language is not a disability. However, like other issues related to equitable access to learning, language accommodations can be made on an informal basis. Students can make an appointment with the Director of Academic Accommodations to determine the options to meet the student's needs while allowing the student to obtain the full instructional benefits of the course.

P.A.T.H Counseling Program

https://PATHCounseling.as.me/

Calumet College of St. Joseph provides free mental health counseling services to current students. P.A.T.H. (Providing Access to Health) is a confidential counseling service provided to students for personal and social concerns which may be interfering with academic performance and/or quality of life. The P.A.T.H. counselor is available on campus M-F by appointment and some walk-in availability. Visit https://PATHCounseling.as.me/ or use the QR code to schedule an appointment. For more information or immediate concerns, contact Kerry Knowles, P.A.T.H. Counselor, at 219-413-3702 (cell), or kknowles@ccsj.edu. Her office is located on the 1st floor, room 176.

[QR Code]

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/leave-feedback/

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/student-life/

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.

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.

Understanding your rights regarding disclosure of information and access to this information as it pertains to your education record is important. The Family Educational Rights and Privacy Act (FERPA) affords you, the student, the ability to:

- Consent to disclosure of personally identifiable information in your education record

- Examine and review your education record
- Request a modification of your education record
- File a complaint with the U.S. Department of Education (Student Privacy Office, U.S.

Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202 To request a review of your education record or to request a modification to your education record, students must submit a written request to the Registrar's office at Registrar@ccsj.edu.

Within 45 days of this written request, the Registrar's office will follow up to make arrangements. Please note that grade changes do not apply as students are required to follow the grade appeal process where grade changes are concerned. Release of Information Under FERPA, Calumet College of St. Joseph may release information contained within the education record if the disclosure involves:

- An official with a legitimate educational interest
- An authorized representative of federal, state, or local educational authority
- A financial aid matter for which you have applied for or received
- Fulfillment of a request for data as defined under the CCSJ student directory information policy
- Your parent or guardian (if you are a dependent student for tax purposes)
- A judicial order or lawfully issued subpoena of records
- A health or safety emergency or other exception as defined by FERPA

Calumet College of St. Joseph defines student directory information as information contained within an education record that is generally not considered harmful or an invasion of privacy if released. Calumet College of St. Joseph limits this information to a student's full name, mailing address, email address, age, telephone number, major, enrollment status, dates of attendance, participation in activities and sports, and degrees earned. To prevent the release of all directory information, students must notify the Registrar's Office at registrar@ccsj.edu. This restriction will not expire including upon graduation unless the student provides a written request to have it removed. If proper notification to withhold directory information is not received as described above, the college will assume approval to disclose this information.

Additional information regarding FERPA may be found here under Consumer Information via the CCSJ website. Questions may be directed to the Registrar's office.

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: Interim Director, Dr. Roy Scheive

Faculty: Catherine Lopez-Gonzalez, Ph.D.; Roy Scheive, Ph.D.; Carrie Hutton, Ed.D.; Todd Huff, M.B.A.; Amanda Copeland, M.A.; Stanley Klatka, Ph.D.; Tina Lamb, Ph.D.; Tom Farley, M.A.; Vicki Urbanski, C.P.A.; Adrienne Cataldo, M.A.Ed., M.A.; Jeannine Pellettiere, M.P.A.; Ginger Rodriguez, Ph.D.

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:

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
- BSMT 120 Management Thought, Principles and Practice

or BSMT 380 Organizational Leadership

- BSMT 375 Business and Professional Ethics
- ECON 210 Principles of Economics I
- MATH 104 Precalculus
- MATH 171 Principles of Statistics

or PSY 230 Statistics for Behavioral Science

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 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 475 Fraud Examination
- ACCT 499 Senior Seminar in Accounting
- BSMT 350 Business Communications

4. 19 hours: Electives

Suggested Course:

- BSMT 260 Organizational Behavior and Development

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 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:

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 330 Cost Accounting
- ACCT 332 Law and The Manager I
- ACCT 333 Law and The Manager II

- ACCT 450 Income Tax Accounting I
- ACCT 451 Income Tax Accounting II
- ACCT 470 Auditing
- ACCT 475 Fraud Examination
- ACCT 499 Senior Seminar in Accounting

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

Suggested Courses:

- BSMT 120 Management Thought, Principle and Practice (or BSMT 380)
- BSMT 350 Business Communications
- BSMT 375 Business and Professional Ethics
- ECON 210 Principles of Economics I

A.S. in Accounting (60 hours)

The following courses are required:

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

4. 1-3 hour(s): Electives

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 one of the following tracks, depending on interest (other combinations possible; see Program Director).
- ACCT 300-301 Intermediate Accounting I and II (financial track)
- ACCT 330-475 Cost Accounting & Fraud Examination
- ACCT 415-475 Government and Non-profit Accounting & Fraud Examination
- ACCT 450-451 Income Tax Accounting I and II (taxation track)

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 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 475 Fraud Examination

Requirements for the CPA Examination

The State of Indiana requires all students wishing to sit for the CPA examination to have obtained a bachelor's 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).

Biomedical Science

Department Chairperson: Ahmed Lakhani, Ph.D.

Program Director: Ahmed Lakhani, Ph.D.

Faculty: Ahmed Lakhani, Ph.D.; Tracy Stone, Ed.D., CSCS; Daniel R. Stroik, Ph.D.; Michael Kierdling, Ph.D.

Mission Statement of the Program

The Biomedical Science 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, the Biomedical Science Program prepares students for industrial jobs, such as analytical chemist, food and drug analyst, pharmaceutical lab scientist, etc. Our faculty members are committed to excellence in teaching, service to the community, research, 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 a level of competency for understanding core principles.
   - Students will demonstrate the ability to locate and critically evaluate scientific information.
1. 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.
1. 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.

1. Communication:

- Students will demonstrate the ability to communicate the results of scientific research verbally and in writing.

1. 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 Biomedical Science (128 credit hours)

The following courses are required:

1. 38 credit hours General Education

Students must complete the following:

- BIOL 115 Cell and Evolution (Lecture, Lab, Supplemental)
- MATH 104 Precalculus
- PSY 100 Introduction to Psychology
- SOCL 210 General Sociology

2. 7 credit hours in Introductory courses

- CHEM 200 General Chemistry I (Lecture, Lab, Supplemental)
- MATH 171 Principles of Statistics

3. 44 credit hours in Mid-Level Requirements

- BIOL 205 Mendelian and Molecular Genetics (Lecture, Lab, Supplemental); *prev. BIOL 315*
- BIOL 215 Medical Terminology
- BIOL 300 Human Anatomy and Physiology I (Lecture, Lab)
- BIOL 305 Human Anatomy and Physiology II (Lecture, Lab)
- BIOL 372 Biomedical Health Research Literacy I
- BIOL 373 Biomedical Health Research Literacy II
- CHEM 205 General Chemistry II (Lecture, Lab, Supplemental)
- MATH 230 Calculus I

- MATH 231 Calculus II
- MATH 310 Calculus III
- PHYS 300 Physics I (Lecture, Lab)
- PHYS 305 Physics II (Lecture, Lab)

4. 35 credit hours in Upper-Level Requirements:

- BIOL 230 Microbiology (Lecture, Lab)
- BIOL 315 Development, Structure and Evolution (Lecture, Lab); *prev. BIOL 205*
- BIOL 360 Principles of Immunology
- CHEM 310 Organic Chemistry I (Lecture, Lab)
- CHEM 311 Organic Chemistry II (Lecture, Lab)
- CHEM 320 Biochemistry (Lecture, Lab)
- CHEM 430 Instrumentation Analysis (Lecture, Lab)
- CHEM 445 Physical Chemistry I (Lecture, Lab)
- CHEM 446 Physical Chemistry II (Lecture, Lab)

5. 4 credit hours Electives (suggested CHEM 143/143L: Nutrition)

Incoming student applicants for all the majors within the Biomedical and Health Sciences 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 Biomedical and Health Sciences 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 Biomedical and Health Sciences Department shall maintain a 2.25 GPA in their science major classes and a minimum cumulative GPA of 2.0.

All students within the Biomedical and Health Sciences Department must maintain a minimum GPA of 2.25 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.

Business Management

Department Chairperson: Roy Scheive, Ed.D.

Program Director: Roy Scheive, Ed.D.

Faculty: James Fattore, M.B.A. (Professor Emeritus); Catherine Gonzalez, Ph.D; George Grzesiowski, M.B.A., C.P.A; Stanley Klaka, Ph.D; Elizabeth Mannion, J.D.; Jeannine Pellettiere, M.P.A., Melvin Randolph, D.B.A.; Roy Scheive, Ed.D.

Mission Statement of the Business Management Program In support of the College's Catholic Mission, the Business Management Program endeavors to form its students to serve the needs of the world with goods which are truly good and which truly serve without forgetting, the needs of the poor and the vulnerable; to dutifully embrace the principle of organizing work within enterprises in a manner which is respectful of human dignity; to administer the principle of subsidiarity, which fosters a spirit of initiative and increases the competence of the employees and, finally, to promote principles of sustainable wealth creation and it's just distribution among various stakeholders.

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:

38 hours: General Education

27 hours: Requisites for the Major

- ACCT 210 Principles of Accounting I
- ACCT 211 Principles of Accounting II
- BSMT 120 Management Thought, Principles and Practice
- BSMT 225 Microcomputer Applications
- BSMT 260 Organizational Behavior and Development
- BSMT 261 Applied Management
- 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. 30 hours: Upper-Level Courses in Major

- BSMT 320 Human Resources in Management
- *or* MSM 525 Human Resource Management*
- BSMT 335 Marketing Management
- BSMT 350 Business Communications
- BSMT 375 Business and Professional Ethics
- *or* MSM 570 Legal and Ethical Issues for Management*
- BSMT 379 Small Business Management & Entrepreneurship
- BSMT 440 Financial Management
- BSMT 489 Strategic Management & Decision Making
- BSMT 490 Strategy Simulation (Capstone)
- BSMT Business Management Elective at 300-level or higher
- ECON 480 International Business

4. 25 hours: Electives

* Students who completed their BS in Business Management who elected to take MSM 525 and/or MSM 570 within the degree at CCSJ will have reduced the hours for the MSM degree by up to 6 hours.

> ## Concentrations in Business Management
>
> Calumet College's Business Department offers six concentrations: Digital Marketing, Entrepreneurship, Human Resource Management, Project Management, Sport Management and Supply Chain Management.

Concentration in Entrepreneurship

The following courses are required:

- BSMT 230 Accounting for Entrepreneurs
- BSMT 270 Leadership Skills & Development
- BSMT 275 Innovation and Creativity
- BSMT 300 Integrated Marketing Communications
- BSMT 305 Legal Aspects of Entrepreneurship
- BSMT 379 Small Business Management & Entrepreneurship*
- BSMT 412 Entrepreneurship Capstone - Entrepreneurship Launchpad

*students in the traditional Business Management degree have met this requirement through Upper-level courses

Concentration in Sport Management

The following courses are required:

- SPMT 300 Introduction to Sport Management
- SPMT 320 Sports Marketing
- SPMT 325 Sports Sales
- SPMT 330 Risk Management in Sports
- SPMT 335 Sports Facility Management
- SPMT 340 Sports Law and Ethics
- SPMT 495 Sport Management Internship/Capstone Experience

The following four concentrations are delivered through RIZE Consortium institutional members. Students must complete all required courses in CCSJ's Business Major and additional courses listed under each desired concentration. All courses delivered by RIZE will be delivered online. Most courses will be delivered in an accelerated format.

Concentration in Digital Marketing via RIZE Consortium

The following courses are required:

- BSMT 258 Viral and Organic Growth
- BSMT 262 Social Media Marketing
- BSMT 265 Email Marketing
- BSMT 325 Search Engine Optimization and Search Engine Marketing
- BSMT 435 Digital Marketing Analytics

Concentration in Human Resource Management via RIZE Consortium

The following courses are required:

- BSMT 344 Total Compensation Management
- BSMT 420 Employment and Labor Law
- BSMT 425 Human Resource Risk Management
- BSMT 476 Training and Development

Concentration in Project Management via RIZE Consortium

The following courses are required:

- BSMT 125 Introduction to Project Management
- BSMT 266 Project Planning
- BSMT 315 Project Execution, Monitoring & Control, Implementation & Closure
- BSMT 410 Advanced Project Management-Practicum

Supply Chain Management via RIZE Consortium

The following courses are required:

- BSMT 255 Sourcing & Operations
- BSMT 256 Forecasting & Logistics
- BSMT 340 Supply Chain Management In Action
- BSMT 345 Supply Chain Management Technologies
- BSMT 415 Supply Chain Capstone

A.S. in Business Management (60 hours)

The following courses are required:

1. 35 hours: General Education

2. 24 hours: Requisites for the Major

- ACCT 210 Principles of Accounting I
- ACCT 211 Principles of Accounting II
- BSMT 120 Management Thought, Principles and Practice
- BSMT 225 Microcomputer Applications
- BSMT 260 Organizational Behavior and Development
- BSMT 261 Applied Management
- ECON 210 Principles of Economics I

- ECON 211 Principles of Economics II

1. 1-3 hours(s): Electives: must have a BSMT or ACCT prefix

Second Degree in Business Management (45 hours)

The following courses are required:

- ACCT 210 Principles of Accounting I
- ACCT 211 Principles of Accounting II
- BSMT 120 Management Thought, Principles and Practice
- BSMT 225 Microcomputer Applications
- BSMT 260 Organizational Behavior and Development
- BSMT 261 Applied Management
- BSMT 320 Human Resources in Management
- BSMT 335 Marketing Management
- BSMT 379 Small Business Management & Entrepreneurship
- BSMT 440 Financial Management
- BSMT 489 Strategic Management & Decision Making
- BSMT 490 Strategy Simulation (Capstone)
- ECON 210 Principles of Economics I
- ECON 211 Principles of Economics II
- ECON 480 International Business

Minor in Business Management (18 hours)

The following courses are required:

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

Business Management – Fast Track

Department Chairperson: Roy Scheive, Ed.D.

Program Director: Catherine Lopez Gonzalez, Ph.D.

Faculty: Tom Farley, M.S.; Catherine Lopez Gonzalez, Ph.D.; Brian Lowry, M.L.A.; Jeannine Pellettiere, M.P.A.; Roy Scheive, Ed.D.; Dino Ramirez, M.S.M; Derek Shouba, Ph.D.; George Grzesiowski, M.B.A., C.P.A.

Introduction

The Bachelor of Arts Degree in Business Management Fast Track 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 an online learning environment.

The program features flexible start-ups, fully online, 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 online and remain together for the entire program. A comprehensive curriculum of 14 courses provides students with about 14 months of concentrated studies. In addition, each student must draw on coursework, library resources and prior experience to complete an integrative management project. The project provides a rich culminating experience designed to integrate outcomes from all course work and to link them to work or organizational settings. Two of the 14 courses are graduate level with the MSM prefix. Students who pursue the Master of Science in Management will have completed two of the courses; thus, reducing the time to completion.

Mission Statement of the Business Management Fast Track Program

In support of the College mission, the Business Management Fast Track Program helps students develop knowledge, skills and values needed to become 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 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 Business Management Fast Track Program

In order to fulfill our mission, the Business Management Fast Track 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 Business Management Fast Track 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. This includes 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.

B.A. in Business Management Fast Track (120 hours)

A minimum of 52 semester hours of transferable credits from accredited colleges and universities reflecting a 2.0 or above GPA is required for admission to the B.A in Business Management Fast Track.

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.

The following courses are required:

1. 38 hours: General Education

This accelerated program has additional options for General Education; see catalog section "Students in Accelerated Programs" for options.

2. 42 hours: Upper-Level Courses in Major

- BMGT 408 Marketing
- BMGT 415 Economics for Managers
- BMGT 421 Writing and Research Development
- BMGT 425 Communication in Organizations
- BMGT 435 Liberal Studies I
- BMGT 444 Business Statistics
- BMGT 445 Essentials for Accounting and Finance for Managers
- BMGT 447 Information Technology for Management
- BMGT 450 Liberal Studies II
- BMGT 455 Business Ethics, Social Responsibility and Management
- BMGT 460 Strategic Management
- BMGT 463 Integrative Project
- MSM 525 Human Resource Management
- MSM 574 Organizational Behavior & Performance Management

In specific circumstances, students may be waived from a maximum of two courses of the 14 Business Management courses. To have a programmatic course waived, a student must have:

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

1. 59 hours: Electives (*Elective hours may be reduced based on transferred in coursework and general education courses applicable to the program.*)

Concentrations in Business Management Fast Track

Calumet College's Business Department offers six concentrations: Digital Marketing, Entrepreneurship, Human Resource Management, Project Management, Sport Management and Supply Chain Management.

Concentration in Entrepreneurship

The following courses are required:

- BSMT 230 Accounting for Entrepreneurs
- BSMT 270 Leadership Skills & Development
- BSMT 275 Innovation and Creativity
- BSMT 300 Integrated Marketing Communications
- BSMT 305 Legal Aspects of Entrepreneurship
- BSMT 379 Small Business Management & Entrepreneurship*
- BSMT 412 Entrepreneurship Capstone - Entrepreneurship Launchpad

*students in the traditional Business Management degree have met this requirement through Upper-level courses

Concentration in Sport Management

The following courses are required:

- SPMT 300 Introduction to Sport Management
- SPMT 320 Sports Marketing
- SPMT 325 Sports Sales
- SPMT 330 Risk Management in Sports
- SPMT 335 Sports Facility Management
- SPMT 340 Sports Law and Ethics
- SPMT 495 Sport Management Internship/Capstone Experience

The following four concentrations are delivered through RIZE Consortium institutional members. Students must complete all required courses in CCSJ's Business Major and additional courses listed under each desired concentration. All courses delivered by RIZE will be delivered online. Most courses will be delivered in an accelerated format.

Concentration in Digital Marketing via RIZE Consortium

The following courses are required:

- BSMT 258 Viral and Organic Growth
- BSMT 262 Social Media Marketing
- BSMT 265 Email Marketing
- BSMT 325 Search Engine Optimization and Search Engine Marketing
- BSMT 435 Digital Marketing Analytics

Concentration in Human Resource Management via RIZE Consortium

The following courses are required:

- BSMT 344 Total Compensation Management
- BSMT 420 Employment and Labor Law
- BSMT 425 Human Resource Risk Management
- BSMT 476 Training and Development

Concentration in Project Management via RIZE Consortium

The following courses are required:

- BSMT 125 Introduction to Project Management
- BSMT 266 Project Planning
- BSMT 315 Project Execution, Monitoring & Control, Implementation & Closure
- BSMT 410 Advanced Project Management-Practicum

Supply Chain Management via RIZE Consortium

The following courses are required:

- BSMT 255 Sourcing & Operations
- BSMT 256 Forecasting & Logistics
- BSMT 340 Supply Chain Management In Action
- BSMT 345 Supply Chain Management Technologies
- BSMT 415 Supply Chain Capstone

Criminal Justice

Department Chairpersons: Tina Ebenger, Ph.D.

Program Director: Michael Genova, J.D.

Faculty: Philip Benson, J.D.; Michael Bosch, J.D.; Robert Dougherty, M.S.; Darryl Edwards, Ph.D.; 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.

All students within the Criminal Justice major must maintain a minimum GPA of 2.50 in their major courses and a minimum cumulative GPA of 2.0.

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

The following are required:

38 hours: General Education

1. 34 hours: Electives

B.S. in Criminal Justice with a Probation, Parole and Courts Concentration (120 hours)

The following courses are required:

1. 38 hours: General Education

2. 3 hours: Requisites for the Major

- CRIJ 100 Introduction 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 Technology in Criminal Justice I
- CRIJ 370 Juvenile Delinquency
- CRIJ 400 Ethics in Criminal Justice
- CRIJ 435 White Collar Crime
- *or* CRIJ 496 Topics in Criminal Justice
- CRIJ 470 Corrections
- CRIJ 471 Introduction to Probation and Parole
- CRIJ 495 Internship
- CRIJ 497 Research in Criminal Justice
- CRIJ 499 Senior Seminar in Criminal Justice
- CRIJ Criminal Justice Elective at 300-level or higher
- CRIJ ___ Criminal Justice Elective at 300-level or higher
- CRIJ ___ Criminal Justice Elective at 300-level or higher

1. 34 hours: Electives

A.S. in Criminal Justice with a Concentration in Forensic Criminology (60 hours)

The following courses are required:

1. 35 hours: General Education

2. 3 hours: Requisites for the Major

- CRIJ 100 Introduction to Criminal Justice

3. 21 hours: Upper-Level Courses in Major

- CRIJ 300 Criminology
- CRIJ 312 Interviewing Techniques
- CRIJ 325 Forensic Psychology
- CRIJ 340 Technology in Criminal Justice I
- CRIJ 355 Serial Killers
- CRIJ 356 Cults in America
- CRIJ 440 Criminal Profiling

4. 1 (or more) hours: Elective (any subject area)

A.S. in Criminal Justice with a Concentration in Probation, Parole, and the Courts (60 hours)

The following courses are required:

1. 35 hours: General Education

2. 3 hours: Requisites for the Major

- CRIJ 100 Introduction to Criminal Justice

3. 21 hours: Upper-Level Courses in Major

- CRIJ 300 Criminology
- CRIJ 310 Criminal Law
- CRIJ 312 Interviewing Techniques
- CRIJ 340 Technology in Criminal Justice I
- CRIJ 370 Juvenile Delinquency
- CRIJ 470 Corrections
- CRIJ 471 Introduction to Probation and Parole

4. 1 (or more) hours: Elective (any subject area)

Minor in Criminal Justice (15 hours)

The following courses are required:

- CRIJ 100 Introduction to Criminal Justice
- CRIJ 300 Criminology
- CRIJ 340 Technology in Criminal Justice I
- CRIJ ___ Criminal Justice elective at 300-level or higher
- CRIJ ___ Criminal Justice elective at 300-level or higher

Cybersecurity

Department Chairperson: tbd

Program Director: John Lohrentz. MISM.

Faculty: John Lohrentz. MISM.

Description

The Cybersecurity (Minor) is designed to prepare students for a professional career in the field of cybersecurity whereby students will demonstrate competencies to pass the CompTIA certification and the Cybersecurity Analyst Certification (CySA+). Graduating students will be prepared for cybersecurity careers managing a diverse group of employees, a wide range of operations, while strategically applying their knowledge, skills, abilities and professional dispositions in the area of cybersecurity.

Program Outcome Objectives

1. Develop a risk assessment using case studies and propose a range of mitigation techniques and tools. Prepare students to manage people more effectively in the cybersecurity industry.
2. Evaluate penetration testing, vulnerability scanning, endpoint protection, social engineering vulnerabilities and assessment tools.
3. Design a risk assessment as required including recommendations pertaining to both HIPAA and PCI DSS.
4. Assess risks involved and defend how to secure privileged accounts.
5. Evaluate regulatory compliance and evaluate HIPAA, PCI DSS and SOx.
6. Compose a strategic business plan, incorporating principles from all six courses.

Minor in Cybersecurity (18 hours)

The following courses are required:

- CBRS 310 Introduction to Cybersecurity and Risk Analysis
- CBRS 350 Threat and Vulnerability Management
- CBRS 370 Security Operations, Assessments and Compliance
- CBRS 380 Security of Systems and Software
- CBRS 440 Risk Mitigation, Frameworks, Strategies, Policies and Procedures
- CBRS 470 Management and Leadership in Cybersecurity

Digital and Studio Arts

Digital and Studio Arts Arts

Department Chairperson: Paul Restivo, MFA

Program Director: Paul Restivo, M.F.A

Faculty: Betty Delinck, M.A. (Artist in Residence Emerita); Elizabeth Conley, M.A.T.; Deborah Handler, M.F.A.; Susannah Papish, M.F.A.; Paul Restivo, 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 in practical skills such as grant writing, and required art internships, the Digital and Studio Arts practice prepares 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. 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.

2. Know the uses, capabilities, limitations, of a variety of art media in two and three dimensions, in traditional mediums and new technologies.
3. Understand the fundamentals of aesthetics, including the development and placement of focal points, the principles of effective communication.
4. Understand the foundations of effective design, including format, composition, the elements of line, shape, texture, type, form, and principles of structure, balance, harmony, contrast, unity, emphasis, value, and color theory, this translates into viewpoints for the performing Arts class.
5. Apply design principles: the accurate perception of object proportions, linear contours, negative and positive space, values of light and dark, rules of perspective, and will develop

advanced drawing skills in the traditional fields of figure drawing and portraiture, still life, and landscape.

1. Become proficient in industry standard software, including Adobe Photoshop, Adobe Illustrator, Adobe InDesign, Adobe XD, Adobe Premiere Pro, Adobe After Effects, and Adobe Audition.
2. Analyze and evaluate both their own artwork and the artwork of their fellow students and as art professionals in a continual effort to develop their own artistic practice and gain mastery in design thinking methods, and the creative process through phases of making. These include ideation, fabrication, successful execution of technique, and application of design principles and rules of composition.
3. 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:

1. 38 hours: General Education

2. 12 hours: Introductory Courses in Digital and Studio Arts

- 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 Visual Arts

3. 12 hours: Intermediate Courses in Studio Arts

- ARTS 230 Sculpture
- *or* ARTS 235 Ceramics
- ARTS 261 Drawing II
- ARTS 280 Art History
- ARTS 290 Painting

4. 18 hours: Intermediate Courses in Digital Arts

Four of the following digital arts courses:

- ARTS 341 Design Thinking
- ARTS 343 Visual Design with Adobe Illustrator
- ARTS 355 Publication Layout with Adobe InDesign
- ARTS 370 Video Production with Adobe Premiere
- ARTS 371 Video Post-production with Adobe After Effects
- ARTS 372 Audio Production with Adobe Audition

Two different courses in Applied Digital and Studio Arts:

- ARTS 240 Performance and Stagecraft
- ARTS 395 Calumet Mediaworks Practicum
- ARTS 495 Internship

5. 10 hours: Advanced Courses in Digital and Studio Arts

- ARTS 400 Advanced Studio Arts Practice
- *or* ARTS 405 Advanced Digital Arts Practice
- ARTS 496 Topics in Digital and Studio Arts
- ARTS 499 Senior Project and Portfolio

1. 30 hours: Electives

Graphic Design

Minor in Graphic Design (15 hours)

The following courses are required:

- ARTS 341 Design Thinking
- ARTS 343 Visual Design with Adobe Illustrator
- ARTS 355 Publication Layout with Adobe InDesign
- ARTS 405 Advanced Digital Arts Practice
- ARTS 499 Senior Project and Portfolio

Performing Arts

Minor in Performing Arts (15 hours)

The following courses are required:

- ARTS 100 Introduction to Performing Arts
- ARTS 240 Performance and Stagecraft
- ARTS 395 Calumet Mediaworks Practicum
- ARTS _____ ARTS elective
- ARTS _____ ARTS elective

Education: Elementary

Department Chairperson: Sean Egan, Ed. D., M.B.A., M. Ed.

Program Director: Sean Egan, Ed. D., M.B.A., M. Ed.

Faculty: Kezia Carpenter, Ph.D.; Adrienne Cataldo, M.S.; John Mackowicz, M.S.; Alyssa Rodriguez, M.A.T.; John Shields, Ph.D. (Professor Emeritus); Bruce Wisowaty, M.A. (Professor Emeritus)

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 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 the 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 program 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 by way of understanding how students learn and differ by way of **Preparation.**
2. Demonstrate knowledge of what to teach by way of **Preparation.**
3. Demonstrate how to teach effectively as **Transformation.**

1. Demonstrate effective implementation of technology as **Transformation**.
2. Demonstrate continuous personal and professional growth by way of **Reflection**.

These goals are in alignment with the directives of the national teacher preparation accrediting agencies. The Education Department 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://ccsjo.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers-10

Additionally, the goals of the department align with the Indiana Department of Education Pedagogy Standards. These standards can be found here: https://www.in.gov/doe/files/elementary-ed.pdf

Education Program Outcomes

In alignment with the directives of the national teacher preparation accrediting agencies, 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://ccsjo.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers-10

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 Education Effectiveness and Licensing (OEEL) to prepare teachers for the elementary licensure. The curriculum includes the CCSJ baccalaureate degree and OEEL requirements. Moreover, Indiana currently participates in a reciprocal agreement concerning teaching licenses with several states according to the Interstate Agreement Contracts of September 1995.

Assessments for Educator Licensure

The Indiana Department of Education has worked with Praxis to develop teacher licensure assessments. The Indiana 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

Daytime Cohort Program

Leads to a bachelor's degree or post-secondary degree in elementary education.

- Monday-Thursday, 8:00am-noon; 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 coursework

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

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, is 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.

Education students should display professional behavior and dispositions throughout matriculation in the Education Department. Teacher candidates are required to demonstrate the characteristics identified by the pre-CPAST and CPAST professional rubrics to be considered as having an appropriate dispositional profile for educators and to remain in the Program. Dispositional concerns identified on the CPAST rubrics must be resolved by the process outlined in the Education Department Handbook prior to continuing to the next phase in the Education Program.

Admission to the Cohort Education Program (Phase II)

In addition to admission to the college, students must also be applied and be accepted into the professional educator program. The Department offers both a traditional daytime program for undergraduates as well as a transition to teaching program for graduate students.

Students must successfully meet the following requirements:

- Successful completion of a majority of General Education courses
- Undergraduate cumulative GPA of at least 2.50 on a four-point scale
- Successful completion of EDUC 200 and EDUC 405 (C or higher)
- Demonstration of basic skills proficiency through testing
- SAT: minimum 530 math and 530 Evidence-Based Reading
- ACT: minimum composite score of 20
- Praxis CORE: minimum 165 in Math, Reading, and Writing
- Criminal History Clearance via Safe Hiring Solutions (must be updated annually)
- Submit completed application with all documentation to 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 from the Education Department Chair.

Continuation in the Cohort Education Program

The Education 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, grade point average in content courses, education courses, overall GPA, and discussion of any dispositional issues that may have arisen during the semester.

Continuing Education students must meet the following assessment requirements:

- Have at least one academic advising session each semester
- Meet all programmatic advising checkpoints
- Demonstrate professional knowledge, disposition, and performance
- Have no education course grade below a C
- Maintain a GPA of 3.0/4.0 in education courses
- Maintain an overall GPA of 2.5/4.0
- Complete all clinical experience in an accredited school and in the content area in which the candidate will be initially licensed
- Register for and attend Education Seminars (EDUC 299) each semester
- Maintain a current Criminal History Clearance through SafeHiring Solutions (updated every 12 months)
- Successful completion of key assessments during the Foundational I (primary focus on learners and learning), Foundational II (growing focus on instructional practice, and Clinical Transformation (beginning integration of learners and learning, content competence, instructional practice, and professionalism) sequence of courses.
- Key assessments during the Foundational I sequence
- Disposition Assessment
- Foundational Assessment
- Key assessments during the Foundational II sequence
- Lesson Plan Assessment
- Assessment of Student Learning Assessment
- Key assessments during the Clinical Transformation sequence
- Lesson Plan Assessment
- Assessment of Student Learning Assessment
- Teaching Evaluation Assessment (Pre-CPAST Assessment)

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 candidate 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

Student teaching is the culminating or capstone experience in the professional preparation of teacher candidates. Building on professional preparation and reflection leading to transformative practice, the student teacher engages in classroom teaching responsibilities to prepare for full entrance into the education profession.

Application Acceptance for Student Teaching

The teacher candidate completes a student teaching and submits it to the Clinical Director. 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 GPA 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
- Successful completion of all appropriate key assessments

The Teacher Candidate not approved for student teaching will receive a letter indicating the reason(s) for the denial. Candidates may discuss the denial with the Clinical Director and the Department Chair.

Indiana Educator Licensing Process

Teacher candidates must meet the following criteria to apply for an Indiana State License. To apply for a State of Indiana license, all teacher candidates must successfully meet the following qualifications:

- Complete student teaching with a minimum grade of “B”
- Have no unresolved dispositional issues within the College or Education Department
- Successful completion of all key assessments
- Lesson Plan Assessment
- Assessment of Student Learning Assessment
- Teaching Evaluation Assessment
- Reflection Journal Assessment
- Successful completion of all State of Indiana required content and pedagogy exams for elementary or secondary education
- Positive recommendation from the CCSJ Licensing Officer/Advisor to the State of Indiana to license candidate
- Current CPR (adult, child and infant) and AED card/certification
- Proof of Suicide Prevention Training
- Any other additional requirement mandated by the State of Indiana for an initial teaching license
- Successfully complete Suicide Prevention Training
- Submit license application (online) by way of LVIS

Elementary Education

B.S. in Elementary Education (120 credit hours)

The following courses are required:

1. 38 hours: General Education

Students must complete the following:

- MATH 171 Principles of Statistics
- HIST 110 American Civilization
- PLSC 220 American Political System I

2. 7 hours: Additional Requirements for Licensure

- MATH 104 Precalculus
- *or* MATH 110 Finite Mathematics
- Additional General Education Science Selection

3. 0 hours: All students identified as pursuing a B.S. Degree in Education must be enrolled every fall and spring semester in:

- EDUC 299 Teacher Education Seminar.

4. 6 hours: Prior to acceptance to the Teacher Education Program, candidates must complete:

- EDUC 200 Introduction to the Teaching Profession
- EDUC 405 Children's Literature & Media

5. 12 hours: Coursework that constitutes an academic focus area per Indiana Department of Education guidelines (Elementary Content Area). These courses cannot also be used for general education requirements. Area can include Arts, Mathematics, English, Science, History, Psychology, and Physical Education. Other areas can be used for the Elementary Content Area if approved in writing by the Education Department.

6. 45 hours: After applying for and being formally accepted in writing by the Education Department to the Teacher Education Program, candidates must take the following required courses and meet all requirements for Continuation in the Cohort:

- EDUC 299 Teacher Education Seminar (each semester)
- EDUC 300 Educational Psychology
- EDUC 311 Foundations of Education

- EDUC 313 Child Development
- EDUC 315 The Effective Educator
- EDUC 342 Designing Curriculum and Learning Plans
- EDUC 370 Assessment of Student Learning
- EDUC 391 Diversity, Equity, and Education
- EDUC 392 Best Practices for English Language Learners
- EDUC 430 The Exceptional Child
- EDUC 436 Creating Positive Learning Environments
- EDUC 481 Emergent Literacy
- EDUC 483 Best Practices in E/LA & Social Studies
- EDUC 484 Reading Assessment & Intervention
- EDUC 485 Best Practices in Math & Science
- EDUC 488 Integrating Arts, PE, & Health into the Classroom

7. 12 hours: After finishing all coursework, candidates must apply for and be formally accepted in writing by the Education Department to the Student Teaching Capstone and meet all requirements for Continuation in the Cohort:

- EDUC 299 Teacher Education Seminar
- EDUC 494 Student Teaching Capstone: Elementary

English & Media Communications

Department Chairperson: Paul Restivo, MFA

Program Director: Janine Harrison-Poore

Faculty: Kimberly Darling, M.A.; Janine Harrison, M.F.A.; Michael Puente, B.A.; Paul Restivo, M.F.A.; Ginger Rodriguez, Ph.D.; Hannah Scheffert-Wentz, M.A.; Gordon Stamper, M.A.; Ibrahim Yoldash, M.A.; Cydney Williams, M.A.

Grounded in the institution's social justice mission, 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.

EMCO students create and manage content for the Calumet Mediaworks, The Shavings digital news magazine, and Against the Grain; the college's annual literary magazine produced by the English and Creative Writing Club. 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 three 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.

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

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

The following courses are required:

38 hours: General Education

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

30 hours: Intermediate Courses in English & Media Communications

Two foundation courses in story: (6 hours)

- EMCO 215 Genre
- EMCO 220 Narrative

Three skills courses in writing: (9 hours)

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

Three of the following courses in media application: (9 hours)

- EMCO 341 Design Thinking
- EMCO 343 Visual Design with Adobe Illustrator
- EMCO 355 Publication Layout with Adobe InDesign
- EMCO 370 Video Production with Adobe Premiere Pro
- EMCO 371 Video Post-production with Adobe After Effects
- EMCO 372 Audio Production with Adobe Audition

Two experiential courses in media production: (6 hours)

- EMCO 240 Performance and Stagecraft (up to 6 hours)

-and/or- EMCO 395 Calumet Mediaworks Practicum (up to 6 hours)

1. 10 hours: Advanced Courses in English & Media Communications

- EMCO 495 Internship (4 hours)
- EMCO 496 Topics in English & Media Communications
- EMCO 499 Senior Seminar

1. 30 hours: Electives

To receive a B.A. in English & Media Communications, students must earn a cumulative GPA of 3.0 or higher in 300- and 400-level EMCO courses.

Minor in English & Media Communications (15 hours)

The following courses are required:

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

- EMCO English & Media Communications Elective at 300-level or higher
- EMCO English & Media Communications Elective at 300-level or higher
- EMCO English & Media Communications Elective at 300-level or higher

Creative Writing

Minor in Creative Writing (15 hours)

The following courses are required:

- EMCO 210 Introduction to Story

One of the following two foundation courses in story:

- EMCO 215 Genre
- *or* EMCO 220 Narrative

Three of the following upper-level courses in English & Media Communications:

- EMCO 320 Introduction to Literary Language: Poetry
- *or* EMCO 325 Introduction to Style: Prose
- EMCO 335 Fiction Storytelling
- EMCO 480 Advanced Project
- *or* EMCO 496 Topics in English & Media Communications

Exercise and Sports Science

Department Chairperson: Ahmed Lakhani, Ph.D.

Program Director: Tracy Stone, Ed.D., CSCS

Faculty: Ahmed Lakhani, Ph.D.; Tracy Stone, Ed.D. CSCS; Audra Kielbowicz, M.S., CSCS; Kerry Knowles, M.S., Bernadette Sakelaris, 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 a 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 (12 credit hours)

6 credit hours from the following courses are required:

- EXSS 100 Principles of Personal Fitness*
- EXSS 200 Certified Personal Trainer*
- EXSS 230 Principles of Health and Wellness
- EXSS 410 First Responder**
- EXSS 415 Fitness Assessment
- EXSS 425 Techniques & Practices of Exercise Instruction

6 credit hours from the following courses are required:

- EXSS 205 Certified Group Fitness Instructor*
- EXSS 243 Nutrition Decisions

- EXSS 300 Principles of Coaching**
- EXSS 305 Essentials of Health & Wellness Coaching*
- EXSS 343 Essentials of Nutrition Coaching*
- EXSS 400 Principles of Strength & Conditioning*
- EXSS 420 Techniques & Practices of Strength and Conditioning
- EXSS 435 Kinesiology (Lecture, Lab)

Example Pathways:

> **Group Exercise Instructor Pathway suggested courses:**
>
> - EXSS 200 Certified Personal Trainer*
> - EXSS 205 Certified Group Fitness Instructor*
> - EXSS 230 Principles of Health and Wellness
> - EXSS 343 Essentials of Nutrition Coaching*
> - EXSS 410 First Responder **
> - EXSS 425 Techniques & Practices of Exercise Instruction

> **Health & Wellness Coach Pathway suggested courses:**
>
> - EXSS 100 Principles of Personal Fitness
> - EXSS 230 Principles of Health and Wellness
> - EXSS 243 Nutrition Decisions
> - EXSS 305 Essentials of Health & Wellness Coaching*

> **Nutrition Coach Pathway suggested courses:**
>
> - EXSS 100 Principles of Personal Fitness
> - EXSS 230 Principles of Health and Wellness
> - EXSS 243 Nutrition Decisions
> - EXSS 343 Essentials of Nutrition Coaching*

> **Personal Training Pathway suggested courses:**
>
> - EXSS 200 Certified Personal Trainer*
> - EXSS 243 Nutrition Decisions
> - EXSS 343 Essentials of Nutrition Coaching*
> - EXSS 415 Fitness Assessment
> - EXSS 425 Techniques & Practices of Exercise Instruction

> **Sport Coach Pathway suggested courses:**
>
> - EXSS 100 Principles of Personal Fitness
> - EXSS 230 Principles of Health and Wellness
> - EXSS 243 Nutrition Decisions
> - EXSS 300 Principles of Coaching**

Strength & Conditioning Coach Pathway suggested courses:

- EXSS 200 Certified Personal Trainer*
- EXSS 400 Principles of Strength & Conditioning*
- EXSS 415 Fitness Assessment
- EXSS 420 Techniques & Practices of Strength and Conditioning
- EXSS 425 Techniques & Practices of Exercise Instruction
- EXSS 435 Kinesiology (Lecture, Lab)

*(Certification Eligible): This course prepares you to sit for the certification exam upon completion of course requirements. Additional fees may apply. **(Certification Course): This course* includes* the associated certification upon successful completion (grade of C or higher) of course requirements. No additional fees apply.

Forensic Science

Department Chairperson: Ahmed Lakhani, Ph.D.

Program Director: Ahmed Lakhani, Ph.D.

Faculty: Ahmed Lakhani, Ph.D.; Tracy Stone, Ed.D, CSCS; Michael Kierdling, 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 it to present it to the attorneys/jury.

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.

1. 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.

1. 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.

1. Communication:

- Students will demonstrate the ability to communicate the results of scientific research verbally and in writing.

1. 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 Forensic Science (126 credit hours)

The following courses are required, including *Lab and Supplemental*, if noted:

1. 38 credit hours General Education

Students must complete the following:

- BIOL 115 Cell and Evolution (Lecture, Lab, Supplemental)
- MATH 104 Precalculus

2. 10 credit hours in Introductory courses

- CHEM 200 General Chemistry I (Lecture, Lab, Supplemental)
- CRIJ 100 Introduction to Criminal Justice
- MATH 171 Principles of Statistics

3. 46 credit hours in Mid-Level Requirements

- BIOL 205 Mendelian and Molecular Genetics (Lecture, Lab, Supplemental)

prev. BIOL 315

- BIOL 230 Microbiology (Lecture, Lab)
- BIOL 300 Human Anatomy and Physiology I (Lecture, Lab)
- BIOL 305 Human Anatomy and Physiology II (Lecture, Lab)
- BIOL 372 Biomedical Health Research Literacy I (Lecture)
- BIOL 373 Biomedical Health Research Literacy (Lecture)
- CHEM 205 General Chemistry II (Lecture, Lab, Supplemental)
- CRIJ 300 Criminology

- CRIJ 311 Criminal Procedure
- CRIJ 325 Forensic Psychology
- CRIJ 330 Scientific Criminal Investigation
- FRSC 200 Introduction to Forensic Science (Lecture, Lab)
- MATH 230 Calculus I

4. 32 credit hours in Upper-Level Requirements:

- CHEM 310 Organic Chemistry I (Lecture, Lab)
- CHEM 311 Organic Chemistry II (Lecture, Lab)
- CHEM 430 Instrumentation Analysis (Lecture, Lab)
- CHEM 445 Physical Chemistry I (Lecture, Lab)
- CHEM 446 Physical Chemistry II (Lecture, Lab)
- FRSC 300 Forensic Biology (Lecture, Lab)
- FRSC 302 Forensic Chemistry (Lecture, Lab)
- FRSC 400 Forensic Molecular Biology (Lecture, Lab)

The Forensic Science curriculum includes several required CRJ courses, which will provide students with a sound foundation for work that applies science to a criminal investigation.

Incoming student applicants for all the majors within the Biomedical and Health Sciences 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 Biomedical and Health Sciences 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 Biomedical and Health Sciences Department shall maintain a 2.25 GPA in their science major classes and a minimum cumulative GPA of 2.0.

All students within the Biomedical and Health Sciences Department must maintain a minimum GPA of 2.25 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 Science.

General Studies

Department Chairperson: Tina Ebenger, Ph.D.

Program Director: Tina Ebenger, Ph.D.

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

Mission Statement of the General Studies Program

The mission of the General Studies Program is to assist each student to design and implement a coherent, focused, and comprehensive plan of study leading to a bachelor's degree that achieves the traditional objectives of a university education and meets the student's personal and professional goals.

Program Outcome Objectives

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

1. Apply relevant theories and recognized bodies of knowledge to analyze and solve problems in real-world situations.
2. Access information using technology such as the Internet, on-line libraries, and databases, and integrate information technology to assist in personal and career decision-making.
3. Demonstrate effective oral and written communication strategies.

B.S. in General Studies (120 credit hours)

The following courses are required:

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*

1. 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.*
>
> 1. 4 hours: Upper-Level Courses in General Studies
>
> - GST 400 General Studies Seminar
> - GST 499 Integrative Project
>
> 1. 45 hours: Electives

History

Department Chairperson: Tina Ebenger, Ph.D.

Support Area Director: Tina Ebenger, Ph.D.

Faculty: Edward Rosary, M.A.

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 432 — History and Culture of Sport and Exercise

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

Human Services

The baccalaureate program is not currently accepting new students. Students may complete the Associate degree and/or the minor.

Department Chairperson: Tina Ebenger, Ph.D.

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

Faculty: Vernita Bremokend, M.S.W.; Elizabeth Guzman-Arredondo, M.S.W., L.S.W.; LaConyea Pitts Thomas, M.S.W., L.C.S.W.; Anthony Poole, M.S.W., M.P.A., L.S.W., L.A.C.; 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.

1. Origins and Theoretical Orientations of the Helping Professions: All students will be able to explain the origins of the human service profession, the value base of the profession and discuss issues that will impact its growth.

1. 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.
2. Systems Theory: All students will be able to apply a range of theories to explain human systems: families, small groups, organizations, and social systems.
3. Social and Developmental Theory: All students will be able to apply behavioral, social and Psychological models of human behavior to identify the conditions that promote and impede attainment of optimal human functioning.
4. Basic Communication and Technology Literacy: All students will demonstrate competencies in literacy and technical writing, methods of research and measurement, and computer literacy.
5. Knowledge of and Respect for Cultural Diversity: All students will demonstrate cultural sensitivity and multi-cultural awareness.
6. 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.
7. 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 systems that are unique to urban environments.
8. Treatment Planning: All students will demonstrate proficiency in the strategies for planning and implementing social and clinical interventions.
9. 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.
10. 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.

11. 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.
12. 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.
13. 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.

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

The following courses are required:

1. 38 hours: General Education

2. 15 hours: Requisites for the Major

- HSV 100 Introduction to Human Services
- HSV 220 Human Service Models and Practices
- HSV 230 Pharmacology for Human Service Professionals
- HSV 250 Ethics for Human Service Professionals
- PSY 230 Statistics for Behavioral Science

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 413 Methods in Community Organizations
- 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

- HSV Human Services Elective at 300-level or higher

1. 25 hours: Electives

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

The following courses are required:

1. 38 hours: General Education

2. 15 hours: Requisites for the Major

- HSV 100 Introduction to Human Services
- HSV 220 Human Service Models and Practices
- HSV 230 Pharmacology for Human Service Professionals
- HSV 250 Ethics for Human Service Professionals
- PSY 230 Statistics for Behavioral Science

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
- 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
- HSV Human Services Elective at 300-level or higher

4. 22 hours: Electives

A.S. in Human Services (62 hours)

The following courses are required:

1. 35 hours: General Education

2. 12 hours: Requisites for the Major

- HSV 100 Introduction to Human Services
- HSV 220 Human Service Models and Practices
- HSV 230 Pharmacology for Human Service Professionals
- HSV 250 Ethics for Human Service Professionals

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 at 300-level or higher

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 Service Models and Practices

12 hours: Human Services Electives

- HSV ____ Human Services Elective
- HSV ____ Human Services Elective
- HSV ____ Human Services Elective
- HSV ____ Human Services Elective

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 Ethical Ethics. This includes a commitment to developing and maintaining the personal growth and development needed to function effectively in 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.

Integrated Studies

Department Chairperson: Tina Ebenger, Ph.D.

Program Director: tbd

The Integrated Studies Program, part of General Education, offers a bachelor's degree with an integrative, cross-disciplinary approach to study. The associate 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 degree with permission of program director.

B.S. in Integrated Studies (120 hours)

The following courses are required:

1. 38 hours: General Education

1. 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

1. 15 hours: additional coursework that ensures a program of study that is appropriately interdisciplinary.

1. 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.

Kinesiology

Department Chairperson: Ahmed Lakhani, Ph.D.

Program Director: Tracy Stone, Ed.D, CSCS

Faculty: Ahmed Lakhani, Ph.D.; Tracy Stone, Ed.D, CSCS; Audra Kielbowicz, M.S., CSCS; Kerry Knowles, M.S.; Bernadette Sakelaris, 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

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

B.S. in Kinesiology (120 credit hours)

The following courses are required:

1. 38 credit hours General Education

Students must complete the following:

- BIOL 115 Cell and Evolution (Lecture, Lab, Supplemental)
- MATH 171 Principles of Statistics
- PSY 100 Introduction to Psychology
- SOCL 210 General Sociology

3. 44 credit hours in Mid-Level Requirements

- BIOL 215 Medical Terminology
- BIOL 300 Human Anatomy and Physiology I (Lecture, Lab)
- BIOL 305 Human Anatomy and Physiology II (Lecture, Lab)
- CHEM 200 General Chemistry I (Lecture, Lab, Supplemental)
- CHEM 205 General Chemistry II (Lecture, Lab, Supplemental)
- EXSS 200 Certified Personal Trainer
- EXSS 230 Principles of Health and Wellness
- KINE 110 Introduction to Kinesiology and Exercise Science
- KINE 210 Exercise Psychology
- MATH 104 Precalculus
- MATH 230 Calculus I
- PHYS 300 Physics I (Lecture, Lab)
- PHYS 310 Biomechanics: The Physics of Movement (Lecture, Lab)

38 credit hours in Upper-Level Requirements:

- EXSS 400 Principles of Strength and Conditioning
- EXSS 410 First Responder
- EXSS 415 Fitness Assessment
- EXSS 420 Techniques & Practices of Strength and Conditioning
- EXSS 425 Techniques & Practices of Exercise Instruction
- EXSS 435 Kinesiology (Lecture, Lab)
- KINE 300 Exercise Physiology I
- KINE 305 Exercise Physiology II
- KINE 343 Applied Nutrition
- KINE 360 Psychomotor Development and Movement
- KINE 365 Care and Prevention of Injury and Illness
- KINE 430 History and Culture of Sport and Exercise
- KINE 495 Internship in Kinesiology

- KINE 499 Seminar in Kinesiology

Incoming student applicants for all the majors within the Biomedical and Health Sciences 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 Biomedical and Health Sciences 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 Biomedical and Health Sciences Department shall maintain a 2.5 GPA in their science major courses and a minimum cumulative GPA of 2.0.

All students within the Biomedical and Health Sciences 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 Kinesiology.

Biology

Department Chairperson: Ahmed Lakhani, Ph.D.

Program Director: Daniel R. Stroik, Ph.D.

Faculty: Ahmed Lakhani, Ph.D.; Tracy Stone, Ed.D, CSCS; Daniel R. Stroik, Ph.D.; Michael Kierdeling, Ph.D.

Mission Statement of the Program

Biology is a multidisciplinary major that deals with studies of living organisms and life processes. This degree at CCSJ will prepare students for high-demand entry level careers in pharmaceutical and biotechnology firms and government regulatory agencies, to name a few.

A Biology degree puts less emphasis on 400-level (advanced classes) biology, chemistry, or mathematics. However, the Biology degree will cover the key areas from biochemistry to multicellular organisms. The curriculum features human anatomy and physiology, animal, plant, microbe, molecular, and genetic components.

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.
1. 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.
1. 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.

1. Communication:

- Students will demonstrate the ability to communicate the results of scientific research verbally and in writing.

1. 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 Biology (120 credit hours)

The following courses are required:

1. 38 credit hours General Education

Students must complete the following:

- MATH 104 Precalculus
- BIOL 115 Cell and Evolution (Lecture, Lab, Supplemental)
- PSY 100 Introduction to Psychology

2. 31 credit hours: Requisites for the Major

- BIOL 205 Mendelian and Molecular Genetics (Lecture, Lab, Supplemental); *prev. BIOL 315*
- BIOL 230 Microbiology (Lecture, Lab)
- BIOL 300 Human Anatomy and Physiology I (Lecture, Lab)
- BIOL 305 Human Anatomy and Physiology II (Lecture, Lab)
- CHEM 200 General Chemistry I Chemistry (Lecture, Lab, Supplemental)
- CHEM 205 General Chemistry II (Lecture, Lab, Supplemental)
- MATH 171 Principles of Statistics
- MATH 230 Calculus I

3. 23 credit hours: Upper-Level Courses in Major

- BIOL 315 Development, Structure and Evolution (Lecture, Lab); *prev. BIOL 205*
- BIOL 372 Biomedical Health Research Literacy I
- CHEM 310 Organic Chemistry I (Lecture, Lab)

- CHEM 311 Organic Chemistry II (Lecture, Lab)
- PHYS 300 Physics I (Lecture, Lab)
- PHYS 305 Physics II (Lecture, Lab)

4. 28 hours: Electives

Incoming student applicants for all majors in the Biomedical and Health Sciences 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 Biomedical and Health Sciences 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 Biomedical and Health Sciences Department shall maintain a 2.25 GPA in their science major classes and a minimum cumulative GPA of 2.0.

All students within the Biomedical and Health Sciences Department must maintain a minimum GPA of 2.25 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 Biology.

Mathematics

Department Chairperson: Ahmed Lakhani, Ph.D.

Support Area Director: Carrie Hutton, Ed.D.

Faculty: Br. Benjamin S. Basile, C.P.P.S. M.S (Professor Emeritus); Amanda Copeland, M.A.; Carrie Hutton, Ed.D.; Jill Kaniewski M.S.; Colleen O'Connor M.S.

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)

The following courses are required:

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

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 by the Program Director. An appointment is needed with the admissions office for the Accuplacer test.

Medical Laboratory Science

Department Chairperson: Ahmed Lakhani, Ph.D.

Program Director: Ahmed Lakhani, Ph.D.

Faculty: Ahmed Lakhani, Ph.D.; Tracy Stone, Ed.D, CSCS; Michael Kierdeling, Ph.D.

Mission Statement of the Program

The Medical Laboratory Science degree prepares you to serve a vital role in the diagnosis, treatment, management, and prevention of disease. This degree is designed to be a 3+1 configuration built on a partnership between the Biomedical and Health Sciences department at CCSJ and the School of Medical Laboratory Science. Students will complete the science curriculum at CCSJ within three years and, upon acceptance, spend the fourth year at the accredited School of Medical Laboratory Science associated with the Community Healthcare System. In the fourth year, students will complete coursework consisting of classroom instruction in clinical laboratory sciences and hands-on laboratory activities, as well as training with actual laboratory testing. 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 a level of competency for understanding core principles.
- Students will demonstrate the ability to locate and critically evaluate scientific information.

1. 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.

1. 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.

1. Communication:

- Students will demonstrate the ability to communicate the results of scientific research verbally and in writing.

1. 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 Medical Laboratory Science (128 credit hours)

The following courses are required:

1. 38 credit hours General Education

Students must complete the following:

- BIOL 115 Cell and Evolution (Lecture, Lab, Supplemental)
- MATH 104 Precalculus
- PSY 100 Introduction to Psychology
- SOCL 210 General Sociology

2. 7 credit hours in Introductory courses

- CHEM 200 General Chemistry I (Lecture, Lab, Supplemental)
- MATH 171 Principles of Statistics

3. 28 credit hours in Mid-Level Requirements:

- BIOL 300 Human Anatomy and Physiology I (Lecture, Lab)
- BIOL 305 Human Anatomy and Physiology II (Lecture, Lab)
- CHEM 205 General Chemistry II (Lecture, Lab, Supplemental)
- MATH 230 Calculus I
- MATH 231 Calculus II
- PHYS 300 Physics I (Lecture, Lab)
- PHYS 305 Physics II (Lecture, Lab)

4. 23 credit hours in Upper-Level Requirements:

- BIOL 230 Microbiology (Lecture, Lab)
- BIOL 315 Development, Structure and Evolution (Lecture, Lab); *prev. BIOL 205*
- BIOL 360 Principles of Immunology
- CHEM 310 Organic Chemistry I (Lecture, Lab)
- CHEM 311 Organic Chemistry II (Lecture, Lab)
- CHEM 320 Biochemistry (Lecture, Lab)

5. 32 credit hours in Medical Lab Sciences courses:

- MLS 400 Blood Banking and Transfusion Practice
- MLS 401 Clinical Chemistry
- MLS 402 Hematology and Coagulation
- MLS 403 Microbiology in the Clinical Laboratory
- MLS 404 Immunology
- MLS 405 Phlebotomy for the Medical Laboratory Scientist
- MLS 406 Urinalysis and Body Fluids

MLS 407 Laboratory Operations

Incoming student applicants for all the majors within the Biomedical and Health Sciences 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 Biomedical and Health Sciences 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 Biomedical and Health Sciences Department must have a 2.5 GPA in their science major classes and a minimum cumulative GPA of 2.0.

All the students within the Medical Laboratory Science Program must maintain a minimum GPA of 2.7 or greater, cumulative and science grade point average. 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 Medical Laboratory Science.

Neuroscience

Department Chairperson: Ahmed Lakhani, Ph.D.

Program Director: Ahmed Lakhani, Ph.D.

Faculty: Ahmed Lakhani, Ph.D.; Tracy Stone, M.S., CSCS; Michael Kierdeling, Ph.D.

Mission Statement of the Program

Students pursuing undergraduate studies in Neuroscience have a wide array of career opportunities awaiting them. Students also will find strong options to pursue graduate studies, as well as applying to Medical School - especially focusing in the psychiatric care field. Neuroscience study provides a sound foundation for students who prefer to pursue job opportunities in therapy, counseling, addiction or social work.

If students, however, are only wishing to earn a bachelor's degree in the neuroscience field, they would be job-ready for positions as health educators, laboratory technicians, technical writers, or law enforcement professionals. Degree-earners can look forward to a salary range above the national median and the potential for job growth also exceeding the national average according to the Bureau of Labor Statistics.

Many study options make neuroscience the right choice of study for students who wish to pursue degrees in the sciences but have yet to find the right career fit.

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.

1. 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 Neuroscience (120 credit hours)

The following courses are required:

1. 38 credit hours General Education

Students must complete the following:

- BIOL 115 Cell and Evolution (Lecture, Lab, Supplemental)
- *or* CHEM 200 General and Analytic Chemistry I (Lecture, Lab, Supplemental)
- MATH 104 Precalculus
- PSY 100 Introduction to Psychology

2. 56 credit hours Program Requirements

- BIOL 115 Cell and Evolution (Lecture, Lab, Supplemental)
- *or* CHEM 200 General and Analytic Chemistry I (Lecture, Lab, Supplemental)
- BIOL 205 Mendelian and Molecular Genetics (Lecture, Lab, Supplemental); *prev.* BIOL 315
- BIOL 230 Microbiology (Lecture, Lab)
- BIOL 300 Human Anatomy and Physiology I (Lecture, Lab)
- BIOL 315 Development, Structure and Evolution (Lecture, Lab); *prev.* BIOL 205
- CHEM 205 General Chemistry II (Lecture, Lab, Supplemental)
- CHEM 310 Organic Chemistry I (Lecture, Lab)

- CHEM 311 Organic Chemistry II (Lecture, Lab)
- PSY 210 Research Methodology
- PSY 230 Statistics for Behavioral Science
- PSY 320 Social Psychology
- PSY 335 Abnormal Psychology
- PSY 340 Developmental Psychology
- PSY 345 Industrial Organizational Psychology
- PSY 351 Brain and Behavior
- PSY 352 Drugs and Behavior

3. 12 credit hours Neuroscience Core through RIZE (these courses by RIZE will be online):

- NSM 300 Foundations of Neuroscience
- NSM 301 Biological Basis of Perception & Movement
- NSM 302 Cognitive Neuroscience
- NSM 303 Clinical Neuropathology

4. 14 credit hours Electives:

Suggested electives:

- BIOL 305 Human Anatomy and Physiology II (Lecture, Lab)
- CHEM 320 Biochemistry (Lecture, Lab)
- HSV 200 Introduction to Alcoholism and Drug Abuse

Incoming student applicants for all the majors within the Biomedical and Health Sciences 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 Biomedical and Health Sciences 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 Biomedical and Health Sciences Department shall maintain a 2.25 GPA in their science major classes and a minimum cumulative GPA of 2.0.

All students within the Biomedical and Health Sciences Department must maintain a minimum GPA of 2.25 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.

Political Science

Department Chairperson: Tina Ebenger, Ph.D.

Support Area Director: Tina Ebenger, Ph.D.

Minor in Political Science (15 hours)

The following courses are required:

- PLSC 220 American Political System I
- PLSC 310 Political Participation
- PLSC 315 United States Constitutional History
- PLSC 420 Civil Rights and Civil Liberties
- PLSC 496 Topics in Political Science

Psychology

The baccalaureate program is not currently accepting new students. Students may complete the Associate degree and/or the minor.

Department Chairperson: Tina Ebenger, Ph.D.

Program Director: Joseph Kovach, Psy.D.

Faculty: Tony Franco, Ph.D.; Timothy Gobek, M.S.W.; Terry Harman, Ph.D.; Michael Lalic, M.A.; Martha O'Danovich, Psy.D.; Ambrose Resa, Jr., M.A.; Dion Smith, M.A.; 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 humanness as well as significantly affect behavior. Psychology majors can diversify in other academic areas or enroll in a specific concentration area to prepare for advanced study or delineate a stronger preparation for a career at a baccalaureate level.

Program Outcome Objectives

Upon completion of this program, 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:

1. 38 credit hours General Education

Students must complete the following:

- MATH 104 Precalculus
- *or* MATH 110 Finite Mathematics

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 Science
- PSY 260 Psychological Testing

3. 27 hours: Upper-Level Courses in Major

- PSY 315 Personality Psychology
- PSY 335 Abnormal Psychology
- PSY 495 Field Instruction
- PSY 499 Senior Seminar
- PSY ___ Psychology Elective at the 300-level or higher
- PSY ___ Psychology Elective at the 300-level or higher
- PSY ___ Psychology Elective at the 300-level or higher
- PSY ___ Psychology Elective at the 300-level or higher
- PSY ___ Psychology Elective at the 300-level or higher

4. 42 hours: Electives

> ## A.S. in Psychology (60 hours)
>
> The following are required:
>
> **1. 35 hours: General Education**
>
> Students must complete the following:
>
> - MATH 104 Precalculus
> - *or* MATH 110 Finite Mathematics

2. 13 hours: Requisites for the Degree

- PSY 100 Introduction to Psychology
- PSY 210 Research Methodology
- PSY 217 Careers in Psychology
- PSY 230 Statistics for Behavioral Science
- PSY 260 Psychological Testing

3. 12 hours: Course Electives for the Degree

- PSY ___ Psychology Elective
- PSY ___ Psychology Elective
- PSY ___ Psychology Elective
- PSY ___ Psychology Elective

Minor in Psychology (18 hours)

The following courses are required:

- PSY 100 Introduction to Psychology
- PSY 210 Research Methodology
- PSY 230 Statistics for Behavioral Science
- PSY 260 Psychological Testing
- PSY ___ Psychology Elective
- PSY ____ Psychology Elective

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 and Human Services

Department Chairperson: Tina Ebenger, Ph.D.

Program Directors: Elizabeth Guzman-Arredondo, M.S.W.; Joseph Kovach, Psy.D.;

Faculty: Maria N. Arizzi, Ph.D.; Vernita Brokemond, M.S.W.; Tony Franco, Ph.D.; Timothy Galic, M.S.W.; Elizabeth Guzman-Arredondo, M.S.W., L.S.W.; Terry Harman, Ph.D.; Michael Galic, M.A.; Martha O'Danovich, Psy.D.; LaConeya Pitts Thomas, M.S.W., L.C.S.W.; Anthony Poole, M.S.W., M.P.A., L.S.W., L.A.C.; Ambrose Resa, Jr., M.A.; Dion Smith, M.A.; James P. Sullivan, Ed.D; Jennifer Vickers, M.H.S.; Ebony Williams, M.S.W.; Stephanie Zoltwiski, Psy.D. Eileen Stenzel (Professor Emerita), Ph.D

Mission Statement of the Psychology and Human Services Program

The Psychology and Human Services program is intended 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 degree 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.

Program Outcome Objectives

Upon completion of this program, students will:

1. Critical Thinking: Students will analyze and interpret information from multiple perspectives, questions assumptions and conclusions, and understand the impact of biases, including their own, on thinking and learning.
2. Ethical and Social Responsibility in a Diverse World: 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. Quantitative, Mathematical and Scientific Reasoning: Students will be able to describe how scientific theories are generated from empirical data and how practical scientific problems are approached and solved using the scientific method. Students will interpret and design basic psychological research.
4. Effective Oral and Written Communication: Students will be able to speak and produce writing in a clearly expressed, purposeful, and carefully organized way that engages and connects with their audience. Students will exhibit effective

presentation skills for different purposes and demonstrate competence in using technology to support presentation of ideas.

5. Professional Development and Personal Growth: Students will identify and actively engage in behaviors conducive to individual health, well-being or development and understand the value of maintaining these behaviors throughout the lifespan. Students will develop meaningful professional directions for life after graduation.

1. Knowledge Base: Students will demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles can be used to explain social issues. Address pressing societal needs, understand and resolve interpersonal and intercultural conflicts, and inform public policy in a diverse society.

B.S. in Psychology and Human Services (120 hours)

The following are required:

1. 38 credit hours General Education

Students must complete the following:

- MATH 104 Precalculus
- *or* MATH 110 Finite Mathematics
- PSY 100 Introduction to Psychology

2. 19 hours: Requisites for the Major

- HSV 100 Introduction to Human Services
- HSV 200 Introduction to Alcoholism and Drug Abuse
- HSV 220 Human Service Models and Practices
- PSY 210 Research Methodology
- PSY 217 Careers in Psychology
- PSY 230 Statistics for Behavioral Science
- PSY 260 Psychological Testing

3. 36 hours: Upper-Level Courses in Major

- HSV 300 Family Dynamics
- HSV 305 Theoretical Bases of Counseling
- HSV 319 Case Management
- HSV 328 Counseling the Chemically Dependent
- HSV 358 Social Service and Public Policy
- HSV 400 Crisis Intervention

- PSY 315 Personality Psychology
- PSY 320 Social Psychology
- PSY 335 Abnormal Psychology
- PSY 340 Developmental Psychology
- PSY 351 Brain and Behavior
- HSV 496 Topics in Human Services
- OR PSY 496 Topics in Psychology

5. 3 hours: Experiential

- HSV 495 Practicum
- *OR* PSY 495 Field Instruction

6. 24 hours: Electives

Public Health

Department Chairperson: Ahmed Lakhani, Ph.D.

Program Director: Ahmed Lakhani, Ph.D.

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

Mission Statement of the Program

The Public Health program covers a range of scientific and theoretical approaches. Public health professionals strive to improve standards of living, prevent health crises, and affect healthcare policy, among other issues. The program is intended to prepare students for a wide range of career opportunities, which include Health Educator, Environmental Specialist, Healthcare Administrator, and Health and Safety Engineer. Students also will find a pathway leading to graduate programs in Public Health and Epidemiology. It is also important to note that, when supplemented by Medical School requirements, Public Health study provides a strong course of study for Pre-Medical students in need of a broader context of the physician's work or those who want to work in the field of healthcare policy.

Program Outcome Objectives

1. Knowledge of Human Cultures:

- Students will discuss major local, national, and global health challenges.
- Students will explain the influence that science and technology have on individual and population health.
- Students will describe risk factors and modes of transmission of infectious and chronic diseases and how these diseases affect both personal and population health.

1. Intellectual and Practical Skills:

- Students will demonstrate the ability to communicate health information to a wide range of audiences through an array of media.
- Students will demonstrate the ability to identify scientific data, including tools of informatics, and other information for assessing the well-being of community.
- Students will conduct a literature search on a health issue using variety of academic and public resources.

- Students will engage in collaborative and interdisciplinary approaches and teamwork for improving population health.

1. Personal and Social Responsibility:

- Students will discuss the role of community engagement in promoting population health and social justice.
- Students will collaborate with others from diverse backgrounds in addressing health disparities and inequities.
- Students will advocate for evidence-based social changes that improve the health of individuals and communities.

1. Communication:

- Students will demonstrate the ability to communicate the results of scientific research verbally and in writing.

1. 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 Public Health (120 credit hours)

The following courses are required:

1. 38 credit hours General Education

Students must complete the following:

- BIOL 115 Cell and Evolution (Lecture, Lab, Supplemental)
- MATH 104 Precalculus
- *or* MATH 110 Finite Mathematics

2. 6 credit hours Requisites for Major

- MATH 171 Principles of Statistics
- SOCL 210 General Sociology

3. 36 credit hours Program Requirements

- CHEM 143 Nutrition (Lecture, Lab)
- ECON 210 Principles of Economics I (Macroeconomics)
- EXSS 230 Principles of Health and Wellness
- HSV 200 Introduction to Alcoholism and Drug Abuse

- HSV 235 Statistics and Research Methods for Human Services
- HSV 250 Ethics for Human Service Professionals
- HSV 358 Social Service and Public Policy
- KINE 300 Exercise Physiology I
- KINE 305 Exercise Physiology II
- KINE 343 Applied Nutrition
- SOCL 316 Social Problems
- SOCL 317 Masters of Sociological Theory

4. 18 credit hours Public Health Core though RIZE (these courses by RIZE will be online):

- PHM 300 History of Public Health
- PHM 301 Epidemiology
- PHM 302 Health Services
- PHM 303 Public Health Studies I: Current Topics and Policies
- PHM 304 Public Health Studies II: Demographics, Geo-spatial Mapping and Qualitative Research
- PHM 305 Health Economics

5. 22 credit hours Electives:

Suggested elective:

- PHM 495 Internship in Public Health

Incoming student applicants for all the majors within the Biomedical and Health Sciences 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 Biomedical and Health Sciences 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 Biomedical and Health Sciences Department shall maintain a 2.25 GPA in their science major classes and a minimum cumulative GPA of 2.0.

All students within the Biomedical and Health Sciences Department must maintain a minimum GPA of 2.25 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.

Public Service Management *(formerly Public Safety Management)*

Department Chairperson: Danny McGuire, Ed.D.

Program Director: Danny McGuire, Ed.D.

Department Chairperson & Program Director: Danny McGuire, Ed.D., M.A., M.P.A., M.S., PCC, LPC — Executive Director, Public Service Institute

Faculty: Sean Joyce, J.D., Ph.D.; Joseph Bird, J.D.; Nathaniel Myles, M.P.A.; Peter Khio, M.P.A.; Daniel Miller, M.P.A.; Phil Mackey, M.P.A.; Marcus Shepherd, P.S.A., M.P.A.; Sarita Titus, P.S.A.; Anthony Titus, P.S.A.; John Malacina, M.P.A.

The Public Service Management (PSM) program has an interdisciplinary focus that prepares students to assume supervisory and leadership positions within the broad arena of public service. The curriculum emphasizes theory and practice while teaching students to think critically about public service issues from local through global perspectives. The course work exposes students to the essential elements of public service: public service environment and organizations, public service management, public service 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 service 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 multidisciplinary 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 tracks and implementing best practices models of public service management.

Mission Statement of the Public Service Management Program

The Public Service Management curriculum is structured in an accelerated format to develop public service 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 service 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 Service Management professionals need 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 service 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 service 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 service in the broader community.

Program Outcome Objectives

The PSM program is designed to prepare the student to:

1. Knowledge of Public Service Principles: Demonstrate a comprehensive understanding of the core principles and values of public service, including ethical governance, democratic accountability, and responsible administration.
2. Analytical and Critical Thinking Skills: Analyze and critically evaluate public policies, programs, and services using appropriate theoretical frameworks, empirical evidence, and data-driven decision-making.
3. Ethical Decision-Making: Apply ethical reasoning to decision-making processes in public service management, ensuring integrity, transparency, and accountability in governance.
4. Leadership and Management Skills: Develop and apply effective leadership and management competencies, including strategic planning, resource allocation, and organizational decision-making in public service settings.

5. Policy Development and Implementation: Understand and engage in public policy development, implementation, and evaluation, recognizing the role of government agencies, stakeholders, and regulatory frameworks in effective governance.

Public Service Management

B.S. in Public Service Management (120 hours)

Students must have 52 hours transferable to CCSJ, 2.0 GPA (on a 4.0 scale) and professional work experience for admission to this major.

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.

The following are required:

1. 38 hours: General Education

This accelerated program has additional options for General Education; see catalog section "Students in Accelerated Programs" for options.

2. 42 hours: Upper-Level Courses in Major

- PSM 305 Public Service and Technology
- PSM 307 Public Service Environment and Organizations
- PSM 309 Dynamic Dimensions of Wellness
- PSM 310 Community Dynamics and Public Service Engagement
- PSM 312 Cybersecurity and the Modern World of Terrorism
- PSM 325 Introduction to Research of Public Service Issues
- PSM 327 Public Service Psychology
- PSM 333 Leadership and Crisis Management
- PSM 353 Identity and Financial Crimes
- PSM 407 Resource Allocation
- PSM 425 Ethics in Public Service
- PSM 430 Legal Issues in Public Service Management
- PSM 435 Contemporary Issues in Public Service
- PSM 455 Professional Development: Strategy and Policy in Public Service Management

1. 53 hours: Electives (*Elective hours may be reduced based on transferred in coursework and general education courses applicable to the program.*)

Science, Associate of

Department Chairperson: Ahmed Lakhani, Ph.D.

Program Director: Ahmed Lakhani, Ph.D.

The Associate of Science degree is an option for students pursuing CCSJ coursework and wishing to complete a two-year degree. This is also a good option for those students interested in pursuing a major that is not currently available at CCSJ, such as engineering, information technology or nursing.

Students pursuing the Associate of Science degree are encouraged to seek the advice of an academic advisor to determine the most appropriate or required course selections for their desired major and transfer institution.

A.S. (62 hours)

The following courses are required:

1. 38 hours: General Education
2. 24 hours of electives

Theology/Philosophy

Program Director: Fr. Tim McFarland, C.PP.S., Ph. D.

Faculty: Larry Cubalchini, M.A.; Timothy Dotson, D.Min; Rameen Jackson, D.Min., Ginger Rodriguez, Ph.D.

Although CCSJ does not offer academic degrees in either Theology or Philosophy, the courses in these areas serve to foster and support the Catholic identity of Calumet College of St. Joseph and the sponsorship of the Missionaries of the Precious Blood. As core components of the General Education Program these courses are a part of the undergraduate curriculum for all students.

The Apostolic Constitution on Catholic Universities, *Ex Corde Ecclesiae* notes an essential characteristic of a Catholic university is “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).

Theology courses help to support the mission of the College to recognize and affirm the dignity of all people and social justice. Philosophy helps students to think critically, seek wisdom and to deal with issues that philosophers have thought about through the ages.

SCHOOL OF GRADUATE STUDIES

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.

Exercise and Sport Science

Master of Science in Exercise and Sport Science (EXSS)

Department Chairperson: Ahmed Lakhani, Ph.D.

Program Director: Tracy Stone, Ed.D., CSCS, NASM-CPT

Faculty: Tina McNulty, DHSc, ACSM- CEP; Tracy Stone, Ed.D. CSCS, NAMS-CPT

The Master of Science in Exercise and Sport Science Program is designed to meet a growing need for advanced, interdisciplinary education in exercise and sport science. This program will cultivate skilled professionals who contribute to the evolving fields of exercise and sport science through research, innovation and service. The program strives to be known for producing workforce-ready graduates who advance community wellness, address health disparities and apply scientific knowledge in real-world settings.

Mission Statement of the Master of Science in Exercise and Sport Science Program

The Master of Science in Exercise and Sport Science program at CCSJ aims to prepare graduates to become leaders in exercise and sport science, contributing to the health, performance, and well-being of diverse populations.

Program Outcome Objectives

The EXSS program will prepare students to:

1. **Integrate Foundational Knowledge:** Develop a comprehensive understanding of foundational principles and advanced concepts in strength and conditioning, exercise physiology, biomechanics, and nutrition to enhance athletic performance.
2. **Apply Psychological Strategies:** Utilize theoretical frameworks and applied strategies from sport and exercise psychology to enhance motivation, performance, and well-being in diverse athletic populations.
3. **Conduct Comprehensive Assessments:** Gain proficiency in conducting fitness and performance assessments, interpreting data, and designing effective exercise prescriptions and performance enhancement programs.
4. **Implement Evidence-Based Practices:** Design and implement evidence-based exercise interventions for diverse clinical scenarios, including the management and prevention of chronic conditions through exercise testing and prescription.
5. **Analyze Sociocultural Factors:** Critically analyze the impact of sociocultural factors such as race, gender, and economics on sport and physical activity, and understand the role of sport in promoting social change and equality.

6. **Advise on Injury Prevention:** Develop a thorough understanding of human movement and injury mechanisms to better advise athletes and clients on injury prevention and recovery strategies.
7. **Manage Sport and Fitness Programs:** Acquire skills in organizational leadership, financial management, marketing, and legal considerations to effectively manage sport and fitness facilities, programs, and organizations.

1. **Conduct and Communicate Research:** Design, conduct, and critically evaluate research studies using various methodologies and statistical analyses, culminating in a capstone project or thesis that contributes to the body of knowledge in exercise and sport science.

Program Curriculum (36 hours)

The following courses are required:

- EXSS 500 Advanced Concepts in Strength & Conditioning I
- EXSS 505 Advanced Concepts in Strength & Conditioning II
- EXSS 510 Applied Sports and Exercise Psychology
- EXSS 515 Assessment and Evaluation in Exercise and Sport
- EXSS 520 Advanced Exercise Physiology
- EXSS 530 Current Topics in Exercise and Sport Science
- EXSS 543 Nutrition for Exercise and Sport
- EXSS 565 Principles of Human Movement, Injury Prevention and Rehabilitation
- EXSS 570 Program Development and Administration in Sport and Fitness
- EXSS 580 Research Methods in Exercise and Sport
- EXSS 595 Field Experience in Exercise and Sport Science
- EXSS 597 Capstone Project in Exercise and Sport Science

-OR- EXSS 599 Thesis in Exercise and Sport Science

Management

Master of Science in Management (MSM)

The Master of Science in Management is not accepting new students. Currently enrolled students will be supported through completion of the degree.

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.; Cathy Gonzalez, Ph.D.; Elizabeth Mannion, J.D.; Lynn Miskus, M.B.A., C.P.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. Students may complete the program in 16 months.

Mission Statement of the Master of Science 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 of a 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 processes 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 (36 hours)

The following courses are required:

- 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

Students who completed their BA in Business Management Fast Track at CCSJ would have also fulfilled the requirements for MSM 525 and MSM 574, thus reducing the MSM degree to 30 hours.

Students who completed their BS in Business Management who elected to take MSM 525 and/or MSM 570 within the degree at CCSJ will have reduced the hours for the MSM degree by up to 6 hours.

Master of Business Administration

The Master of Business Administration (MBA) program at Calumet College of St. Joseph is designed to prepare students with advanced knowledge, strategic insights, and practical skills essential for leadership roles in today's dynamic business environment. Through a comprehensive curriculum that integrates core business disciplines, ethical frameworks, and real-world applications, graduates will be prepared to lead organizations with competence, integrity, and innovation. Students pursue either a General MBA or a specialization in Finance, Entrepreneurship, or Marketing.

Program Outcome Objectives

The MBA program will prepare students to:

1. Integrate core business knowledge across accounting, finance, operations, marketing, human resources, and strategic management.
2. Demonstrate effective leadership and management skills.
3. Apply ethical, legal, and socially responsible frameworks.
4. Utilize data-driven analysis and financial acumen.
5. Communicate effectively in professional settings.
6. Lead cross-functional teams and drive performance.
7. Develop and implement strategic marketing and communication plans.

Program Curriculum (36 credit hours)

Offered fully online (synchronous); each course meets for seven weeks, with typical completion in 18 to 24 months. The program consists of 30 core credit hours plus two elective or specialization courses.

Core Courses:

MBA 505 Accounting for Managers
MBA 511 Statistical Techniques
MBA 543 Integrated Marketing and Communications
MBA 545 Operations Management
MBA 560 Financial Management
MBA 570 Legal and Ethical Issues for Managers
MBA 574 Organizational Behavior and Performance Management
MBA 576 Strategic Planning
MBA 578 Leadership and Management Skills
MBA 580 Capstone/Colloquia

General MBA Elective Options (choose two):

MBA 520 Project Management
MBA 525 Human Resource Management
MBA 531 Management Information Systems
MBA 572 Change Management

Specialization Options (choose two courses in one area):

Finance: MBA 510 Financial Risk Management and Compliance; MBA 515 International Finance and Global Markets Entrepreneurship: MBA 518 Entrepreneurial Financial Management; MBA 522 Innovative Business Models and Design Thinking Marketing: MBA 530 Digital Marketing Strategy and Analytics; MBA 533 Brand Management and Consumer Behavior

Admission Requirements

Online application; statement of purpose; official college transcripts; two letters of recommendation.

Psychology

Master of Arts in Psychology (MAP)

Department Chairperson: Tina Ebenger, Ph.D.

Program Director: Joseph Kovach, Psy.D.

Faculty: 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.; 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: professional development; theoretical; and quantitative.

Mission Statement of the Master of Arts 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 to enhance their careers in health, education, business, social, or academic work, or continue their education at the doctoral level. 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:

- 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

Admission into the MAP degree requires that a student has a bachelor's degree and has completed at least 18 hours of psychology or related field, which includes the following courses: *Introduction to Psychology, Statistics, and Research.*

CCSJ students completing a degree in psychology, or a related field, can take master's degree courses in psychology with the consent of the program director. Courses can count toward meeting the requirements of the bachelor's *degree* or the master's *degree*, but not both.

The curriculum offers two options:

Non-licensure option 30 hours Students completing the basic psychology program must complete all courses as listed in the non-licensure option below. A final written terminal project is not required.

Licensure option 60 hours In order to complete the Licensure option, students must first complete all courses in the non-licensure option and/or have permission of the program director. Those students wishing to complete the professional clinical sequence must have the program director's approval, complete professional course work and the internship sequence. 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 and follows national requirements.

Program Curriculum

Master of Arts in Psychology non-licensure option (30 hours)

The following courses are required for the non-licensure option:

- PSY 500 Vocational and Career Development
- PSY 510 Professional, Legal, and Ethical Issues
- PSY 520 Graduate Statistics
- PSY 525 Graduate Research and Reading
- PSY 535 Cultural Diversity
- PSY 537 Life Span Development
- PSY 540 Crisis Intervention
- PSY 542 Neuropsychopharmacology

- PSY 545 Psychopathology
- PSY 558 Workplace Psychology

Master of Arts in Psychology licensure option (60 hours)

Prerequisite to the program: students must first complete all courses in the non-licensure option and/or have permission of the program director in order to enroll in the licensure courses below.

The following courses are required for the licensure option, in addition to all courses from the non-licensure option above:

- PSY 533 Clinical Methods in Psychology
- PSY 547 Addictions Theories
- PSY 549 Foundational and Contextual Dimensions of Mental Health Counseling
- PSY 550 Psychological Assessment
- PSY 570 Behavioral and Cognitive Therapies
- -OR- PSY 573 Brief Therapeutic Approaches
- PSY 575 Group Therapy
- PSY 577 Marital and Family Therapies
- PSY 585 Practicum
- PSY 590 Internship

Students seeking national licensure will need to complete:

- PSY 595 Advanced Internship

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.

Master of Public Administration

Department Chairperson: Danny McGuire, Jr. Ed.D. MAC, M.P.A, M.S.

Program Director: Danny McGuire, Ed.D., MAC, M.P.A, M.S.

Faculty: Danny McGuire, Ed.D., M.A., M.P.A., M.S., PCC, LPC — Executive Director, Public Service Institute; Sean Joyce, J.D., Ph.D.; Abigail Lauer, Ed.D.; Timothy Denton, M.P.A.; Dan McDevitt, M.P.A.

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

Mission Statement of the Public Administration Program

The Public Administration program has a strong theoretical focus combined with practical applications for persons who are interested in the dynamic study of public administration. The program is designed to prepare graduates to offer innovative leadership and to manage personnel. The capstone enables students to apply research in a private or public setting to solve a public administration 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 of the Public Administration Program

Calumet College of St. Joseph places the resources of higher education in the service of the common good. The primary purpose of the Public Administration Program is to prepare students to assume advanced leadership positions within the broad area of public administration. 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 administration. 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 MPA program is designed to prepare the student to:

1. **Evaluate the Role of Public Administration in Policy and Governance:** Examine the role of leadership in shaping public administration, influencing governance, policy implementation, fiscal planning, personnel management, and inter-agency collaboration. Develop the ability to lead organizations through accountability, innovation, and strategic oversight to ensure efficient and effective service delivery in a rapidly evolving public sector.
2. **Cultivate Leadership and Strategic Decision-Making for Public Sector Excellence:** Apply leadership-based strategic decision-making frameworks, cultural competency, integrating meritocratic leadership principles, multi-generational workforce management, negotiation

strategies, crisis communication, and ethical governance to drive high-impact policy and organizational effectiveness.

1. **Utilize Research, Data Analysis, and Technology for Informed Leadership and Policy Innovation:** Demonstrate data-driven leadership by mastering quantitative and qualitative research methods, fiscal analysis, cybersecurity, and technological advancements to formulate evidence-based, forward-thinking policies that enhance public sector innovation and resilience.
2. **Navigate Ethical, Legal, and Political Complexities with Leadership Integrity:** Lead with ethical integrity by critically assessing the legal and political dimensions of public administration, ensuring transparent decision-making, regulatory compliance, cultural competency, and public trust while addressing complex personnel and security challenges.
3. **Master Leadership Communication and Stakeholder Engagement:** Develop executive-level communication, negotiation, and conflict resolution skills to lead multi-agency collaborations, influence policy, and manage stakeholder expectations in high-pressure environments. Utilize persuasive, empathetic, culturally competent, and strategic leadership communication to inspire public confidence and organizational excellence.

Program Curriculum (36 hours)

The following courses are required:

- MPA 501 Public Administration
- MPA 502 Ethical Leadership and Cultural Competency in Public Administration
- MPA 503 Research Methods/Data Analysis for Public Administrators
- MPA 504 Research Lab
- MPA 505 Public Personnel Administration

- MPA 506 Fiscal Planning and Management
- MPA 507 Data Security and Terrorism in the 21st Century
- MPA 508 Ethical and Political Issues in Public Administration
- MPA 509 Public Policy Process
- MPA 510 21st Century Leadership: Strategic Communication and Crisis Decision-Making in Public Administration
- MPA 511 Collaborative Leadership for Public Administrators
- MPA 512 Capstone Course – Problem Solving Practicum

Teaching

Master of Arts in Teaching (MAT)

Department Chairperson: Sean Egan, Ed. D., M.B.A., M. Ed.

Program Director: Sean Egan, Ed. D., M.B.A., M. Ed.

Faculty: Kezia Carpenter, Ph.D.; Adrienne Cataldo, M.S.; John Mackowicz, M.S.; Alyssa Rodriguez, M.A.T.; John Shields, Ph.D. (Professor Emeritus); Bruce Wisowaty, M.A. (Professor Emeritus)

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 originally begins once the teacher candidate is licensed and a practitioner in his or her 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 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. By completing coursework, the educator offers scholarly leadership that influences the future of education in Indiana.

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 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 according to the Interstate Agreement Contracts of September 1995.

The Calumet College of St. Joseph Education Program is fully accredited by the Indiana Department of Education.

Assessments for Educator Licensure

The Indiana Department of Education has worked with Praxis to develop teacher licensure assessments. The Indiana 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

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.

Education students should display professional behavior and dispositions throughout matriculation in the Education Department. Teacher candidates are required to demonstrate the characteristics identified by the pre-CPAST and CPAST professional rubrics to be considered as having an appropriate professional disposition for educators and to remain in the Program. Dispositional concerns identified on the CPAST rubrics must be resolved by the process outlined in the Education Department Handbook prior to continuing to the next phase in the Education Program.

Admission into the MAT Cohort Education Program (Initial Phase)

Transition to Teaching (T2T)/Master of Arts in Teaching (MAT), a federal/state mandated alternative teacher certification program, is designed to license individuals who possess a bachelor's degree. The admission requirements for Transition to Teaching/Master of Arts in Teaching include:

- Graduate Application
- Statement of Purpose
- Two Letters of Recommendation
- Criminal History Clearance via Safe Hiring Solutions (must be updated annually)
- Current Resume
- Successful completion of academic skills testing
- SAT: minimum 530 math and 530 Evidence-Based Reading
- ACT: minimum composite score of 20
- Praxis CORE: minimum 165 in Math, Reading, and Writing
- Official Transcripts with 3.0 or higher GPA
- Transcript Review with License Advisor
- CCSJ Acceptance

Continuation in the Cohort Education Program

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, grade point average in content courses, education courses, overall GPA, and discussion of any dispositional issues that may have arisen during the semester.

Continuing Education students must meet the following assessment requirements:

- Have at least one academic advising session each semester
- Meet all programmatic advising checkpoints
- Demonstrate professional knowledge, disposition, and performance
- Have no education course grade below a C
- Maintain a GPA of 3.0/4.0 in education courses
- Maintain an overall GPA of 2.5/4.0
- Complete all clinical experience in an accredited school and in the content area in which the candidate will be initially licensed
- Register for and attend Education Seminars (EDUC 299) each semester
- Maintain a current Criminal History Clearance through SafeHiring Solutions (updated every 12 months)
- Successful completion of key assessments during the Foundational I (primary focus on learners and learning), Foundational II (growing focus on instructional practice, and Clinical Transformation (beginning integration of learners and learning, content competence, instructional practice, and professionalism) sequence of courses.
- Key assessments during the Foundational I sequence
- Disposition Assessment
- Foundational Assessment
- Key assessments during the Foundational II sequence
- Lesson Plan Assessment
- Assessment of Student Learning Assessment
- Key assessments during the Clinical Transformation sequence
- Lesson Plan Assessment
- Assessment of Student Learning Assessment
- Teaching Evaluation Assessment (Pre-CPAST Assessment)

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 candidate 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.

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 GPAs 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 GPA, and discussion/resolution of any dispositional issues that may have arisen during the semester.

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 Clinical Director. 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 GPA of 3.00/4.00 in MAT courses
- Current Criminal History Clearance (valid through student teaching)
- Completion of all prerequisite education and major content courses
- Successful completion of all appropriate key assessments
- 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 Clinical Director and the Department Chair.

Indiana Licensing Process

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

1. Complete the student teaching capstone course (EDUC 542-Elementary or EDUC 544-Secondary) with a minimum grade of “B”;
2. No unresolved dispositional issues within the college or the Education Department;
3. Successful completion of all key assessments

a. Lesson Plan Assessment b. Assessment of Student Learning Assessment c. Teaching Evaluation Assessment d. Reflection Journal Assessment

1. Successful completion of all State of Indiana required content and pedagogy exams for program /initial license area;
2. Positive recommendation from the CCSJ Licensing Officer to the State of Indiana to license candidate;
3. A current CPR (adult, child and infant) and AED card/certification;
4. Proof of suicide prevention training;
5. 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. Elementary Education

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 of Education
- MAT 504 Child Development
- MAT 516 Designing Curriculum & Learning Plans
- MAT 518 Assessment of Student Learning
- MAT 520 Creating Positive Learning Environments
- MAT 522 Children's Media & Literature
- MAT 524 The Exceptional Child
- MAT 528 Emergent Literacy
- MAT 534 Best Practices in E/LA & Social Studies
- MAT 536 Reading Assessment & Intervention
- MAT 538 Best Practices in Math & Science
- MAT 542 Elementary Student Teaching Capstone

Final Phase Program Curriculum

- MAT 510 Foundations of Educational Research I
- MAT 521 Effective Management Strategies
- MAT 525 Leadership Theory
- MAT 530 Leadership Theory in Diverse Schools and Communities
- MAT 543 Foundations in Educational Research II
- MAT 545 Professional Growth Capstone

M.A.T. Secondary Education

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 of Education
- MAT 506 Adolescent Development
- MAT 512 Best Practices for Secondary Reading Instruction
- MAT 516 Designing Curriculum & Learning Plans
- MAT 518 Assessment of Student Learning
- MAT 524 The Exceptional Child
- MAT 526 Best Practices for Secondary Instruction
- MAT 544 Secondary Student Teaching Capstone
- MAT 554 Best Practices for Secondary Instruction in Content Area

Final Phase Program Curriculum

- MAT 510 Foundations of Educational Research I
- MAT 521 Effective Management Strategies
- MAT 525 Leadership Theory
- MAT 530 Leadership Theory in Diverse Schools and Communities
- MAT 543 Foundations of Educational Research II
- MAT 545 Professional Growth Capstone

Course Descriptions

ACCT

ACCT 210 — Principles of Accounting I (3 hrs)
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 hrs)
This course is a continuation of ACCT 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

ACCT 215 — Personal Finance (3 hrs)
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 hrs)
This course emphasizes computerized accounting information systems, transaction cycles, systems development, and internal control. The 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.
Prerequisite: ACCT

ACCT 300 — Intermediate Accounting I (3 hrs)
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.
Prerequisite: ACCT 210,

ACCT 301 — Intermediate Accounting II (3 hrs)

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

ACCT 320 — Advanced Accounting (3 hrs)
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.
Prerequisite: ACCT 210,

ACCT 330 — Cost Accounting (3 hrs)
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.
Prerequisite: ACCT 210,

ACCT 332 — Law and The Manager I (3 hrs)
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 with BSMT

ACCT 333 — Law and The Manager II (3 hrs)
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 with BSMT

ACCT 415 — Government and Non-profit Accounting (3 hrs)
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,

ACCT 450 — Income Tax Accounting I (3 hrs)
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.
Prerequisite: ACCT 210,

ACCT 451 — Income Tax Accounting II (3 hrs)
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

ACCT 470 — Auditing (3 hrs)

This course is a study of the standards, principles, practices, and procedures of auditing. Students are required to integrate and apply prior accounting coursework.
Prerequisite: ACCT 210, 211, 300,

ACCT 475 — Fraud Examination (3 hrs)
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.

ACCT 496 — Topics in Accounting (1-3 hours) (3 hrs)
This course will examine topics of special interest in the Accounting field. Topics courses (but not specific topics) may be repeated for a total of 6 hours.

ACCT 499 — Senior Seminar in Accounting (3 hrs)
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 processes 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.

ARTS

ARTS 100 — Introduction to the Performing Arts (3 hrs)
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.)] 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 hrs)
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.)] 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 (3 hrs)
Introduction to Graphic Design is intended for beginning students interested in learning how to create and edit well designed graphics for professional use. Topics include fundamental 2D layout principles, developing vector and pixel-based images for print and web, color theory, typography, graphic file formats, and resolution. (This course is a CCSJ General Education option in Humanities.)

ARTS 160 — Drawing I 3 hours (3 hrs)
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 (3 hrs)
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 (3 hrs)

This class is an introduction to ideas and techniques for making art in three dimensions. Visual language and understanding of form are taught through the use of simple materials such as wood, papier-mâché, and to view 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 (3 hrs)
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 Stagecraft 1-3 hours (3 hrs)
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. Cross-listed with EMCO 240.

ARTS 245 — Musical Performance and Ensemble I (Instrumental) (1-3 hours) (3 hrs)
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 246 — Musical Performance and Ensemble II (Instrumental) (0 hrs)
Music Performance and Ensemble II is a 0-credit course with a pass/fail grade that meets concurrently with ARTS 245 Musical Performance and Ensemble. Students focus on technique, ensemble playing, interpretation and performance presentation as well as music theory as they apply it to instrumental music. Multiple performances will be scheduled and required throughout each semester.] Music Performance and Ensemble II is a 0-credit course with a pass/fail grade that meets concurrently with ARTS 245 Musical Performance and Ensemble. Students focus on technique, ensemble playing, interpretation and performance presentation as well as music theory as they apply it to instrumental music. Multiple performances will be scheduled and required throughout each semester.

ARTS 250 — Musical Performance and Ensemble (Vocal) (1-3 hours) (3 hrs)
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 261 — Drawing II (3 hrs)

This course 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.

ARTS 271 — World Cinema (3 hrs)

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 hrs)

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.

ARTS 280 — Art History (3 hrs)

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.

ARTS 290 — Painting 3 hours (3 hrs)

This course teaches students the knowledge and skills needed 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 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.

Prerequisite: ARTS 160, ARTS

ARTS 341 — Design Thinking 3 hours (3 hrs)

In this course students will gain proficiency with Adobe InDesign, an industry standard software for print and digital desktop publishing. Students will practice all aspects of the design thinking process: research, brainstorming, critical thinking, collaboration, and presentation. Students will create professional-quality layouts, brochures, webpages,

and product mockups using fundamental principles of design, typography, and branding. Cross-listed with EMCO 341.
Prerequisite: ARTS 120 or ARTS 140 or instructor approval.

ARTS 343 — Visual Design with Adobe Illustrator 3 hours (3 hrs)
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. Cross-listed with EMCO 343.
Prerequisite: ARTS 120 or ARTS 140 or instructor approval

ARTS 355 — Publication Layout with Adobe InDesign 3 hours (3 hrs)
In this course, students learn the fundamentals of designing and laying out a variety of modern print and digital publications, including magazines, web pages, flyers, and newsletters. Students examine relevant general principles or graphic design and the design elements specific to producing modern print publications while learning the operation of Adobe InDesign, industry-standard desktop publishing software. Cross-listed with EMCO 355.
Prerequisite: ARTS 120 or ARTS 140 or instructor approval

ARTS 370 — Video Production with Adobe Premiere Pro 3 hours (3 hrs)
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

ARTS 371 — Video Post-production with Adobe After Effects (3 hrs)
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. Cross-listed with EMCO 371.
Prerequisite: ARTS 370 or instructor approval

ARTS 372 — Audio Production with Adobe Audition (3 hrs)
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. Cross-listed with EMCO 372.

Prerequisite: ARTS 120 or ARTS 140 or instructor approval

ARTS 395 — Calumet Mediaworks Practicum (3 hrs)

The purpose of this course section is to provide hands-on experience in producing a live television broadcast. The course is designed for students to practice skills learned in previous courses across the program in a more formal collaborative setting leading to the production of an original television program. The course focuses on television studio operation and production. Students will become proficient operating Blackmagic studio cameras, audio board, lighting equipment, video switcher, CG, and other studio equipment. Course may be repeated for up to 6 hours. Cross-listed with EMCO

Prerequisite: Permission of instructor

ARTS 400 — Advanced Studio Arts Practice (3 hrs)

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.

Prerequisite: ARTS 140 and ARTS

ARTS 405 — Advanced Digital Arts Practice (3 hrs)

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.

Prerequisite: Any two 300-level ARTS courses

ARTS 495 — Internship (3 hrs)

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. Course may be repeated for up to 6 hours.

Prerequisite: Senior status or permission of program director.

ARTS 496 — Topics in Digital and Studio Arts (3 hrs)

Topics courses in his program will examine specialized areas in English & Media Communications and Digital and Studio Arts. Topics may include The Drama, The Novel, Shakespeare, 20th Century Poetry, Screenwriting, Solutions Journalism, Grant Writing, Branding, Music Production, Documentary Filmmaking, and Public Relations, among others. Topics courses (but not specific topics) may be repeated for up to 9 hours. Credit hours earned in this course exceeding program requirements will be considered elective hours. Cross-listed with EMCO

ARTS 499 — Senior Project and Portfolio (3 hrs)

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.

Prerequisite: Completion of 3 hours of advanced practice. Senior status recommended.

BIOL

BIOL 115 — Cell and Evolution (3 hrs)

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.) 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 115L

BIOL 115L — Cell and Evolution Lab (1 hrs)

A 1 credit hour course implementing through experiments the biological concepts, including origins of life, biochemical principles, energetics, cellular organization, mechanisms of heredity, and

BIOL 115S — Cell and Evolution Supplemental Instruction (0 hrs)

Students in BIOL 115S are required to attend one hour of supplemental instruction per week. See course schedule for SI times, if applicable, and course syllabus for content details. Students in BIOL 115S are required to attend one hour of supplemental instruction per week. See course schedule for SI times, if applicable, and course syllabus for content details.

Prerequisite: concurrent enrollment in BIOL

BIOL 205 — Mendelian and Molecular Genetics (3 hrs)

BIOL 205 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. (*formerly* BIOL 315)
Prerequisite: C or better in: BIOL 115/115L and concurrent enrollment in BIOL 205L

BIOL 205L — Mendelian and Molecular Genetics Lab (1 hrs)
BIOL 205L 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. (*formerly* BIOL 315L)
Prerequisite: C or better in: BIOL 115/115L, and concurrent enrollment in BIOL

BIOL 205S — Mendelian and Molecular Genetics Supplemental Instruction (0 hrs)
Students in BIOL 205S are required to attend one hour of supplemental instruction per week. See course schedule for SI times, if applicable, and course syllabus for content details. Students in BIOL 205S are required to attend one hour of supplemental instruction per week. See course schedule for SI times, if applicable, and course syllabus for content details.
Prerequisite: concurrent enrollment in BIOL

BIOL 215 — Medical Terminology (2 hrs)
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 115/115L

BIOL 230 — Microbiology (3 hrs)
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.
Prerequisite: C or better in: BIOL 115/115L, BIOL 205/205L and concurrent enrollment in BIOL 230L

BIOL 230L — Microbiology Lab (1 hrs)
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.
Prerequisite: C or better in: BIOL 115/115L, BIOL 205/205L and concurrent enrollment in BIOL

BIOL 300 — Human Anatomy and Physiology I (3 hrs)
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.

Prerequisite: Placement into MATH 103 or higher, C or better in BIOL 115/115L or consent of the program director and concurrent enrollment in BIOL 300L

BIOL 300L — Human Anatomy and Physiology I Lab (1 hrs)

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.

Prerequisite: Placement into MATH 103 or higher, C or better in BIOL 115/115L or consent of the program director and concurrent enrollment in BIOL

BIOL 305 — Human Anatomy and Physiology II (3 hrs)

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.

Prerequisite: Placement into MATH 103 or higher, C or better in: BIOL 115/115L, BIOL 300/300L and concurrent enrollment in BIOL 305L

BIOL 305L — Human Anatomy and Physiology II Lab (1 hrs)

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

BIOL 315 — Development, Structure and Evolution 3 hours (3 hrs)

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. (*formerly* BIOL 205)

Prerequisite: C or better in BIOL 115/115L and BIOL 205/205L, and concurrent enrollment in BIOL 315L

BIOL 315L — Development, Structure and Evolution Lab 1 hour (1 hrs)

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. (*formerly* BIOL 205) Laboratory Fee: See current fee schedule.

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

BIOL 360 — Principles of Immunology 3 hours (3 hrs)

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.

Prerequisite: Placement into MATH 103 or higher, C or better in: BIOL 115/115L, BIOL 205/205L, CHEM 200/200L

BIOL 372 — Biomedical Health Research Literacy I 3 hours (3 hrs)

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 hour per week working on the project; b) writing a scientific paper

BIOL 373 — Biomedical Health Research Literacy II (3 hrs)

This is a continuation of the project that began in BIOL 372. Laboratory Fee: Required -See current fee schedule.

Prerequisite: C or better in all classes: BIOL 115/115L, BIOL 205/205L, BIOL 230/230L, BIOL 300/300L, BIOL 305/305L, BIOL 372, CHEM 200/200L, CHEM 205/205L, MATH 104, MATH 171 and have Junior Standing

BIOL 497 — Research (1-3 hours) (3 hrs)

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.

BMGT

BMGT 405 — Dynamics of Organizational Behavior (3 hrs)

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.

BMGT 408 — Marketing (3 hrs)

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.

BMGT 415 — Economics for Managers (3 hrs)

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.

BMGT 421 — Writing and Research Development (3 hrs)

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.

BMGT 425 — Communication in Organizations (3 hrs)

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.

BMGT 435 — Liberal Studies I 3 hours (3 hrs)

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

BMGT 440 — The Management and Supervision of Human Resources 3 hours (3 hrs)

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.

BMGT 444 — Business Statistics 3 hours (3 hrs)

This course introduces students to the gathering and interpretation of statistical data presented through a business lens. Topics include the graphical and numerical representation of data, probability, sampling, statistical inference, correlation, and regression.

BMGT 445 — Essentials for Accounting and Finance for Managers 3 hours (3 hrs)
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.

BMGT 447 — Information Technology for Management 3 hours (3 hrs)
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 businesses depend. This course will also allow students to gain a foundation with a systems view of information and technology management.

BMGT 450 — Liberal Studies II 3 hours (3 hrs)
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.

BMGT 455 — Business Ethics, Social Responsibility and Management 3 hours (3 hrs)
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.

BMGT 460 — Strategic Management 3 hours (3 hrs)
An examination of models in management planning and decision making to enable students to develop an understanding of strategy formulation and implementation.

BMGT 463 — Integrative Project 3 hours (3 hrs)
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.

BMGT 467 — Employment Law and the Workplace 3 hours (3 hrs)
This course will review key legislation effecting: employee rights, privacy, and consumer protection. Legislation regarding equal employment opportunity, affirmative action, gender discrimination and harassment will be reviewed. Legal employment practices and wrongful termination and employer defenses against legislation will also be covered.

BMGT 470 — Compensation and Benefits 3 hours (3 hrs)

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

BMGT 473 — Labor Relations 3 hours (3 hrs)
This course is a study of the American labor force: measurement, characteristics and behavior under changing income, employment, and technology. An examination of recent labor market developments provides the basis for a critical analysis and appraisal of contemporary wage theory. Topics include changes in the labor force, unemployment, water determination, the minimum wage, interal labor markets, productivity, discrimination, unions, and collective bargaining. Key legislation affecting employees and labor relations are also reviewed.

BMGT 476 — Training and Development 3 hours (3 hrs)
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 seminars.

BMGT 480 — Strategic Management of Human Resources 3 hours (3 hrs)
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.

BSMT

BSMT 120 — Management Thought, Principles, and Practice 3 hours (3 hrs)
Management proponent Mary Parker Follett described management as "the art of getting things done through people". Peter Drucker prescribeively 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

BSMT 125 — Introduction to Project Management 3 hours (3 hrs)

According to a recent study of human resource managers, effective project management is one of the most coveted skills for new hires in the modern economy. This course will introduce you to the power of effective project management through two primary frameworks: waterfall and agile. You will also learn vital project-management concepts that can be applied to a wide range of industries and occupations. Offered online through RIZE/partner institution; has optional live sessions.

BSMT 130 — Exploring Entrepreneurship: Insights from Industry Leaders 1 hour (1 hrs)

This one-credit course offers students a unique opportunity to explore various industries through the lens of entrepreneurship. Designed to provide real-world insights, the course will feature a weekly guest speaker from a different industry, allowing students to gain valuable knowledge from seasoned entrepreneurs, business leaders, and professionals. Through these sessions, students will explore diverse aspects of entrepreneurship, including innovation, scaling, and the challenges and opportunities within different sectors.

BSMT 225 — Business Microcomputer Applications 3 hours (3 hrs)

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

BSMT 230 — Accounting for Entrepreneurs 3 hours (3 hrs)

This course provides an introduction to key topics in accounting and finance for those involved in new ventures. It reviews financial accounting basics, including GAAP Principles and financial statements, and also covers key issues in finance, broadly defined as any financial or monetary activity that involves a company.

Prerequisite: C grade or better in PSM

BSMT 255 — Sourcing & Operations 3 hours (3 hrs)

In today's modern economy, something as simple as a razor might be manufactured in multiple countries with each part coming from a different supplier. This course will teach you how businesses manage this increasing complexity behind the scenes through efficient sourcing of suppliers and operations. You will have the opportunity to apply this knowledge by conducting a real-world case study of a product of your choosing. Offered online through RIZE/partner institution; has optional live sessions.

Prerequisite: BSMT

BSMT 256 — Forecasting & Logistics 3 hours (3 hrs)

Have you ever wondered how that Amazon package arrived at your door so quickly? Supply chain management is the process by which organizations get us the products we consume, and companies need talented employees to help optimize their supply chain. This course will teach you how to use forecasting techniques to match supply and demand, and how to develop logistics networks that help minimize costs and deliver top

customer service. Offered online through RIZE/partner institution; has optional live sessions.

BSMT 258 — Viral and Organic Growth (3 hrs)

“Going Viral” is the goal of most web-based marketing content. Companies that generate content that can spread through the internet organically are the most successful in growing their brand. This course will teach students what drives people to share content and how to build content that is shareable and meme worthy. By the end of this course, students will understand what drives viral sharing and learn how to facilitate it. Offered online through RIZE/partner institution; has optional live sessions.

BSMT 260 — Organizational Behavior and Development (3 hrs)

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.

Prerequisite: A grade of C or better in the following: BSMT 120, BSMT

BSMT 261 — Applied Management (3 hrs)

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 will utilize self-assessment, fostering skills of self-awareness in regard to strengths and weaknesses. Students apply key managerial skills (e.g., influence, motivation, empowerment, negotiation, decision making, and analytical and critical problem solving).

Prerequisite: A grade of C or better: BSMT

BSMT 262 — Social Media Marketing (3 hrs)

The average consumer spends 2.5 hours per day on social media sites and this course explores how to effectively use social media to move consumers to action. To be a successful marketer, you must be able to plan a campaign that aligns with strategic goals, execute using the appropriate channels and tactics, and measure the success or failure of your efforts. By the end of this course, students will learn how to do just that. Offered online through RIZE/partner institution; has optional live sessions.

BSMT 265 — Email Marketing (3 hrs)

Email marketing is vital to modern businesses and a primary tool in any skilled marketer's toolkit. In this course, students will learn how to craft successful email marketing campaigns for sales, engagement, and activation. By the end of this course, students will know how to write emails that drive customers to take desired actions and how to structure campaigns for maximum effect. Students will also build a marketing campaign. Offered online through RIZE/partner institution; has optional live sessions.

Prerequisite: EMCO

BSMT 266 — Project Planning (3 hrs)

Any successful project starts with a plan. This course provides students with a deep understanding of project planning. Projects are a series of tradeoffs between scope, cost, and time, so you will need to learn how to balance them to create a plan which is realistic and achievable. You will also learn how

BSMT 270 — Leadership Skills & Development (3 hrs)

Focuses on individual leadership development. Concentrates on leadership as a dyadic or small-group process, e.g., one leader and several followers. Also provides a survey of the major topical areas of leadership. Students learn how to use technology to enhance their leadership potential up front and working at a distance with others.

Prerequisite: C grade or better in BSMT

BSMT 275 — Innovation and Creativity (3 hrs)

This course introduces students to the theory, processes, and tools associated with the initiation, generation, and management of new entrepreneurial ideas. It emphasizes personal creativity and fostering a culture of creativity within a business setting.

BSMT 300 — Integrated Marketing Communications (3 hrs)

This course will explore the components of an integrated marketing communications plan. Integrated marketing communications requires the coordination and integration of all marketing communications to ensure a consistent message and maximize impact on customers. Students will study the primary marketing communications and promotional tools of advertising, sales promotions, direct marketing, Internet marketing, and public relations. Students will develop skills in each of these areas through the creation of an integrated marketing campaign utilizing these promotional tools.

Prerequisite: C grade or better in BSMT

BSMT 305 — Legal Aspects of Entrepreneurship (3 hrs)

This course examines areas of the law that impact the entrepreneur in the process of starting, growing, operating and financing a business. At the start of the course, we will select a fictional business that will be the focal point for introducing a range of substantive legal topics that impact entrepreneurs and their business endeavors. These topics will include: the selection of a business entity; legal issues that arise in raising funds for a business; employment law, contract law, intellectual property; legal issues related to the global expansion of a business; mergers and acquisitions and taking a company public. The course is intended to provide a basic introduction to the legal and regulatory constructs that impact a start-up business.

BSMT 315 — Project Execution, Monitoring & Control, Implementation & Closure (3 hrs)

In today's fast paced work environment, no project proceeds from beginning to end without encountering unforeseen challenges, and the changing scope, priorities or context of a project may require various adjustments. Additionally, project

implementation and closure require conviction and trust in established processes and personnel. In this context, these are vital parts of a project's success and are reflections of how future projects will be managed. This course covers project execution, monitoring/control, implementation/handover, DevOps, and project closure. This course is intended to finalize a student's preparation for their Project Management Practicum and Internship. Offered online through RIZE/partner institution; has optional live sessions.

Prerequisite: BSMT 125, BSMT

BSMT 320 — Human Resources in Management 3 hours (3 hrs)

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

Prerequisite: A grade of C or better: BSMT

BSMT 325 — Search Engine Optimization and Search Engine Marketing 3 hours (3 hrs)

How do you find what you're looking for on the internet? Chances are you turn to google or another search engine. Companies use Search Engine Optimization (SEO) and Search Engine Marketing (SEM) to make sure you see them first every time you turn to a search engine. By the end of this course students will learn how to optimize a website so that it shows up first on a search, and how to build search ads that will drive customers to your website. Offered online through RIZE/partner institution; has optional live sessions.

Prerequisite: BSMT

BSMT 330 — Law and The Manager I 3 hours (3 hrs)

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 the following: BSMT 120, BSMT

BSMT 331 — Law and The Manager II 3 hours (3 hrs)

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 the following: BSMT 120, BSMT 225, BSMT

BSMT 335 — Marketing Management 3 hours (3 hrs)

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 term, 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.

Prerequisite: A grade of C or better in the following: BSMT 120, MATH

BSMT 340 — Supply Chain Management In Action (3 hrs)

Everything from the best concert you saw, to your Covid-19 vaccine relies on the existence of effective supply chains. In this course, you will learn about the application of supply chain systems to vital real-world functions. By the end of this class, you will have a much better understanding of why supply chain management is vitally important, how it intersects with business, national and global interest, and how supply chains literally save the world. Offered online through RIZE/partner institution; has optional live sessions.

BSMT 344 — Total Compensation Management (3 hrs)

Great people power great businesses, but attracting and retaining top talent requires companies to offer competitive compensation packages. This course will help you develop knowledge and skills in the development and evaluation of pay structures and benefits packages. You will also learn how total compensation issues affect every manager in an organization and analyze processes and procedures to create effective compensation plans. Offered online through RIZE/partner institution.

Prerequisite: C or better: BSMT 320 or BSMT

BSMT 345 — Supply Chain Management Technologies (3 hrs)

This course covers the major relevant supply chain technologies and systems. In this course, you will survey the systems that enable the supply chain in best-in-class supply chain organizations. Understanding how information flows throughout the supply chain is critical to managing a supply chain and this will be the main focus in this course. By the end of this course, you will have gained a basic understanding of how supply chain systems work and how they make the supply chain more efficient and effective. Offered online through RIZE/partner institution; has optional live sessions.

Prerequisite: BSMT 255, BSMT

BSMT 350 — Business Communications (3 hrs)

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: A grade of C or better: BSMT

BSMT 375 — Business and Professional Ethics (3 hrs)
This course will investigate some of the major social and ethical issues associated with business and the profession. 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.
Prerequisite: A grade of C or better: BSMT

BSMT 379 — Small Business Management & Entrepreneurship 3 hours (3 hrs)
This course introduces the fundamentals of starting and operating a successful small business. Traces the development of a business from the entrepreneurial concept to the profitable operating stage. Examines small business issues in such areas as marketing, personnel, finance, operations and managing the family business.
Prerequisite: a grade of C or better: BSMT

BSMT 380 — Organizational Leadership 3 hours (3 hrs)
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: BSMT

BSMT 410 — Advanced Project Management – Practicum 3 hours (3 hrs)
This course is intended as a culmination of a student's work in the Project Management program. Students will work in groups to manage a simulated project from scope to completion - encountering - and overcoming - challenges and complications along the way. This course will also provide students with an overview of the project life cycle, governance, and other topics to help contextualize project work. Offered online through RIZE/partner institution; has optional live sessions.
Prerequisite: BSMT

BSMT 412 — Entrepreneurship Capstone – Entrepreneurship Launchpad 3 hours (3 hrs)

The course is an experiential course that brings students through the process of creating a startup company as they would in a real-world business incubator or entrepreneurship center. They apply knowledge and methodologies related to design thinking, lean startup, financial planning, and fundraising to develop robust business models. Students must bring their own ideas to the course or contribute to one that will be identified. The purpose of this course is to develop in students the confidence and competence to transform a venture idea into a viable startup company and “pitch” the idea on campus competing for an opportunity to participate in regional, national and global competitive events.

Prerequisite: C grade or better in BSMT

BSMT 415 — Supply Chain Capstone 3 hours (3 hrs)

This course – built in collaboration with corporate advisors - is the culmination of your work as a student of supply chain management. In this course, you will be tasked with creating a series of solutions to actual problems faced by a real-world company in delivering their product to consumers. By the end of this course, you will have built experience in solving real-world supply chain problems and seeing how your solutions compare to the professionals. Offered online through RIZE/partner institution; has optional live sessions.

Prerequisite: BSMT 255, BSMT

BSMT 420 — Employment and Labor Law 3 hours (3 hrs)

This course is an overview of laws and regulations that determine the rights and obligations of employees and employers. You will learn about the nature of the employment relationship, common law principles, prohibitions against discrimination, wage law, specific governmental acts, and other areas of labor and employment law. By the end of this course, you will become familiar with the federal and state laws that govern employment. Offered online through RIZE/partner institution.

Prerequisite: C or better in BSMT 320 or BSMT

BSMT 425 — Human Resource Risk Management 3 hours (3 hrs)

This course will examine the scope and role of HR in the occupational health and safety arena, the fundamental components of comprehensive programs and, more importantly, the interplay between these considerations and how important HR professionals are in their success. Topics covered include OSHA requirements, risk management and loss prevention, management of safety, workers' compensation, employee assistance plans, preventative health issues, emergency response and preparedness, and developing a culture of safety, amongst others. There will be focus on the fundamental components of a comprehensive health and safety program to protect the employees in an organization and costly liability. Offered online through RIZE/partner institution; has optional live sessions.

Prerequisite: C or better in BSMT 320 or BSMT 440; C or better in BSMT

BSMT 435 — Digital Marketing Analytics 3 hours (3 hrs)

Marketing professionals today have access to incredible amounts of data. The ability to use this data is what differentiates successful marketing efforts from failed ones. This course will teach students how to analyze digital customer behavior data using a range of tools and use that data to test marketing hypotheses and improve customer acquisition. Offered online through RIZE/partner institution; has optional live sessions.

Prerequisite: one: MATH 104, 110, or 171; BSMT 262 or BSMT 265 or BSMT

BSMT 440 — Financial Management 3 hours (3 hrs)

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.

Prerequisite: A grade of C or better in the following: ACCT 211, BSMT 260, ECON 211, MATH

BSMT 476 — Training & Development (3 hrs)

Training & development are key to building an empowered and motivated workforce. This course will help you build knowledge and skill in the design, development, delivery, and evaluation of organizational training. You will also learn how to create effective performance improvement programs, a vital resource in talent retention that is often overlooked. Lastly, you will get hands-on experience, by producing your own sample training plan. Offered online through RIZE/partner institution; has optional live sessions.

Prerequisite: C or better in BSMT 320 or BSMT

BSMT 489 — Strategic Management & Decision Making (3 hrs)

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: A grade of C or better in the following: BSMT 335, BSMT 440, ECON 480; concurrent enrollment in BSMT 490.

BSMT 490 — Strategy Simulation (Capstone) (3 hrs)

This course is a live international business simulation that mobilizes student decision-making through exercises in the analysis of real-time international market trends and consumer preferences, product research and design, operational capacity and supply-chain constraints, as well as opportunity financing and forecasting which result in a profit or loss over an eight-year timeframe. Student teams practice, then compete in class and with other schools across the globe running the simulation concurrently. Successful students will leave the course with a memorable experience of how market dynamics and strategic decision-making affect the creation of shareholder value.

Prerequisite: Concurrent enrollment in BSMT 489.

BSMT 496 — Topics in Business Management (1-3 hours) (3 hrs)

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.

CBRS

CBRS 310 — Introduction to Cybersecurity and Risk Analysis (3 hrs)

The course is the examination of cybersecurity and risk analysis including: basic concepts and goals of cybersecurity (CIA Triad), NIST cybersecurity framework, appropriate laws and regulations, cybersecurity policies, procedures and strategies. How to conduct cybersecurity risk assessments and analyze the data. Introduction of ways to mitigate discovered risks.

CBRS 350 — Threat and Vulnerability Management (3 hrs)

This course will help the student build fundamental concepts regarding secure software development, threat modeling and cryptography. Basics of cryptography including encryption and secure hashing will be covered as well as securing application vulnerabilities.

CBRS 370 — Security Operations, Assessments and Compliance (3 hrs)

This course will help the student analyze Development Security Operations (DevSecOps) and Cyber Security Operations Center (CSOC/SOC). The student will be required to perform a risk assessment on a real business as available or case studies that require compliance with regulations such as HIPAA and PCI DSS. Apply data security best practices and meet requirements under current regulations such as SoX, GLBA, etc.

Prerequisite: CBRS

CBRS 380 — Security of Systems and Software (3 hrs)
This course will help the student develop a working knowledge in various technologies that comprise the network with an emphasis on those that impact security the most. Having solid knowledge of how to identify, authenticate and authorize systems, users will be taught as well working knowledge of network architecture and how to facilitate asset and change management.
Prerequisite: CBRS

CBRS 440 — Risk Mitigation, Frameworks, Strategies, Policies and Procedures (3 hrs)
This course is an intensive study of mitigating risks through frameworks, strategies, policies, procedures and controls. There will be common information but an emphasis on NIST's Framework, Information Security Policies and Procedures. How to choose controls. Verifying and validating compliance, specifically with HIPAA, PCI DSS and Sarbanes-Oxley.
Prerequisite: CBRS

CBRS 470 — Management and Leadership in Cybersecurity (3 hrs)
This course will help students evaluate how the management of people is influenced by social, ethical, and legal environments; by diversity in the workplace; by the organizational culture; and by the business strategy. Students will learn how to perform the following activities: select employees; career development; evaluate and reward performance; manage conflict and effectively communicate with all employees.
Prerequisite: CBRS 310, CBRS 350, CBRS 370, CBRS

CEDU

CEDU 240 — Coordinated Practicum in Leadership (1-3 hours) (3 hrs)
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) (3 hrs)
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.

CHEM

CHEM 143 — Nutrition (3 hrs)

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. 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 all courses: MATH 104 or higher, CHEM 200/200L, and concurrent enrollment in CHEM 143L, or consent of the program director

CHEM 143L — Nutrition Lab (1 hrs)

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. Laboratory Fee: See current fee schedule.] 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. Laboratory Fee: See current fee schedule.

Prerequisite: C or better in all courses: MATH 104 or higher, CHEM 200/200L, and concurrent enrollment in CHEM 143, or consent of the program director

CHEM 200 — General Chemistry I (3 hrs)

This course investigates general topics in chemistry, including stoichiometry, periodicity, reaction types, the gaseous state, solution stoichiometry, chemical equilibria, acid-base equilibria, dissolution-precipitation equilibria. (This course is CCSJ General Education option) This course investigates general topics in chemistry, including stoichiometry, periodicity, reaction types, the gaseous state, solution stoichiometry, chemical equilibria, acid-base equilibria, dissolution-precipitation equilibria. (This course is CCSJ General Education option)

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

CHEM 200L — General Chemistry I Lab (1 hrs)

This course investigates the general 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 in Natural Sciences.) Laboratory Fee: See current fee schedule.

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

CHEM 200S — General Chemistry I Supplemental Instruction (0 hrs)

Students in CHEM 2005 are required to attend one hour of supplemental instruction per week. See course schedule for SI times, if applicable, and course syllabus for content details. Students in CHEM 2005 are required to attend one hour of supplemental instruction per week. See course schedule for SI times, if applicable, and course syllabus for content details.

Prerequisite: concurrent enrollment in CHEM

CHEM 205 — General Chemistry II (3 hrs)

This course investigates topics in general 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 all courses: MATH 104 (or placed into a higher math course), CHEM 200/200L and concurrent enrollment in CHEM 205L

CHEM 205L — General Chemistry II Lab (1 hrs)

This course investigates topics in general 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 all courses: MATH 104 (or placed into a higher math course), CHEM 200/200L and concurrent enrollment in CHEM

CHEM 205S — General Chemistry II Supplemental Instruction (0 hrs)

Students in CHEM 205S are required to attend one hour of supplemental instruction per week. See course schedule for SI times, if applicable, and course syllabus for content details. Students in CHEM 205S are required to attend one hour of supplemental instruction per week. See course schedule for SI times, if applicable, and course syllabus for content details.

Prerequisite: concurrent enrollment in CHEM

CHEM 310 — Organic Chemistry I (3 hrs)

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.

Prerequisite: C or better in all courses: Math 104 (or placed in a higher math course), CHEM 200/200L, CHEM 205/205L, and concurrent enrollment in CHEM 310L

CHEM 310L — Organic Chemistry I Lab (1 hrs)

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

Prerequisite: C or better in all courses: Math 104 (or placed in a higher math course), CHEM 200/200L, CHEM 205/205L, and concurrent enrollment in CHEM

CHEM 311 — Organic Chemistry II (3 hrs)

This course investigates the relationship between the structure and function of organic molecules. Specific topics investigated include the reactivity and synthesis of alcohols, ethers, epoxides, alkenes, alkylanes, alkanes, conjugated, and aromatic compounds.

Prerequisite: C or better in all courses: Math 104 (or placed in a higher math course), CHEM 200/200L, CHEM 205/205L, CHEM 310/ 310L, and concurrent enrollment in CHEM 311L

CHEM 311L — Organic Chemistry II Lab (1 hrs)

This lab investigates the analysis of organic structure determination through the interpretation of spectral information. Laboratory Fee: See current fee schedule

Prerequisite: C or better in all courses: Math 104 (or placed in a higher math course), CHEM 200/200L, CHEM 205/205L, CHEM 310/310L, and concurrent enrollment in CHEM

CHEM 320 — Biochemistry (3 hrs)

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.

Prerequisite: C or better in all courses: Math 104 (or placed in a higher math course), BIOL 115/115L, BIOL 205/205L, CHEM 200/200L, CHEM 205/205L, CHEM 310/310L, CHEM 311/311L, and concurrent enrollment in CHEM 320L

CHEM 320L — Biochemistry Lab (1 hrs)

This lab investigates through experiments various biochemical techniques and instrumentation. Laboratory Fee: See current fee schedule

Prerequisite: C or better in all courses: Math 104 (or placed in a higher math course), BIOL 115/115L, BIOL 205/205L, CHEM 200/200L, CHEM 205/205L, CHEM 310/310, CHEM 311/311L, and concurrent enrollment in CHEM

CHEM 430 — Instrumentation Analysis (3 hrs)

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, ultraviolet, Infra-red, Fluorescence, Nuclear Magnetic Resonace, Atomic absorption, Chromatography, and Mass Spectrometry.

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

CHEM 430L — Instrumentation Analysis Lab (1 hrs)
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.

CHEM 445 — Physical Chemistry I (3 hrs)
This course covers topics such as the thermodynamics of gases, solutions, reaction equilibria, and phase transitions.

CHEM 445L — Physical Chemistry I Lab (1 hrs)
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.

CHEM 446 — Physical Chemistry II (3 hrs)
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.

CHEM 446L — Physical Chemistry II Lab (1 hrs)
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.

CRIJ

CRIJ 105 — Introduction to Paralegal Studies (3 hrs)
Students are provided with a general overview of the agencies and processes involved in the criminal justice system the police, the courts, and corrections. > Header 3: 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.] 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 hrs)
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

CRIJ 201 — Legal Research and Writing II (3 hrs)
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

CRIJ 300 — Criminology (3 hrs)
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 hrs)
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 hrs)
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, confessions, and electronic surveillance.

CRIJ 312 — Interviewing Techniques (3 hrs)
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 resúmes and job interviews, the other part will focus on interviewing and interrogation in the criminal justice setting. Cross-listed with PSY

CRIJ 313 — Civil Litigation (3 hrs)
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

CRIJ 320 — Laws of Evidence (3 hrs)
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 hrs)

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 with PSY

CRIJ 330 — Scientific Criminal Investigation (3 hrs)

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 — Technology in Criminal Justice I (3 hrs)

This course examines information technology in the criminal justice environment. Students learn about the use of technologies to monitor criminal behavior, the criminal justice agencies' use of information technology and the future of information technology in criminal justice. Topics include data collection in criminal justice environment, spatial mapping, forensic technology, cybercrime and technology in the courtrooms. An emphasis will be placed on methods of legal research using the Internet and legal databases.

CRIJ 355 — Serial Killers (3 hrs)

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 hrs)

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. Satnic cults and law enforcement approaches to cults will be examined.

CRIJ 370 — Juvenile Delinquency (3 hrs)

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 hrs)

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 435 — White Collar Crime (3 hrs)

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 hrs)
This course covers the detective 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 hrs)
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 hrs)
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 hrs)
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 495 — Internship (1-3 hours) (3 hrs)
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) (3 hrs)
This course will examine topics of special interest in the criminal justice field. Topics courses may be chosen to fulfill elective hours as needed. Topics courses (but not specific topics) may be repeated for a total of 9 hours. Cross-listed with PLSC 315.
Prerequisite: EMCO 103, PLSC

CRIJ 497 — Research in Criminal Justice (3 hrs)
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. Recommended for those going on to graduate school. Legal Research and Writing may be

CRIJ 499 — Senior Seminar in Criminal Justice (3 hrs)

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.

ECON

ECON 160 — Economic Theory and Personal Finance (3 hrs)

This course introduces a range of economic theories. The basic principles of behavioral economics are studied and discussed along with selected topics in macro- and micro-economics. The course uses this background to explore and consider processes of setting and achieving personal financial goals. Topics include the mathematics of buying and selling, consumer loans and credit cards, taxes and insurance, annuities, stocks and bonds, and income and expense planning. *(This course is a CCSJ General Education option in Social Sciences.)*

ECON 210 — Principles of Economics I (3 hrs)

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.

ECON 211 — Principles of Economics II (3 hrs)

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.

Prerequisite: A grade of C or better: ECON

ECON 480 — International Business (3 hrs)

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 solutions 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.
Prerequisite: A grade of C or better in the following: ACCT 211, BSMT 335, ECON

EDUC

EDUC 200 — Introduction to the Teaching Profession (3 hrs)
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 is required.

EDUC 299 — Teacher Education Seminar (Non-credit)
The Education Program offers 2-3 seminars each semester. These seminars address current issues, timely concerns, licensure, and employment procedures often not addressed in depth elsewhere. All teacher candidates are required to attend all seminars. Seminar Fee per Semester: See Tuition & Fees. (Offered every Fall and Spring Semester)

EDUC 300 — Educational Psychology (3 hrs)
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 is required. Cross-listed with PSY 300.
Prerequisite: PSY

EDUC 311 — Foundations of Education (3 hrs)
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 foundations. 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, 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 is required.

EDUC 313 — Child Development (3 hrs)

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 is required.
Prerequisite: EDUC

EDUC 315 — The Effective Educator (3 hrs)
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

EDUC 342 — Designing Curriculum and Learning Plans (3 hrs)
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. (*Spring Semester*) *Field experience is required.*
Prerequisite: EDUC 300, 311, and

EDUC 370 — Assessment of Student Learning (3 hrs)
This comprehensive course engages the teacher candidate in the current issues regarding the necessity, design, development, and implementation of effective formative and summative assessment I 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 is required.*
Prerequisite: EDUC 300, 311, and

EDUC 391 — Diversity, Equity, and Education (3 hrs)
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, socioeconomic 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 is required.*

EDUC 392 — Best Practices for English Language Learners (3 hrs)

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 is required.*

EDUC 405 — Children's Literature & Media (3 hrs)

This course is a survey of diverse traditional and contemporary literature from kindergarten through

EDUC 430 — The Exceptional Child (3 hrs)

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 to educating exceptional students. Also, students engage in descriptive research on parenting the exceptional child. (*Spring Semester*) *Field experience is required.*

Prerequisite: EDUC 300, 311, 342, and

EDUC 436 — Creating Positive Learning Environments (3 hrs)

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. (*Summer Semester*) *Field experience is required.*

Prerequisite: EDUC 300, 311, 342,

EDUC 481 — Emergent Literacy (3 hrs)

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). (*Summer Semester*) *Clinical experience is required.*

Prerequisite: EDUC 300, 311, and EDUC

EDUC 483 — Best Practices in E/LA & Social Studies Language Arts: (3 hrs)

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

EDUC 484 — Reading Assessment & Intervention (3 hrs)

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 Intervention) 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. (*Fall Semester*) *Clinical experience is required.*

Prerequisite: EDUC 300, 311, 342, and

EDUC 485 — Best Practices in Math & Science (3 hrs)

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 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 is required.*

Prerequisite: EDUC 300, 311, and

EDUC 488 — Integrating Arts, PE, & Health into the Classroom (4 hrs)

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,

EDUC 494 — Student Teaching Capstone: Elementary (12 hrs)

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)

Prerequisite: EDUC 200, EDUC 300, EDUC 311, EDUC 313, EDUC 315, EDUC 342, EDUC 370, EDUC 391, EDUC 392, EDUC 405, EDUC 430, EDUC 436, EDUC 481, EDUC 483, EDUC 484, EDUC 485, EDUC 488, co-enrollment in EDUC

EMCO

EMCO 096 — Fundamentals of English (3 hrs)

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 hrs)

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. To successfully complete the course, students must demonstrate basic competency in writing. (This course is a CCSJ General Education requirement.)

EMCO 111 — The Literary Experience (3 hrs)

Through reading and discussion of classical and contemporary American and international literature, students will develop their understanding of literary elements, forms, genres, and styles across traditions. Writing about stories and poems will foster critical and creative skills. By examining diverse ideas and voices, students will gain enriched insight into the human experience. (This course is a CCSJ General Education option in Humanities.)

Prerequisite: EMCO

EMCO 150 — Public Speaking (3 hrs)

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

EMCO 204 — Academic Reading and Writing II 3 hours (3 hrs)

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. To successfully complete this course, students must demonstrate competency in the six General Education Program objectives. (*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 3 hours (3 hrs)

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 story project. (*This course is an alternative General Education option in Humanities.*)

EMCO 215 — Genre 3 hours (3 hrs)

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. (*This course is an alternative General Education option in Humanities.*)

EMCO 220 — Narrative 3 hours (3 hrs)
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. (*This course is an alternative General Education option in Humanities.*)

EMCO 240 — Performance and Stagecraft 3 hours (3 hrs)
Students participate in various elements (acting, production staff) of one or more theater productions at CCSJ. Course may be repeated for a total of 6 credits. Cross-listed with ARTS 240.

EMCO 316 — Media Storytelling 3 hours (3 hrs)
This course teaches 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 320 — Introduction to Literary Language: Poetry 3 hours (3 hrs)
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 3 hours (3 hrs)
This course in the English & Media Communications Core teaches students advanced non-fiction composition beginning with a close reading of great English literary prose styles. 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 3 hours (3 hrs)
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 3 hours (3 hrs)
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 for commercial purposes. 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 — Design Thinking 3 hours (3 hrs)
This class introduces students to design thinking methodology. Students learn how envision, explain, and evaluate solutions to a wide range of human problems involving information and interaction. These skills include user research methods, visual and interaction design skills, methods for evaluating designs, and skills for communicating your designs. The course will be a balance between lectures, classroom activities, critiques, and a collaborative project. Cross-listed with ARTS 341.
Prerequisite: ARTS 120 or ARTS 140 or instructor approval

EMCO 343 — Visual Design with Adobe Illustrator 3 hours (3 hrs)
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. Cross-listed with ARTS 343.
Prerequisite: ARTS 120 or ARTS 140 or instructor approval

EMCO 355 — Publication Layout with Adobe InDesign 3 hours (3 hrs)
In this course, students learn the fundamentals of designing and laying out a variety of modern print and digital publications, including magazines, web pages, flyers, 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 Adobe InDesign, industry-standard desktop publishing software. Cross-listed with ARTS 355.
Prerequisite: ARTS 120 or ARTS 140 or instructor approval

EMCO 370 — Video Production with Adobe Premiere Pro 3 hours (3 hrs)
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.
Prerequisite: ARTS 120 or ARTS 140 or instructor approval

EMCO 371 — Video Post-production with Adobe After Effects 3 hours (3 hrs)

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. Cross-listed with ARTS 371.
Prerequisite: ARTS 370 or EMCO 370 or instructor approval

EMCO 372 — Audio Production with Adobe Audition 3 hours (3 hrs)
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. Cross-listed with ARTS 372.
Prerequisite: ARTS 120 or ARTS 140 or instructor approval

EMCO 395 — Calumet Mediaworks Practicum 3 hours (3 hrs)
The purpose of this course section is to provide hands-on experience in producing a live television broadcast. The course is designed for students to practice skills learned in previous courses across the program in a more formal collaborative setting leading to the production of an original television production. The course focuses on television studio operation and production. Students will become proficient operating Blackmagic studio cameras, audio board, lighting equipment, video switcher, CG, and other studio equipment. The course may be repeated for up to 6 hours. Cross-listed with ARTS 395.
Prerequisite: Permission of instructor

EMCO 405 — Children's Literature & Media (3 hrs)
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 is required. Cross-listed with EDUC 405.

EMCO 410 — Editing (3 hrs)
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 480 — Advanced Project (3 hrs)

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 individuals 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.

Prerequisite: Permission of instructor

EMCO 495 — Internship (1-4 hours) (4 hrs)

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.

Prerequisite: Permission of instructor

EMCO 496 — Topics in English & Media Communications (3 hrs)

Topics courses in this program will examine specialized areas in English & Media Communications and Digital and Studio Arts. Topics may include *The Drama*, *The Novel*, *Shakespeare*, *20th Century Poetry*, *Screenwriting*, *Solutions Journalism*, *Grant Writing*, *Branding*, *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. Cross-listed with ARTS

EMCO 499 — Senior Seminar 3 hours (3 hrs)

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 seminar is required.

EXSS

EXSS 100 — Personal Fitness 3 hours (3 hrs)

This physically active course designed to help students improve their cardiovascular fitness, muscular strength, hypertrophy, endurance, and flexibility. Students who are new to fitness will learn the fundamentals of overall fitness training and students who are more experienced will advance their current training techniques. This course will emphasize that everyone, not just athletes, can be healthy and physically fit, and will help students form health-related fitness habits for a long and healthy life.

EXSS 200 — Certified Personal Trainer 2 hours (2 hrs)
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 205 — Certified Group Fitness Instructor 2 hours (2 hrs)
This course is designed to provide theoretical knowledge and practical skills in preparation for a national certification exam in group fitness instruction. Topics include guidelines for instructing safe, effective, and purposeful exercise, essentials of the instructor-participant relationship, principles of motivation to encourage adherence in the group fitness setting, effective instructor-to-participant communication techniques, methods for enhancing group leadership, and the group fitness instructor's (GFI's) professional role.

EXSS 230 — Principles of Health and Wellness 3 hours (3 hrs)
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 that health today and motivate students to become actively engaged in their personal health at all levels.

EXSS 243 — Nutrition Decisions 3 hours (3 hrs)
This course is perfect for non-science majors, EXSS minors or anyone else interested in enhancing their own personal nutrition. It will go beyond the science and provide practical ways students can put their knowledge to work immediately. Each week, new recipes or food suggestions will be explored so students can experience and reinforce the concepts of healthy eating and learn the skills they need to make eating healthy attainable, no matter their circumstances. Stimulating discussions and documentaries will help students dive into larger policy issues or controversial nutrition topics and better understand the influences on each component of the food system, from farm to fork.

EXSS 300 — Principles of Coaching (3 hrs)
This course is a comprehensive introduction to the coaching profession that will award students a Bronze Level coaching certification from the American Sports Education Program (ASEP). Emphasis is placed on sport at the high school and serious club levels.

Consideration is also given to coaching at other levels, such as youth, recreational, and intercollegiate sport programs. The primary goal of the course is to develop and enhance students' knowledge and understanding of concepts and techniques of coaching and their application to achieving important objectives in working with athletes. The course and textbook combine sport science theory and research with the practical knowledge and methods of expert coaches in the five essential categories of coaching education and professional practice.

EXSS 305 — Essentials of Health & Wellness Coaching (3 hrs)

This course will prepare individuals who are passionate about health and wellness to actively collaborate with clients, assisting them in unlocking their full potential to live healthy lifestyles. From managing stress and setting goals to eating healthy and regularly engaging in physical activity, the health coach serves the unique role of empowering people to take ownership of their own health, and to discover their own motivation for lasting behavior change. This course is designed to give you both the knowledge and skills needed to assess a client's lifestyle behaviors and to support them through behavior change.

EXSS 343 — Essentials of Nutrition Coaching (3 hrs)

In this course, students will learn all the latest information regarding nutrition, behavior change, and coaching, while using cutting-edge technology—developed for proficiency, competency, and student success, in becoming a Certified Nutrition Coach.

EXSS 400 — Principles of Strength and Conditioning (3 hrs)

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.

EXSS 410 — First Responder (2 hrs)

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: None

EXSS 415 — Fitness Assessment (3 hrs)

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

EXSS 420 — Techniques & Practices of Strength and Conditioning (1 hrs)
Building on the concepts presented in EXSS 400, students will be provided with the opportunity to practice the knowledge, skills, 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

EXSS 425 — Techniques & Practices of Exercise Instruction (1 hrs)
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 hrs)
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.

EXSS 435L — Kinesiology Laboratory (1 hrs)
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.
Prerequisite: Laboratory Fee: See current fee schedule.

EXSS 496 — Topics in Exercise Science (3 hrs)
This course will investigate, analyze, and discuss significant and contemporary topics in the field of exercise sports and science. Topics courses (but not specific topics) may be repeated for a total of 6 hours.

EXSS 500 — Advanced Concepts in Strength & Conditioning I (3 hrs)
This course explores the foundational principles and advanced concepts in strength and conditioning. Emphasizing theoretical and practical applications, the course covers topics such as exercise physiology, biomechanics, nutrition, and training methodologies for athletic performance enhancement. Through critical analysis of cutting-edge research and case studies, students will learn to design evidence-based training programs and conduct needs analyses for various athletic populations. The course includes hands-on coaching and experiential learning to apply these concepts in real-world settings.

EXSS 505 — Advanced Concepts in Strength & Conditioning II (3 hrs)
This course delves deeper into advanced principles and applications of strength and conditioning. Building on foundational knowledge, the course emphasizes advanced

topics such as the assessment of athletic performance, biomechanical analysis, sport psychology, and long-term athletic development. Students will critically evaluate contemporary research, engage in practical application, and develop specialized skills to optimize athletic performance and enhance injury prevention. The course includes experiential learning opportunities to apply these advanced concepts in real-world settings.

Prerequisite: EXSS

EXSS 510 — Applied Sport and Exercise Psychology (3 hrs)

This course examines the foundational principles and applied strategies of sport and exercise psychology. The course covers theoretical frameworks, psychological skills training, motivation, and the impact of psychological factors on athletic performance and physical activity adherence. Through critical analysis of research and practical application, students will learn to enhance performance, motivation, and well-being in various sport and exercise settings. Experiential learning opportunities will allow students to practice psychological skills and develop interventions tailored to individual and team needs.

EXSS 515 — Assessment and Evaluation in Exercise and Sport (3 hrs)

This course provides comprehensive training in the assessment and evaluation of physical fitness and athletic performance. Students will gain proficiency in conducting a wide range of fitness and performance assessments, interpreting data, and using this information to design effective exercise prescriptions and performance enhancement programs. Emphasis will be placed on both the theoretical foundations and practical applications of fitness assessment, including the use of advanced technologies and methods.

EXSS 520 — Advanced Exercise Physiology (3 hrs)

This course provides an in-depth exploration of the physiological mechanisms underlying human movement and exercise performance, with a specific focus on clinical applications. The course examines the effects of exercise on various chronic conditions, the role of exercise testing and prescription, and the physiological responses to exercise in special populations. Through a combination of theoretical knowledge and practical application, students will learn to conduct physiological assessments, interpret data, and design exercise interventions for diverse clinical scenarios.

EXSS 530 — Current Topics in Exercise and Sport Science (3 hrs)

This course explores the complex interplay between society and sport. The course examines a wide range of sociocultural factors, including race, gender, ethnicity, economics, politics, and globalization, and their impact on sport and physical activity. Through critical analysis and discussion, students will develop a deeper understanding of how social and cultural contexts shape sports experiences and outcomes. Emphasis is placed on understanding the role of sport in promoting social change, equality, and ethical behavior.

EXSS 543 — Nutrition for Exercise and Sport (3 hrs)
This course delves into the theoretical and practical aspects of nutrition as it pertains to sport and

EXSS 565 — Principles of Human Movement, Injury Prevention and Rehabilitation 3 hours (3 hrs)
This course explores the fundamental concepts of human movement, injury mechanisms, and the principles of musculoskeletal injury. Students will gain a comprehensive understanding of the processes involved in the prevention and management of common musculoskeletal injuries. The course aims to educate and enable students to better advise athletes and clients on injury prevention and recovery strategies.

EXSS 570 — Program Development and Administration in Sport and Fitness 3 hours (3 hrs)
This course provides a comprehensive overview of the principles and practices involved in the administration and management of sport and fitness programs. Students will explore topics such as organizational leadership, financial management, marketing, and legal considerations. Through the integration of theoretical knowledge and practical applications, students will develop the skills necessary to effectively manage sport and fitness facilities, programs, and organizations.

EXSS 580 — Research Methods in Exercise and Sport 3 hours (3 hrs)
This course provides an in-depth exploration of research methodologies and data analysis techniques in the fields of exercise science and sport. Students will learn to design, conduct, and critically evaluate research studies. The course covers various research designs, statistical analyses, and the ethical considerations involved in conducting research. Through practical applications and experiential learning, students will develop the skills necessary to produce high-quality research and contribute to the body of knowledge in exercise and sport science.
Prerequisite: Completion of a minimum of 18 credit hours in the MS EXSS program

EXSS 595 — Field Experience in Exercise and Sport Science 3 hours (3 hrs)
This course provides students with supervised practical experience working in professional settings related to exercise and sport science. The field experience places students in approved sites such as athletic teams, sports performance facilities, fitness centers, clinical rehabilitation settings, community recreation organizations, or related exercise/sport science workplaces. Students work under the guidance of both CCSJ faculty and qualified site supervisors.
Prerequisite: Completion of a minimum of 18 credit hours in the MS EXSS program

EXSS 597 — Capstone Project in Exercise and Sport Science 3 hours (3 hrs)
This culminating course provides students with the opportunity to integrate knowledge and skills acquired throughout their exercise and sport science curriculum. The capstone experience requires students to exhibit mastery across multiple domains by developing

an original, applied project grounded in theory and evidence-based practices. Project formats may include innovative program designs, entrepreneurial business plans, technological applications, professional case studies, or other creative works.

Prerequisite: EXSS 580 and EXSS

EXSS 599 — Thesis in Exercise and Sport Science (3 hrs)

This culminating course provides students the opportunity to conduct original research and produce a master's thesis in exercise and sport science. Under the guidance of a faculty advisor, students will design, execute, and scholarly report/defend the findings of an independent research study.

Prerequisite: EXSS 580 and EXSS

FRSC

FRSC 200 — Introduction to Forensic Science (3 hrs)

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.

Prerequisite: C or better in all courses: BIOL 115/115L, BIOL 205/205L, BIOL 230/230L, CHEM 200/200L, CHEM 205/205L, MATH 104, MATH

FRSC 200L — Introduction to Forensic Science Lab (1 hrs)

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.

Prerequisite: C or better in all courses: BIOL 115/115L, BIOL 205/205L, BIOL 230/230L, CHEM 200/200L, CHEM 205/205L, MATH 104, MATH

FRSC 300 — Forensic Biology (3 hrs)

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.

Prerequisite: C or better in all courses: BIOL 115/115L, BIOL 205/205L, BIOL 230/230L, BIOL 300/300L, BIOL 305/305L, BIOL 372, BIOL 373, CHEM 200/200L, CHEM 205/205L, CHEM 310/310L, CHEM 311/311L, CHEM 430/430L, CHEM 445/445L, CHEM 446/446L, FRSC 200/200L.

FRSC 300L — Forensic Biology Lab (1 hrs)

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.

Prerequisite: C or better in all courses: BIOL 115/115L, BIOL 205/205L, BIOL 230/230L, BIOL 300/300L, BIOL 305/305L, BIOL 372, BIOL 373, CHEM 200/200L, CHEM 205/205L, CHEM 310/310L, CHEM 311/311L, CHEM 430/430L, CHEM 445/445L, CHEM 446/446L, FRSC 200/200L.

FRSC 302 — Forensic Chemistry (3 hrs)

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-

FRSC 400 — Forensic Molecular Biology (3 hrs)

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.

FRSC 400L — Forensic Molecular Biology Lab (1 hrs)

GENL

GENL 100 — The CCSJ Experience (1 hrs)

GENL 100T — The CCSJ Transfer Experience 1 hour (1 hrs)

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. (This course is a CCSJ General Education requirement.)

GENL 290 — Honors Seminar 0 hour (0 hrs)

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 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

Prerequisite: Admission into Honors Learning Community

GEOL

GEOL 110 — Earth and Space Science (3 hrs)

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 or completion of MATH 097 or higher; concurrent enrollment in GEOL 110L.

GEOL 110L — Earth and Space Science Lab 1 hour (3 hrs)

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.) 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. 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

GEOL 110S — Earth and Space Science Supplemental Instruction 0 hours (3 hrs)

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.) Students in GEOL 110S are required to attend one hour of supplemental instruction per week. See course schedule for SI times, if applicable, and course syllabus for content details. Students in GEOL 110S are required to attend one hour of supplemental instruction per week. See course schedule for SI times, if applicable, and course syllabus for content details.

Prerequisite: concurrent enrollment in GEOL

GST

GST 499 — Integrative Project (3 hrs)

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.

HIST

HIST 110 — American Civilization (3 hrs)

This course surveys American civilizations form 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 hrs)

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 of Western civilizations. (This course is a CCSJ General Education option in Social Sciences.)

HIST 120 — World Civilizations (3 hrs)

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 accelerate 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 hrs)

Prerequisite: EMCO 103; HIST 110 or HIST 120 or permission of instructor

HIST 310 — Advanced Studies in American Civilization (3 hrs)

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

HIST 320 — Advanced Studies in World Civilizations (3 hrs)

Prerequisite: EMCO 103; HIST 110 or HIST 115 or permission of instructor

HIST 324 — The Immigrant Experience (3 hrs)

This course traces international immigration to the United States from all regions of the world. This course will describe the causes of immigration, immigrant occupations, immigrant social institutions, and immigrant adjustment to American life.

Prerequisite: EMCO

HIST 330 — History of Christianity (3 hrs)

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 aspects as colonization, Reformation, the Enlightenment and its effects on religion, the Industrial Revolution and the beginnings of modern Catholic Social Teaching, the ecumenical movement, and the present expansion of the Church to a diverse global community concentrated in Africa and Latin America, reflected in the teachings of the Second Vatican Council.

Prerequisite: EMCO

HIST 390 — History of Latin America (3 hrs)

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

HIST 431 — American Urban History (3 hrs)

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

HIST 432 — History and Culture of Sport and Exercise (3 hrs)

This course covers the historical, philosophical, and sociocultural dimensions of the study of human movement. This cross-disciplinary course will show how theory in the humanities can affect professional practice in exercise and sport. Students will critically examine the history and multifaceted roles of sport and physical activity in society and relate these themes to their own lives. Cross-linked with KINE 430.

HIST 496 — Topics in History (3 hrs)

Topics in History courses will investigate, analyze and discuss significant and contemporary topics in the field of history. Topics courses (but not specific topics) may be repeated for a total of 6 credits.

Prerequisite: EMCO 103; HIST 110 or HIST 115 or HIST

HSV

HSV 100 — Introduction to Human Services (3 hrs)

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

HSV 200 — Introduction to Alcoholism and Drug Abuse (3 hrs)

Students are provided with an overview of alcoholism and drug abuse. The course surveys the various causation theories including the disease concept. The biological, psychological and spiritual implications of chemical dependency will be examined. Various counseling approaches will be surveyed as well as the influence of the self-help movement.

HSV 220 — Human Service Models and Practices (3 hrs)

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. Course linked with HSV

Prerequisite: HSV 100 or taken concurrently.

HSV 230 — Pharmacology for Human Service Professionals (3 hrs)

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: HSV

HSV 235 — Statistics and Research Methods for Human Services 3 hours (3 hrs)

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 — Ethics for Human Service Professionals 3 hours (3 hrs)

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 (3 hrs)

This course will explore the systems approach to family assessment and survey the various treatment modalities used in family counseling. A focus will be placed on the recognition of the rules, roles, communication styles and coping mechanisms within a family system. The use of various tools and techniques, including the genogram, sculpting and paradoxical interventions will also be studied.

Prerequisite: HSV 100; HSV 220 (not required for Social Services concentration.)

HSV 305 — Theoretical Bases of Counseling 3 hours (3 hrs)

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

Prerequisite: HSV 100; HSV

HSV 310 — Clinical Counseling Practice 3 hours (3 hrs)

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

Prerequisite: HSV 100; HSV

HSV 312 — Death, Dying and Caregiving 3 hours (3 hrs)

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.

Prerequisite: HSV 100; HSV

HSV 319 — Case Management (3 hrs)

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.

Prerequisite: HSV 100; HSV

HSV 328 — Counseling the Chemically Dependent (3 hrs)

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

Prerequisite: HSV 200; HSV

HSV 342 — Counseling for Sexual and Domestic Violence (3 hrs)

This course will introduce students to the theory and practice of counseling individuals and families impacted by sexual and domestic violence. The Psychological dimensions of rape, battering and other forms of sexual and domestic violence will be explored. Special attention will be given to treatment methods and the various roles of mental health counselors, pastoral counselors, and criminal justice counselors in responding to offenders and victims.
Prerequisite: HSV 100; HSV 220; HSV 305; HSV

HSV 350 — Theological Skills for Human Services Professionals (3 hrs)
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 chaplaincy, parish ministry, pastoral counseling with the chemically dependent. (Formerly HSV 210) This course may be taken as a Religious Studies elective.
Prerequisite: HSV 100; HSV

HSV 358 — Social Service and Public Policy (3 hrs)
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 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.

HSV 400 — Crisis Intervention (3 hrs)
Students will be introduced to the various crisis intervention theories and models and the application toward various crises such as but not limited to, natural disaster, suicide, homicide, and domestic violence.

HSV 405 — Counseling Diverse Populations (3 hrs)
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

HSV 413 — Methods in Community Organizations (3 hrs)
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.

HSV 420 — Group Dynamics (3 hrs)

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 hrs)

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 classifications 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 criteria and disorders commonly associated with the student's population of interest.

HSV 495 — Practicum (3 hrs)

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.

HSV 496 — Topics in Human Services (1-3 hours) (3 hrs)

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

HSV 497 — Research in Human Services (3 hrs)

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 (3 hrs)

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 from whom this will strengthen their preparation for graduate school. Senior standing is required.

HUM

HUM 499 — Integrative Project 3 hours (3 hrs)

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.

KINE

KINE 110 — Introduction to Kinesiology and Exercise Science (3 hrs)

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.

KINE 210 — Exercise Psychology 3 hours (3 hrs)

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. > Header 3: 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] 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

KINE 300 — Exercise Physiology I (3 hrs)

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 115/115L

KINE 305 — Exercise Physiology II (3 hrs)
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

KINE 343 — Applied Nutrition (3 hrs)
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.

KINE 360 — Psychomotor Development and Movement (3 hrs)
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 115/115L

KINE 365 — Care and Prevention of Injury and Illness (3 hrs)
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, EXSS 410, EXSS 435/435L

KINE 430 — History and Culture of Sport and Exercise (3 hrs)
This course covers the historical, philosophical, and sociocultural dimensions of the study of human movement. This cross-disciplinary course will show how theory in the humanities can affect professional practice in exercise and sport. Students will critically examine the history and multifaceted roles of sport and physical activity in society and relate these themes to their own lives.

KINE 495 — Internship in Kinesiology 3-6 hours (6 hrs)
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. Course may be repeated for an additional 3 credit hours.

KINE 499 — Seminar in Kinesiology 3 hours (3 hrs)
In this capstone course, learners will review, assess, and then apply many of the concepts they have researched during their undergraduate studies through the creation of a customized graduation portfolio and Capstone Project - Case Study. The purpose of the Capstone Project is to demonstrate achievement in competency areas and to engage in self-reflection and self-evaluation. The portfolio will be used for future career or academic goals and serve as a tangible job aid that houses previously acquired knowledge.

MAT

MAT 500 — Educational Psychology 2 hours (2 hrs)

This course surveys the research associated with the physical, emotional, social, moral, and mental development of children from infancy to adolescence and how this research can be associated with academic success and/or risk. 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 and applied through the student research project and field experience. Teacher candidates will begin to analyze and adapt the understanding of conceptual ideas appropriate to the developmental level and learning style of students with a goal of designing appropriate learning experiences. Field experience is required.

MAT 502 — Foundations of Education 2 hours (2 hrs)

What we teach, 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. The course will guide candidates to a greater understanding of the philosophical, historical, and legal foundations of American education, and to evaluate those foundations with a view towards developing each candidate's own personal professional self-reflective philosophy of education. Thus, while this course will offer candidates 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 is required.

MAT 504 — Child Development 2 hours (2 hrs)

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

MAT 506 — Adolescent Development 2 hours (2 hrs)

In this course, secondary licensure candidates will examine major theories and findings concerning human development through the adolescent years and the implications of these for the professional educator. The course concentrates on current brain research as it relates to physical development, intelligence, perception, language, socio-emotional development, gender role development, and moral development of adolescents. Current pedagogy practices are explored and aligned with brain and developmental research in order to begin applying this knowledge to creating appropriate learning experiences for adolescent students. *Field experience is required.*

Prerequisite: MAT

MAT 510 — Foundations of Educational Research 1 2 hours (2 hrs)

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 512 — Best Practices for Secondary Reading Instruction 2 hours (2 hrs)
This course develops understanding in solving reading problems encountered by secondary students in all content areas. Both Reading and Content Area teachers are expected to have a broad and comprehensive understanding of the knowledge and skills needed for the educator license, and to use that knowledge to help students prepare for the challenges and opportunities of the twenty-first century. Candidates gain an understanding of how research-based disciplinary literacy strategies help students to be successful in the critical reading, writing, and thinking skills required in each content area. Knowledge of disciplinary literacy concepts is applied and refined through clinical experience and creation of lesson and unit plans that embed effective literacy strategies to bolster student gains in the content areas. *Clinical experience is required.*
Prerequisite: MAT

MAT 516 — Designing Curriculum & Learning Plans 2 hours (2 hrs)
This comprehensive course includes a 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. Teacher candidates will apply

MAT 518 — Assessment of Student Learning (2 hrs)
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 reflection and growth, communication strategies, technological facility, and field experience permeate the course in order to help candidates apply standards to practice as they strive to become effective educators. (*Spring semester*) *Field experience is required.*
Prerequisite: MAT

MAT 520 — Creating Positive Learning Environments (2 hrs)
This course provides an opportunity for teacher candidates to gain understanding and practical experiences to develop knowledge, disposition, and effective performance skills

regarding classrooms and instructional organization. In this course, the professional educator candidate researches theories that support and sustain effective and successful classroom organization and management. Strategies to effectively manage the modern student, family and community issues are researched and designed. Positive communication strategies and effective use and implementation of technology permeate the course. *Field experience is required.*
Prerequisite: MAT

MAT 521 — Effective Management Strategies (3 hrs)
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 they align with best practices. A critical review of the vision and mission statements of the school/system will support/negate the use of current discipline policies and procedures. Strategies to effectively deal with today's students and families will be researched and designed. Professional development opportunities to inform and assist faculty in these strategies will be planned. Communication strategies and technological facility permeate the course.

MAT 522 — Children's Media & Literature (2 hrs)
This course is a survey of diverse transitional and contemporary literature from kindergarten through junior high/middle school. Candidates establish a broad and comprehensive understanding of foundations for creating a literacy-rich classroom that supports literacy theory and the development of all students, reflects, and values cultural diversity, and promotes respect for all readers at various levels of reading proficiency. Emphasis is placed on types of literature genres, various authors and illustrators and methods to utilize children's literature in today's digital classroom. Candidates experience the dominant trends in children's literature, illustration, and other media from the 19th,

MAT 524 — The Exceptional Child (2 hrs)
The characteristics, capabilities, and expectations of students with special needs, students who are at-risk for learning problems, English Language Learners (ELL) and gifted students encompass the diverse approaches to choosing and evaluating strategies for quality learning. Candidates will gain a deeper understanding of the teacher's role in assisting students who face attention, behavioral, learning, physical and social challenges, and other relevant and practical techniques unique to educating exceptional students. Candidates will engage in descriptive research on parenting the exceptional child and how to apply this knowledge to work with parents, caregivers, and the community to impact positive student achievement. *Field experience is required.*
Prerequisite: MAT

MAT 525 — Leadership Theory (3 hrs)

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 526 — Best Practices for Secondary Instruction (2 hrs)

This course builds upon the foundational development, curriculum, and assessment courses as candidates for secondary licensure demonstrate the ability to provide instruction that is responsive to the uniqueness of both the student and curriculum. This course promotes development and learning for all students while demonstrating effective pedagogy standards for the secondary classroom. Candidates will research best practices and apply them in the classroom setting through planning, instruction, and assessment. *Clinical experience is required.*

Prerequisite: MAT

MAT 528 — Emergent Literacy (2 hrs)

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. Candidates will engage in both the theory and practice of teaching basic reading skills such as word identification and comprehension, reading in the content areas, and writing skills. Teacher candidates will evaluate various types of reading instruction and apply this knowledge to meet the needs of a diverse student population. Candidates will be exposed to a variety of assessment and evaluation approaches for monitoring student progress and remedial

MAT 530 — Leadership Theory in Diverse Schools and Communities (3 hrs)

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 534 — Best Practices in E/LA & Social Studies (2 hrs)

This course examines the methods and materials used in teaching Language Arts and Social Studies in the elementary classroom. Teacher candidates gain skills and employ strategies to create meaningful learning experiences that develop student appreciation and competence in these areas. This course provides 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. Candidates will apply instructional practices and facilitate students' ability to communicate ideas clearly while developing lesson plans that meet academic standards. Similarly, 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 the candidate's abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world while exploring multicultural perspectives and backgrounds as they relate to social studies. The course also provides instructional strategies and materials for developing effective lesson plans according to the academic standards. Clinical experience is required.

Prerequisite: MAT

MAT 536 — Reading Assessment & Intervention (2 hrs)

This course evaluates formal and informal reading instruments and programs 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/Intervention) in the elementary grades. Components of differentiated instruction, including pacing, modifications, and complexity of instruction will be discussed, reviewed, and studied. Candidates will 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 reading assessment and plan a

MAT 538 — Best Practices in Math & Science (2 hrs)

This course examines the methods and materials used in teaching math and science in the elementary classroom. The course provides teacher candidates with strategies to create meaningful learning experiences that develop students' appreciation and competence in these areas. Candidates will apply quality instructional practices, using current Indiana Mathematics Academic Standards to facilitate students' ability to make sense of mathematical ideas and reason mathematically including conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and productive disposition. By engaging students in rich tasks, including exploration, discussion, and reflection, teacher candidates will facilitate learning and create a culture supporting mathematical proficiency. Similarly, candidates will use science instruction to

foster independent thinking, reasoning, and problem solving. Using current Indiana Science Academic Standards, teacher candidates will create inquiry-based, hands-on experiences for students focusing on the topics of physical science, earth and space science, life science, literacy, computer science and engineering. *Clinical experience is required.*

Prerequisite: MAT

MAT 542 — Elementary Student Teaching Capstone (0 hrs)

This is the culminating twelve-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 student population. Teacher candidates teach appropriate classes and content to K-6th grade 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-6th grade student. All required coursework must be completed prior to participating in a student teaching experience.] This is the culminating twelve-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 student population. Teacher candidates teach appropriate classes and content to K-6th grade 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-6th grade student. All required coursework must be completed prior to participating in a student teaching experience.

MAT 543 — Foundations of Educational Research II (2 hrs)

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 544 — Secondary Student Teaching Capstone (0 hrs)

This is the culminating twelve-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 student population. Teacher candidates teach appropriate classes and content to 6th-12th grade students in an

accredited middle or high school under the supervision of a licensed cooperating] This is the culminating twelve-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 student population. Teacher candidates teach appropriate classes and content to 6th-12th grade students in an accredited middle or high school under the supervision of a licensed cooperating

MAT 545 — Professional Growth Capstone (2 hrs)

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.

MAT 554 — Best Practices for Secondary Instruction in Content Area (2 hrs)

In this course, candidates for secondary licensure will create and implement learning experiences that make content meaningful in their specific area. This course will strengthen the candidate's background in curriculum and instruction in their content area through individual research, application, and reflection. Teacher candidates apply instructional planning and delivery to demonstrate the ability to implement standards-based, differentiated instruction that engages secondary students in the content area using contemporary technology tools and use meaningful assessment to monitor student progress and guide instruction. *Clinical experience is required.*

Prerequisite: MAT

MATH

MATH 095 — Developmental Mathematics (3 hrs)

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.*] 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 hrs)

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.* 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 hrs)
This course treats algebraic expressions, exponents, polynomials, graphing, inequalities, absolute value, linear and quadratic expressions, and systems of equations, applications, rational expressions, and logarithms. 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 — , Precalculus (3 hrs)
This course is designed to prepare students for the standard calculus sequence. Topics include polynomial and rational functions, exponential and logarithmic functions, trigonometric functions, and the laws of sines and cosines. (This course is a CCSJ General Education option in Mathematics.)

MATH 110 — , Finite Mathematics (3 hrs)
Topics include applied systems of linear systems, matrices, modeling, regression and curve-fitting, and linear programming. Application of technology to the solution of problems is stressed. (This course is a CCSJ General Education option in Mathematics.)
Prerequisite: MATH 103 with a grade of C or better, or an appropriate Accuplacer exam score

MATH 115 — , College Geometry (3 hrs)
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.

MATH 148 — , Mathematics for Elementary Teachers I (3 hrs)
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.

MATH 149 — , Mathematics for Elementary Teachers II (3 hrs)
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.

MATH 171 — , Principles of Statistics (3 hrs)
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. (This course is a CCSJ General Education option in Mathematics.)

MATH 201 — Analytic Geometry (3 hrs)
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 an appropriate Accuplacer exam score

MATH 220 — Brief Survey of Calculus (3 hrs)
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 an appropriate Accuplacer exam score

MATH 230 — Calculus I (4 hrs)
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.
Prerequisite: MATH 104 with a grade of C or better, or an appropriate Accuplacer exam score

MATH 231 — Calculus II (4 hrs)
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.
Prerequisite: MATH 230 with a grade of C or better

MATH 300 — Linear Algebra (3 hrs)
This is the standard college Linear Algebra course. Topics will include linear equations in linear algebra, matrix algebra, determinants, vector spaces, eigenvalues and eigenvectors, orthogonality and least squares, and symmetric matrices and quadratic forms. Students will study the applications of the afore-mentioned topics in geometry, science, and business.
Prerequisite: MATH 231 with a grade of C or better

MATH 310 — Calculus III (4 hrs)
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 afore-mentioned topics in geometry, science, and business.
Prerequisite: MATH 231 with a grade of C or better

MATH 315 — Elements of Statistical Inference (3 hrs)
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.
Prerequisite: MATH 171 with a grade of C or better and MATH 231 with a grade of C or better

MATH 330 — Differential Equations (3 hrs)
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, integration theorems, Laplace transforms, and applications.
Prerequisite: MATH 310 with a grade of C or better

MATH 360 — Introduction to Abstract Mathematics (3 hrs)
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.
Prerequisite: MATH 231 with a grade of C or better

MBA

MBA 505 — Accounting for Managers (3 hrs)

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.

MBA 510 — Financial Risk Management & Compliance (3 hrs)

This course focuses on risk assessment and regulatory compliance in financial markets. Students will explore strategies for managing financial risks and ensuring corporate compliance with global financial regulations, including risk identification and mitigation, regulatory frameworks, corporate governance, and financial fraud detection and prevention.

MBA 511 — Statistical Techniques I (3 hrs)

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.

MBA 515 — International Finance & Global Markets (3 hrs)

This course examines financial markets from a global perspective, covering exchange rate dynamics, multinational corporate finance, and international investment strategies. Topics include foreign exchange and currency risk management, global investment strategies, international trade and finance, and political and economic risks in global finance.

MBA 518 — Entrepreneurial Financial Management (3 hrs)

This course focuses on the unique financial challenges faced by entrepreneurs, with a focus on managing startup finances, budgeting, and financial forecasting. Students will learn to make sound financial decisions, manage cash flow effectively, and create financial strategies that align with the goals of their business. The course emphasizes financial planning for sustainable growth and risk management in an entrepreneurial context.

MBA 520 — Project Management (3 hrs)

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.

MBA 522 — Innovative Business Models & Design Thinking (3 hrs)

This course explores innovative business models and the principles of design thinking. Students will learn to identify market needs, generate creative solutions, and apply design thinking methods to develop scalable business models. Emphasis is placed on customer-centric innovation, prototyping, and iterative development, including the Business Model Canvas, value proposition development, and disruptive innovation and market entry strategies.

MBA 525 — Human Resource Management (3 hrs)
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.

MBA 530 — Digital Marketing Strategy & Analytics (3 hrs)
This course explores how businesses can leverage digital channels, data analytics, and consumer insights to develop impactful marketing campaigns. Topics include digital advertising, search engine optimization, content marketing, social media and influencer strategies, and marketing performance measurement.

MBA 531 — Management Information Systems (3 hrs)
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.

MBA 533 — Brand Management & Consumer Behavior (3 hrs)
This course focuses on building and managing strong brands while understanding consumer psychology. Topics include brand equity and competitive positioning, consumer decision-making and psychological drivers, market research and customer insights, and strategic brand management and storytelling.

MBA 543 — Integrated Marketing and Communications (3 hrs)
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."

MBA 545 — Operations Management (3 hrs)
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.

MBA 560 — Financial Management (3 hrs)
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.

MBA 570 — Legal and Ethical Issues for Managers (3 hrs)
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 current news and events as they relate to business and social responsibility.

MBA 572 — Change Management (3 hrs)
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.

MBA 574 — Organizational Behavior & Performance Management (3 hrs)
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.

MBA 576 — Strategic Planning (3 hrs)
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.

MBA 578 — Leadership & Management Skills (3 hrs)
This course is designed to help MBA students develop the essential interpersonal, strategic, and behavioral competencies needed to lead individuals, teams, and organizations effectively. The course explores contemporary leadership theories and management practices, with a strong focus on emotional intelligence, ethical decision-making, communication, conflict resolution, and team dynamics. Students engage in self-assessments, simulations, and applied projects to build self-awareness and enhance their leadership presence in complex, multicultural, and fast-changing business environments.

MBA 580 — Capstone/Colloquia (3 hrs)

The MBA Capstone and Leadership Colloquium is a culminating experience designed to integrate the knowledge and skills developed throughout the MBA program. Students apply their learning to a comprehensive business problem, developing strategic recommendations for real-world challenges, and attend a required annual on-campus leadership colloquium featuring keynote speakers, leadership workshops, case study discussions, and high-level industry networking. Participation in the colloquium (a residency weekend) is required for course completion.

MLS

MLS 400 — Blood Banking and Transfusion Practice (2 hrs)
Genetics of red blood cell antigen groups, inheritance and frequencies, pretransfusion screening for unexpected antibodies to red cell antigens, antibody identification phases and methods manual and automated, detection of antibody-sensitized cells. Donor blood collection methods, donor screening and history, therapeutic phlebotomy, component preparation and storage, appropriate component selection, component therapies. Cord blood evaluation for HDFN, screening and quantitation of fetomaternal hemorrhage, prophylactic administration of Anti-D immunoglobulin. Monitoring and regulation of storage and usage. Judicious use and handling of limited and perishable resources. Course may be repeated for up to 4 hours.

MLS 401 — Clinical Chemistry (3 hrs)
Biochemical measurement of organ/system-specific analytes to identify normal metabolic functions and/or differentiate disease states, including diabetes, renal, hepatic, and pancreatic disease, blood gases, electrolyte and acid-base balance, cardiac disease, hormone regulation, vitamin deficiencies, therapeutic drug monitoring, toxicology, and special considerations in geriatrics, pediatrics and pregnancy. Course may be repeated for up to 6 hours.

MLS 402 — Hematology and Coagulation (3 hrs)
Examination of blood formation, circulatory system function, blood cell types and cell functions, description of normal and disease states, hematological clinical findings and disease correlation, manual and automated measurement of hematological parameters, and cell identification/differentials. Study of hemostasis, mechanisms, components, sequences, with manual and automated principles and methods screening for coagulopathies, platelet function, therapeutic anticoagulation, DOAC/platelet inhibitor testing. Course may be repeated for up to 6 hours.

MLS 403 — Microbiology in the Clinical Laboratory (4 hrs)
Clinical application of microbiological identification of normal flora vs. clinically significant organisms vs. opportunistic infections in disease processes. Selection of appropriate culture media for specimen type/acceptability. Morphological and biochemical identification by manual and automated methods, susceptibility testing. Visual, biochemical, and immunological identification of human parasites and mycoses.

Application of molecular/PCR/NAT in identification of fastidious organisms and viruses. Course may be repeated for up to 8 hours.

MLS 404 — Immunology (1 hrs)

Overview of the human immune system and responses. Principles of antibody-antigen reactions utilized in clinical testing methods, detection of antigen or antibody as indication of disease in rapid immunological testing and fluorescent methods in evaluation of diseases and autoimmune conditions. Principles of antigen-antibody reactions used in automation such as in chemistry analyzers. Course may be repeated for up to 2 hours.

Prerequisite: information applicable to immunohematology (Blood Banking). Current and historical methodologies are discussed.

MLS 405 — Phlebotomy for the Medical Laboratory Scientist (1 hrs)

Blood and specimen collection techniques, including venipuncture, capillary collection, nasal and throat swabs, urine collection methods, patient instruction and preparation, with a philosophy of customer service. Specimen and testing requirements, specimen processing, handling, transport, and storage. Discussion of appropriate ordering and associated documentation requirements (diagnosis coding, FMA terminology etc.). Customer-focused AIDET communication, cultural diversity awareness, age-appropriate communication, consideration of compassion and empathy. Course may be repeated for up to 2 hours.

MLS 406 — Urinalysis and Body Fluids (1 hrs)

Renal anatomy and function, acceptable specimen requirements for testing orders, manual and automated biochemical testing of urine, microscopic examination and disease correlation. Formation of various body fluids, clinical significance and disease processes, analysis for cells, crystals and biochemistries, semen analysis. Automated and manual cell counting and calculation methods are used. Course may be repeated for up to 2 hours.

MLS 407 — Laboratory Operations

Incoming student applicants for all the majors within the Biomedical and Health Sciences 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 Biomedical and Health Sciences 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 Biomedical and Health Sciences Department must have a 2.5 GPA in their science major classes and a minimum cumulative GPA of 2.0.

MPA

MPA 501 — Public Administration (3 hrs)

Study and practice of public administration in the US in the 21st century; historical development of the field of public administration; current approaches to the study and practice of public administration.

MPA 502 — Ethical Leadership and Cultural Competency in Public Administration (3 hrs)

This course prepares students to lead with integrity and cultural awareness in complex public service environments. Emphasizing ethical decision-making and cultural competency, students will explore leadership accountability, governance, policy implementation, and inter-agency collaboration. Through case studies and applied simulations, students will develop strategic decision-making, negotiation, and stakeholder engagement skills, while incorporating legal, data-informed, and communication frameworks to promote transparent, effective, and trust-centered leadership in the public sector.

MPA 503 — Research Methods/Data Analysis for Public Administrators 3 hours (3 hrs)

Students will master the following research methodologies: participant observation, interviewing, constructing and implementing surveys, content analysis, coding and analysis of qualitative data, and coordinating qualitative and quantitative methods. The student will develop mastery of simple and multiple regression, chi-square analysis, and selected additional analytical techniques. Students will also become familiar with basic ethical principles that guide research.

Prerequisite: concurrent enrollment in MPA

MPA 504 — Research Lab 3 hours (3 hrs)

This course supports MPA 503. Students will have an opportunity to focus on specific issues in data analysis in an applied technology setting.

Prerequisite: concurrent enrollment in MPA

MPA 505 — Public Personnel Administration 3 hours (3 hrs)

The course is designed to assist public administrators in personnel administration. The course will focus on employee recruitment, hiring, retention, discipline, and 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.

MPA 506 — Public Administration Fiscal Planning and Management 3 hours (3 hrs)

This course will teach public administrators 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.

MPA 507 — Data Security and Terrorism in the 21st Century 3 hours (3 hrs)
This case study intensive course examines the development of terrorism in the twenty-first century. It includes groups that were active throughout the twentieth century and various post-9/11 manifestations. This course also examines cyber awareness of cyber terrorism and other types of fraud that revolve around cyber threats.

MPA 508 — Ethical and Political Issues in Public Administration 3 hours (3 hrs)
This course examines the ethical and political philosophies shape governance and policy decisions. It explores issues of accountability, transparency, conflicts of interest, and ethical decision-making within legal and administrative frameworks. Students will analyze real-world dilemmas and develop critical thinking skills to navigate complex ethical and political issues in public service.

MPA 509 — Public Policy Process 3 hours (3 hrs)
This course analyzes key policy-making models, including incrementalism, rationalism, pluralism, and elitism, and their impact on policy formulation, implementation, and evaluation. Students will examine areas such as transportation, economic welfare, energy, and environmental policy, students will examine the roles of government institutions, interest groups, and policy actors. Emphasis is placed on the practical implications of policy decisions, implementation

MPA 510 — 21st Century Leadership: Strategic Communication and Crisis Decision-Making in Public Administration (3 hrs)
This course explores leadership methods, emphasizing elements of essential competencies for public administrators. Students will examine how these leadership pillars influence decision-making in high-pressure environments, enhance organizational effectiveness, and build public trust. The course integrates strategic communication theories, crisis management frameworks, and negotiation strategies to prepare students for leadership roles in government and public policy.

MPA 511 — Collaborative Leadership for Public Administrators (3 hrs)
Collaborative leadership is increasingly vital in public administration. The ideal leadership modes is team based, public sector partnership-oriented, and carried out in a collaborative environment. Students, especially those who climbed the organizational ladder in a different era will be trained to lead collaboratively. This course emphasizes behaviors related to the common understanding of the diversity of roles and ability to appreciate differences among peers, team members, and stakeholders.

MPA 512 — Capstone Course – Problem Solving Practicum (3 hrs)
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 problem-solving practicum. Students will work in groups to identify a gap in their desired field, do research to create policy and procedures to address the gap then present their findings to a panel of Public Administrators in the form of a working document and live presentation.

MPA 599 — – Topics in Public Administration (3 hrs)
Each iteration of the course will explore topics relevant to public policy and administration, focusing on timely issues, key challenges, or conceptual discussions within the field. This course allows students the flexibility to investigate evolving areas of interest within the MPA program framework.

MSM

MSM 505 — Accounting for Managers (3 hrs)
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 hrs)
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 hrs)
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 hrs)
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.

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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.

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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 hrs)
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.

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MSM 576 — Strategic Planning (3 hrs)
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.

NSM

NSM 300 — Foundations of Neuroscience (3 hrs)

This course introduces students to the field of neuroscience, explores the cellular and molecular basis of neural systems, and discusses the neural basis of cognition. Students are expected to leverage their understanding of biology and chemistry to build a working knowledge of neuroscience fundamentals. This online class has optional live sessions. Offered online through RIZE/partner institution; has optional live sessions.] This course introduces students to the field of neuroscience, explores the cellular and molecular basis of neural systems, and discusses the neural basis of cognition. Students are expected to leverage their understanding of biology and chemistry to build a working knowledge of neuroscience fundamentals. This online class has optional live sessions. Offered online through RIZE/partner institution; has optional live sessions.

NSM 301 — Biological Basis of Perception and Movement (3 hrs)

Perception and Movement are fundamentally driven by biological processes. This course provides students with an understanding of the various systems and organs that play a role in the human ability to perceive the world and move through it. It builds upon Neuroscience Fundamentals to allow

NSM 302 — Cognitive Neuroscience (3 hrs)

Cognitive Neuroscience is the study of the biological process which underlies behavior, learning, thought and experience. This course builds on students' understanding of neuroscience and psychology to explore information processing, behavior, language, and more. Special attention is paid to the neurological factors which drive behavior and give rise to a rank of disorders. Offered online through RIZE/partner institution; has optional live sessions.

Prerequisite: NSM

NSM 303 — Clinical Neuropathology (3 hrs)

This course is intended to provide students with a means of evaluating the health impact of political decisions and a broad knowledge base about the practice of Public Health today. Students will explore a range of current topics in public health - including COVID-19, HIV/AIDS, and the obesity epidemic. Students will also look at the impact of US politics on global public health, especially in developing nations. Furthermore, this course will explore key topics such as the WHO's Millennium Development Goals, the disastrous circumstances that can arise when Public Health Policies fail, and the conflict between data and political that drives so much of Public Health policy decision-making. Offered online through RIZE/partner institution; has optional live sessions.

Prerequisite: NSM

PHIL

PHIL 496 — Topics in Philosophy (3 hrs)

This course introduces the discipline of philosophy, including critical thinking, close reading, and clear writing and speaking. The course provides a brief historical overview and explores developments of the Western philosophical tradition. The various subdisciplines of philosophy are presented, with an emphasis on ethical thought and action – that is, being a good person and doing the good. Students read key texts and apply their thinking to current concerns. (This course is a CCSJ General Education option in Humanities.) The Topics course in philosophy allows students to explore philosophical texts, ideas and issues not studied in the core class and is developed according to student and faculty interest. Topics courses (but not specific topics) may be repeated for a total of 6 hours. The Topics course in philosophy allows students to explore philosophical texts, ideas and issues not studied in the core class and is developed according to student and faculty interest. Topics courses (but not specific topics) may be repeated for a total of 6 hours.

Prerequisite: PHIL 200, EMCO 103, or Program Director approval.

PHM

PHM 301 — Epidemiology (3 hrs)

Epidemiology is the branch of medicine that deals with the incidence, distribution, and control of a disease. In this course, you will learn and apply key concepts of epidemiology to multiple domains of public health. By the end of this course, you'll be able to use epidemiology to better understand, characterize, and promote health at a population level. Offered online through RIZE/partner institution; has optional live sessions.

PHM 302 — Health Services (3 hrs)

Health Services - the means by which healthcare is provided - is a critical concept in Public Health that impacts all of us. This course will introduce you to the modern history of healthcare in high, middle, and low-income countries and explore the evolution of health services. Students will evaluate the strengths and weaknesses of particular systems and policies and examine their ideal version of a health service in the context of current events. Offered online through RIZE/partner institution; has optional live sessions.

PHM 303 — Public Health Studies I: Current Topics and Politics (3 hrs)

This course is intended to provide students with a means of evaluating the health impact of political decisions and a broad knowledge base about the practice of Public Health today. Students will explore a range of current topics in public health - including COVID-19, HIV/AIDS, and the obesity epidemic. Students will also look at the impact of US politics on global public health, especially in developing nations. Furthermore, this course will explore key topics such as the WHO's Millennium Development Goals, the disastrous circumstances that can arise when Public Health policies fail, and the conflict between data and political that will drives so much of Public Health policy decision-making. Offered online through RIZE/partner institution; has optional live sessions.

PHM 304 — Public Health Studies II: Demographics, Geo-Spatial Mapping, and Qualitative Research (3 hrs)

This course provides students with a variety of tools for understanding the impact that disease or other Public Health concerns may have on a population. Students will learn how to design effective surveys, analyze geographic data, and use qualitative information with the ultimate goal of gaining a better understanding of how events may affect the health of a particular population. This course will also require students to participate in map development to help them build an understanding of how geographic data is used in the practice of Public Health. Offered online through RIZE/partner institution; has optional live sessions.

PHM 305 — Health Economics (3 hrs)

The field of public health is driven by economics as much as it is by epidemiology. This course will teach you about health economics, which is the application of economic principles and techniques of analysis to health care in support of the public good. By the end of this course, you will learn how to analyze the effectiveness of health policy outcomes through an economic lens, and how to use

PHM 495 — Internship in Public Health (3 hrs)

The internship course is designed to supplement classroom study with observation or practical participation during the internship. Public Health students will work in various public health settings, including community organizations, hospitals, health departments, university-based programs, and federal agencies. Students will complete the number 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 the Science department.

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

PHYS

PHYS 300 — Physics I (3 hrs)

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.

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

PHYS 300L — Physics I Lab (1 hrs)

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 into a higher math course) and concurrently enrolled in PHYS

PHYS 305 — Physics II (3 hrs)
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 300/300L while concurrently enrolled in PHYS 305L

PHYS 305L — Physics II Lab (1 hrs)
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

PHYS 310 — : Biomechanics: The Physics of Movement (3 hrs)
This course will discuss external forces and their effects on motion, how the musculoskeletal system responds and generates its own internal forces to maintain position, and how to apply biomechanical principles to analyze movement and ultimately improve athletic performance. Students will discover the principles of biomechanics through observation during lecture and experiments in the concurrent PHYS 310L lab course.
Prerequisite: C or better in PHYS 300/300L (or consent of the program director). Concurrent enrollment in PHYS 310L

PHYS 310L — : Biomechanics: The Physics of Movement Lab (1 hrs)
The lab course is designed to demonstrate concepts and principles related to biomechanics – with emphasis on understanding whole body movements. A multidisciplinary approach will be used and will include elements from anatomy, physiology, physics, and engineering. Students will discover the principles of biomechanics through observation and experiments as well as during lecture in the concurrent PHYS 310 lecture course. LABORATORY FEE: See current laboratory fee.
Prerequisite: C or better in PHYS 300/300L (or consent of the program director). Concurrent enrollment in PHYS

PLSC

PLSC 220 — American Political System I (3 hrs)
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 CCSI General Education option in Social Sciences.)
Prerequisite: EMCO

PLSC 230 — American Political System II (3 hrs)
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

PLSC 310 — Political Participation (3 hrs)
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

PLSC 312 — Urban Politics 3 hours (3 hrs)
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.
Prerequisite: EMCO 103, PLSC

PLSC 315 — United States Constitutional History 3 hours (3 hrs)
Students will examine the development of the national and state constitutions from British and colonial origins to the present constitutional and theory and practice, through conventions, court cases, amendments, and custom. Cross-listed with CRIJ
Prerequisite: EMCO 103, PLSC

PLSC 340 — Comparative Political System 3 hours (3 hrs)
This course is an introduction to the comparative method study of representative modern and developing political systems of the world.
Prerequisite: EMCO 103, PLSC

PLSC 420 — Civil Rights and Civil Liberties 3 hours (3 hrs)
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. Cross-listed with CRIJ
Prerequisite: EMCO 103, PLSC

PLSC 450 — Modern Political Thought 3 hours (3 hrs)
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

PLSC 496 — Topics in Political Science 3 hours (3 hrs)

This course will investigate, analyze, and discuss significant and contemporary topics in the field of political science. Topics courses (but not specific topics) may be repeated for a total of 6 credits.

Prerequisite: EMCO 103, PLSC

PSM

PSM 171 — Statistics for Public Service 3 hours (3 hrs)

This course introduces students to the gathering and interpretation of statistical data presented through a public service lens. Topics include the graphical and numerical representation of data, probability, sampling, statistical inference (hypothesis testing and confidence interval estimation), and a general familiarity with correlation and regression. (formerly Statistics for Public Safety)

PSM 201 — Introduction to Public Service (3 hrs)

This course provides an overview of the field of public service, exploring its principles, practices, and impact on society. Students will examine the historical development of public service, its role in government and non-governmental organizations, and the ethical frameworks that guide public service professionals.

Prerequisite: good standing in a degree completion program

PSM 210 — Public Service Communications (3 hrs)

This course explores the critical role of communication in public service, focusing on strategies and techniques for effectively conveying information, engaging stakeholders, and advocating for public causes. Students will learn how to develop and implement communication plans that enhance public awareness, shape public opinion, and drive civic engagement.

Prerequisite: good standing in a degree completion program

PSM 225 — Public Service Professions (3 hrs)

This course provides an in-depth exploration of the diverse career paths within the field of public service. Students will examine the roles, responsibilities, and challenges faced by professionals working in government, non-profit organizations, international agencies, and other public service settings. The course aims to equip students with the knowledge and skills necessary to pursue and succeed in public service careers.

Prerequisite: good standing in a degree completion program

PSM 227 — Leadership Dynamics in Public Service (3 hrs)

This course examines the theories, principles, and practices of effective leadership within the context of public service. Students will explore the dynamic nature of

leadership in government agencies, non-profit organizations, and community groups, focusing on the skills and strategies necessary to lead successfully in complex and changing environments.

Prerequisite: good standing in a degree completion program

PSM 235 — Enhancing Community Relationships (3 hrs)

This course focuses on building and maintaining strong, positive relationships between public service organizations and the communities they serve. Students will explore strategies for effective community engagement, collaboration, and partnership development. Emphasis will be placed on understanding community dynamics, cultural competency, and the role of public service professionals in fostering trust and cooperation.

Prerequisite: good standing in a degree completion program

PSM 301 — Volunteer Development in Public Service (3 hrs)

This course explores the essential role of volunteers in public service and provides students with the knowledge and skills to effectively recruit, manage, and retain volunteers. Students will examine the principles and best practices of volunteer management, including motivation, training, supervision, and recognition of volunteers.

Prerequisite: good standing in a degree completion program

PSM 305 — Public Service and Technology 3 hours (3 hrs)

This course will explore contemporary Public Service technologies as well as utilization of technologies commonplace in the world today. Concepts and theories learned in this course will give

PSM 307 — Public Service Environment and Organizations (3 hrs)

This course explores various organizations involved in the provision of public service services. Emphasis will be placed on the challenges from terrorism and natural disasters, response strategies and decision making related to public service and organizational strategies raised in society. (*formerly Public Safety Environment and Organizations*)

Prerequisite: PSM 309, PSM 310, PSM

PSM 309 — Dynamic Dimensions of Wellness (3 hrs)

This course focuses on an organization's most valuable resource – its people. Public Service 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 — Community Dynamics and Public Service Engagement (3 hrs)

This course explores the intricate relationship between public service and community dynamics, focusing on how social, economic, and cultural competency factors shape the effectiveness of public programs and policies. Students will examine the evolving needs of communities and analyze strategies to enhance civic engagement, policy responsiveness, and service delivery. (*formerly Multicultural and Diverse Populations*)

PSM 312 — Cybersecurity and the Modern World of Terrorism (3 hrs)

In this course students will examine explanations and theories on the causes and sources of terrorism along with various countermeasures and security methodologies will also be presented and discussed. Participants in this course will examine the dynamic of cybersecurity in the world of terrorism in the 21st century and will develop an awareness of cyber security issues, threats to security, social media risks, and new tactics used by terrorists utilizing the cyber world.

Prerequisite: PSM 309, PSM 310, PSM

PSM 318 — Public Service Growth Mindset (3 hrs)

This course focuses on cultivating a growth mindset within the realm of public service, emphasizing continuous personal and professional development, resilience, and adaptability. Students will explore the concepts and benefits of a growth mindset, particularly how it applies to leadership, problem-solving, and innovation in public service settings.

Prerequisite: good standing in a degree completion program

PSM 325 — Introduction to Research of Public Service Issues (3 hrs)

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 service. (formerly Introduction to Research of Public Safety Issues)

PSM 327 — Public Service Psychology 3 hours (3 hrs)

In this course students will examine public service psychology as an application of behavioral science and mental health principles to the concerns of public service professionals, their families and the community. Public Service professionals perform a wide range of functions, which can be divided into several categories. In this course students will enhance their understanding of critical incident response, mental health crisis intervention, de-escalation approaches, cultural competencies, emotional intelligence, and other topics affecting public service. (formerly Public Safety Psychology)

Prerequisite: PSM 307, PSM 309, PSM 310, PSM 312, PSM

PSM 333 — Leadership and Crisis Management 3 hours (3 hrs)

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. We 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 service response with private security entities as well as governmental agencies.

Prerequisite: PSM 307, PSM 309, PSM 310, PSM

PSM 345 — Government Collaboration in Public Service (3 hrs)

This course examines the importance and complexities of collaboration between various levels of government and public service organizations. Students will explore the strategies and best practices for effective intergovernmental and interorganizational collaboration, focusing on how these partnerships can enhance service delivery, policy implementation, and community outcomes.

Prerequisite: good standing in a degree completion program

PSM 353 — Identity and Financial Crimes 3 hours (3 hrs)

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 333, PSM

PSM 355 — Public Service Innovation and Digital Transformation (3 hrs)

This course examines the role of technology and innovation in transforming public services. Students will explore digital government strategies, e-governance, and the impact of new technologies such as artificial intelligence, big data, and blockchain on public service delivery.

Prerequisite: good standing in a degree completion program

PSM 367 — Public Health Policy and Management (3 hrs)

This course provides an in-depth exploration of the intersection between public health and public service management, equipping students with the knowledge and skills necessary to navigate the complexities of health policy development, implementation, and administration. Through a multidisciplinary approach, students will examine how public health policies are shaped by governmental agencies, nonprofit organizations, and international institutions, as well as the impact of these policies on communities and populations.

Prerequisite: good standing in a degree completion program

PSM 407 — Resource Allocation 3 hours (3 hrs)

This course introduces various theories of resource allocation in Public Service. 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 service administrators schedule time and budgets, as well as how to improve response times and productivity.
Prerequisite: PSM 333, PSM 353, PSM

PSM 410 — Public Financial Management (3 hrs)
This course provides an in-depth examination of financial management principles and practices in the public sector, focusing on the fiscal responsibilities of government agencies, nonprofit organizations, and public service entities. Students will explore key financial processes, including budgeting, revenue generation, expenditure management, financial reporting, and fiscal accountability. The course emphasizes the role of financial management in ensuring transparency, efficiency, and sustainability in public service operations.
Prerequisite: good standing in a degree completion program

PSM 422 — Public Policy Analysis and Decision Making (3 hrs)
This course focuses on the processes and techniques of policy analysis and decision-making in public service management. Students will learn how to critically evaluate policy options, use data for decision-making, and understand the political, social, and economic factors influencing public policies.
Prerequisite: good standing in a degree completion program

PSM 425 — Ethics in Public Service 3 hours (3 hrs)
This course defines the responsibilities of public service providers, 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. (formerly Ethics in Public Safety)
Prerequisite: PSM

PSM 430 — Legal Issues in Public Service Management 3 hours (3 hrs)
The course addresses the role of Constitutional law in Public Service. 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

PSM 435 — Contemporary Issues in Public Service (3 hrs)
This course will expose students to contemporary issues in public service using contemporary situations, materials, and texts. Students will apply critically and examine the theories, methods and behaviors discussed during the core curriculum. (*formerly Contemporary Issues in Public Safety*)
Prerequisite: PSM 333, PSM 353, PSM 407, PSM 425, PSM

PSM 437 — Nonprofit Management and Leadership (3 hrs)

This course examines the unique challenges of managing nonprofit organizations within the public service landscape. Topics include nonprofit governance, financial management, fundraising, strategic planning, and the role of leadership in fostering organizational success and social impact.

Prerequisite: good standing in a degree completion program

PSM 455 — Professional Development: Strategy and Policy in Public Service Management (3 hrs)

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 service settings. (*formerly Professional Development: Strategy and Policy in Public Safety Management*)

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

PSM 499 — Topics in Public Service (3 hrs)

This course provides an in-depth exploration of current and emerging issues in the field of public service. Designed to address the dynamic and evolving nature of public service, the course covers a variety of topics that reflect contemporary challenges and innovations in the sector. Each semester, the specific topics may vary, allowing for a flexible and responsive curriculum that stays relevant to the latest trends and needs in public service. Through lectures, guest speakers, case studies, and research projects, students will gain a comprehensive understanding of the complexities and opportunities within various public service domains.

Prerequisite: good standing in a degree completion program

PSY

PSY 100 — Introduction to Psychology (3 hrs)

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 hrs)

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.

Prerequisite: PSY 100 and EMCO 103 or permission of program director

PSY 217 — Careers in Psychology (1 hrs)

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 hrs)

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 statistics as a tool: interpretation and application of statistical analysis in the social sciences (formerly PSY 380).

Prerequisite: MATH 104 or MATH

PSY 260 — Psychological Testing (3 hrs)

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.

Prerequisite: PSY

PSY 300 — Educational Psychology (3 hrs)

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 with EDUC

Prerequisite: PSY

PSY 310 — Psychology of Adjustment (3 hrs)

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 hrs)

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 with CRUJ

PSY 315 — Personality Psychology (3 hrs)

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

PSY 320 — Social Psychology (3 hrs)
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.
Prerequisite: PSY 100 and 210 or permission of program director

PSY 325 — Forensic Psychology (3 hrs)
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.

PSY 326 — Sports Psychology (3 hrs)
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.
Prerequisite: PSY 100, EMCO 103 or permission of program director

PSY 335 — Abnormal Psychology (3 hrs)
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 includes the areas of alcoholism and drug use.

PSY 340 — Developmental Psychology (3 hrs)
This survey course explores various factors that influence behavior throughout the life cycle from prenatal issues to death (formerly PSY 400).

PSY 341 — Child Psychology (3 hrs)
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).

PSY 342 — Psychology of Adolescence (3 hrs)

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).

PSY 343 — Adult Development and Aging (3 hrs)
The student will explore the aging process from early adulthood to death. Biological, cognitive, social and personality aspects and development will be considered.

PSY 344 — Death and Dying (3 hrs)
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.

PSY 345 — Industrial Organizational Psychology (3 hrs)
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).
Prerequisite: PSY 100 and 210 or permission of program director

PSY 351 — Brain and Behavior (3 hrs)
The unique relationship between physiological process and behavior are examined with emphasis upon emotion, learning, and motivation (formerly PSY 455).
Prerequisite: PSY 100 and 210 or permission of program director

PSY 352 — Drugs and Behavior (3 hrs)
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.
Prerequisite: PSY 100 and 210 or permission of program director

PSY 355 — Clinical Methods in Psychology (3 hrs)
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).
Prerequisite: PSY 100 and 210 or permission of program director

PSY 363 — Psychology of Religion (3 hrs)
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) (3 hrs)

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 hrs)

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.

Prerequisite: PSY 100 and 210 or permission of program director

PSY 497 — Research for Behavioral Sciences (3 hrs)

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,

PSY 499 — Senior Seminar in Psychology (3 hrs)

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.

PSY 500 — Vocational and Career Development (3 hrs)

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 vocation and career options, are considered.

PSY 503 — Graduate Writing and Communication (2 hrs)

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 hrs)

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 hrs)

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 hrs)

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 hrs)

Theory and principles of psychological measurement, test construction, use, evaluation, and interpretation; problems in assessment and prediction are discussed.

PSY 520 — Graduate Statistics (3 hrs)

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 hrs)

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 hrs)

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.

Prerequisite: completion of: PSY 500, 510, 520, 525, 535, 537, 540, 542, 545, 558 OR permission of program director

PSY 535 — Cultural Diversity (3 hrs)

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 hrs)
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 hrs)
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 542 — Neuropsychopharmacology (3 hrs)
Neuropsychopharmacology is an interdisciplinary science related to psychopharmacology, how drugs affect the mind, and fundamental neuroscience, the study of the neural mechanisms that drugs act upon to influence behavior. It entails research of mechanisms of neuropathy, pharmacodynamics (drug action), psychiatric illness, and states of consciousness.

PSY 545 — Psychopathology (3 hrs)
This course examines the characteristics of psychological disorders presently found in the DSM-V. Historical, sociopolitical, medical, behavioral, and epidemiological implications of the current

PSY 547 — Addictions Theories 3 hours (3 hrs)
The course presents a biopsychosocial view of contemporary substance abuse treatment, types, and classes of addictive substances.
Prerequisite: completion of: PSY 500, 510, 520, 525, 535, 537, 540, 542, 545, 558 OR permission of program director

PSY 549 — Foundational and Contextual Dimensions of Mental Health Counseling 3 hours (3 hrs)
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.
Prerequisite: completion of: PSY 500, 510, 520, 525, 535, 537, 540, 542, 545, 558 OR permission of program director

PSY 550 — Psychological Assessment 3 hours (3 hrs)
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 (3 hrs)

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 (3 hrs)

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 558 — Workplace Psychology 3 hours (3 hrs)

Workplace psychology is concerned with understanding, explaining, and ultimately improving the attitudes and behaviors of individuals and groups in organizations and applying this knowledge to problems at work. Some problems that workplace psychology studies help to solve include psychological trauma in the workplace, worker productivity issues, and managing worker stress levels.

PSY 568 — Stress Management 3 hours (3 hrs)

This course explores stress management and emotional health and the examination of factors and influences that have an impact on health. Students will study barriers and motivational factors that affect the degree of commitment individuals make to health practices as well as consequences of

PSY 570 — Behavioral and Cognitive Therapies 3 hours (3 hrs)

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.

Prerequisite: completion of: PSY 500, 510, 520, 525, 535, 537, 540, 542, 545, 558 OR permission of program director

PSY 573 — Brief Therapeutic Approaches 3 hours (3 hrs)

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.

Prerequisite: completion of: PSY 500, 510, 520, 525, 535, 537, 540, 542, 545, 558 OR permission of program director

PSY 575 — Group Therapy 3 hours (3 hrs)

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.

Prerequisite: completion of: PSY 500, 510, 520, 525, 535, 537, 540, 542, 545, 558 OR permission of program director

PSY 577 — Marital and Family Therapies 3 hours (3 hrs)

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.

Prerequisite: completion of: PSY 500, 510, 520, 525, 535, 537, 540, 542, 545, 558 OR permission of program director

PSY 585 — Practicum 3 hours (3 hrs)

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.

Prerequisite: completion of: PSY 500, 510, 520, 525, 535, 537, 540, 542, 545, 558 AND permission of program director

PSY 587 — Assessment Practicum 3-6 hours (6 hrs)

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 hrs)

The Internship experience 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.

Prerequisite: completion of: PSY 500, 510, 520, 525, 535, 537, 540, 542, 545, 558 AND permission of program director

PSY 591 — Independent Study (1-3 hours) (3 hrs)

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 hrs)

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 595 — Advanced Internship (3 hrs)

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.

Prerequisite: completion of: PSY 500, 510, 520, 525, 535, 537, 540, 542, 545, 558 AND permission of program director

PSY 597 — Thesis Maintenance (1 hrs)

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 hrs)

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.

SCIE

SCIE 102 — General Science (3 hrs)

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.)

Prerequisite: concurrent enrollment or completion of MATH 097 or higher, concurrent enrollment in SCIE 102L

SCIE 102L — General Science Lab (1 hrs)

A 1-credit course. This course is an introduction to 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.) Laboratory Fee: See current fee schedule.

Prerequisite: Must be concurrently enrolled in SCIE

SCIE 102S — General Science Supplemental Instruction (0 hrs)

Students in SCIE 102S are required to attend one hour of supplemental instruction per week. See course schedule for SI times, if applicable, and course syllabus for content details. Students in SCIE 102S are required to attend one hour of supplemental instruction per week. See course schedule for SI times, if applicable, and course syllabus for content details.

Prerequisite: concurrent enrollment in SCIE 102.

SOCL

SOCL 210 — General Sociology (3 hrs)

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

SOCL 240 — The American City (3 hrs)

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

SOCL 316 — Social Problems (3 hrs)

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

SOCL 317 — Masters of Sociological Theory (3 hrs)

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

SOCL 330 — Family Sociology (3 hrs)

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

SOCL 350 — Social Structure and Conflict in American Society (3 hrs)

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

SOCL 496 — Topics in Sociology (3 hrs)

This course will investigate, analyze, and discuss significant and contemporary topics in the field of sociology. Topics courses (but not specific topics) may be repeated for a total of 6 credits.

Prerequisite: EMCO 103; SOCL

SPMT

SPMT 300 — Introduction to Sport Management (3 hrs)

This introductory course in sport management provides a comprehensive overview of the principles, practices, and key components within the dynamic field of sport management. It serves as the foundation for understanding the multifaceted nature of managing sports organizations, events, facilities, and personnel. Students will explore the fundamental concepts, theories, and real-world applications essential for success in the sport management industry.

SPMT 320 — Sport Marketing (3 hrs)

The Sport Marketing course offers a comprehensive exploration of marketing principles and strategies tailored specifically to the sports industry. This course provides students with a deep understanding of marketing concepts and their application within the context of sports organizations, events, athletes, and related entities. Through theoretical study, case analyses, and practical applications, students will gain insights into the dynamic and evolving landscape of sport marketing.

Prerequisite: C or better in: BSMT 335, SPMT

SPMT 325 — Sport Sales (3 hrs)

Sports Sales is a dynamic course designed to provide students with an in-depth understanding of sales strategies, techniques, and practices specifically tailored to the sports industry. This course explores the unique aspects of selling sports products, services, tickets, sponsorships, and hospitality packages within the context of sports organizations and events.

Prerequisite: C or better in SPMT

SPMT 330 — Risk Management In Sports (3 hrs)

The Risk Management in Sports course provides a comprehensive examination of risk factors, strategies, and practices essential for mitigating potential hazards and

challenges within the sports industry. Students will explore the multifaceted nature of risk within sports organizations, events, facilities, and participant wellbeing. Through theoretical study, case analyses, and practical applications, students will gain insights into identifying, assessing, and managing risks specific to the sports industry.
Prerequisite: C or better in: BSMT 320, SPMT

SPMT 335 — Sports Facility Management (3 hrs)
Sports Facility Management is a comprehensive course focusing on the planning, design, operations, and maintenance of sports facilities within the sports management landscape. This course provides students with a deep understanding of the key principles and practices essential for successful management of sports venues, stadiums, arenas, and recreational facilities.
Prerequisite: C or better in: SPMT 300, SPMT

SPMT 340 — Sports, Law & Ethics (3 hrs)
Sports Law and Ethics offers an in-depth examination of the legal frameworks, ethical considerations, and regulatory issues shaping the sports industry. This course explores the intersection of law, ethics, and sports management, providing students with a comprehensive understanding of the complex legal landscape and ethical dilemmas prevalent in the world of sports.
Prerequisite: C or better in: BSMT 375, SPMT

SPMT 495 — Sport Management Internship/Capstone experience (3 hrs)
The Sport Management Internship offers students an immersive, hands-on experience within the dynamic world of sports administration. Through supervised placements in diverse sports organizations, teams, or event management firms, participants gain practical insights into the industry's multifaceted aspects, including operations, marketing, event planning, and administration. This experiential learning opportunity integrates classroom knowledge with real-world scenarios, enabling students to apply theoretical concepts to practical challenges faced in the sports business landscape. Under the guidance of seasoned professionals, interns engage in projects, assist in daily operations, and contribute to marketing campaigns while honing essential skills in communication, problem-solving, and teamwork. The course emphasizes reflective practice, encouraging students to evaluate and synthesize their internship experiences, aligning them with academic learning goals to foster holistic growth and preparation for careers in sport management. The Capstone Experience will be part of the Internship course in Sport Management. The capstone project, thesis, or comprehensive examination will be required to demonstrate mastery of the concepts and competencies learned

SPN

SPN 103 — Introduction to Spanish I (3 hrs)

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 hrs)
This course is a continuation of Spanish I.

SPN 203 — Advanced Conversation & Composition (3 hrs)
This course prepared students to demonstrate Spanish proficiency I three communication modes; interpersonal, (interactive communication), interpretive (receptive communication) and presentational communication (productive communication).

THEO

THEO 110 — Social Justice (3 hrs)
In this course, students will explore and analyze social justice issues and suggest positive action for social change that respects the dignity of every human person. The foundational elements of the course incorporate dialogue with Scripture, Catholic Social teaching, and recent great thinkers who engage religion and social justice. College-level skills are emphasized. This course should be taken in the student's first year at the College. (This course is a CCSJ General Education requirement.)] In this course, students will explore and analyze social justice issues and suggest positive action for social change that respects the dignity of every human person. The foundational elements of the course incorporate dialogue with Scripture, Catholic Social teaching, and recent great thinkers who engage religion and social justice. College-level skills are emphasized. This course should be taken in the student's first year at the College. (This course is a CCSJ General Education requirement.)

THEO 230 — The Search for Ultimate Meaning (3 hrs)
In this course, students explore what gives meaning and purpose in their life. Students are encouraged to develop their spirituality and then articulate how this can lead to values that they can live by. Students explore the “big” question about life and meaning and gain exposure to other cultural expressions. (This course is a CCSJ General Education requirement.)] In this course, students explore what gives meaning and purpose in their life. Students are encouraged to develop their spirituality and then articulate how this can lead to values that they can live by. Students explore the “big” question about life and meaning and gain exposure to other cultural expressions. (This course is a CCSJ General Education requirement.)

THEO 496 — Topics in Theology (3 hrs)
Topics courses in this program will examine areas of special interest in the fields of Theology or Religion. The Topics course(s) allows students to explore theological/ religious texts, ideas and issues not studied in the core class and is developed according

to student and faculty interest. Topics courses (but not specific topics) may be repeated for a total of 6 hours.] Topics courses in this program will examine areas of special interest in the fields of Theology or Religion. The Topics course(s) allows students to explore theological/religious texts, ideas and issues not studied in the core class and is developed according to student and faculty interest. Topics courses (but not specific topics) may be repeated for a total of 6 hours.

Faculty

Full-Time Faculty

Maria N. Arizzi: 2024 – Instructor in Psychology. B.A., Barat College, 1999; M.A., University of Connecticut, 2001; M.A., Argosy University, 2013; Ph.D., University of Connecticut, 2004.

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

Kezia Carpenter: 2023 – Assistant Professor of Education. B.A., Miami University. 1988; M.E., Xavier University; M.S., Bank Street College of Education, 2000; Ph.D., Union Institute and University, 2013.

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

Adrienne Cataldo: 2022 – Instructor in Education. B.A., University of Missouri, 2002; M.A., Maryville University, 2003; M.A., Washington University in St. Louis, 2008.

Amanda Copeland: 2020 – Instructor in Mathematics. B.S., Aurora University, 2014; M.A., Appalachian State University, 2016.

Sean Egan: 2023 – Assistant Professor of Education. B.A., Earlham College, 1987; Ed.M., DePaul University, 1993; Northern Illinois University, Ed.S., 1995; M.B.A., Notre Dame University; Ed.D., Northern Illinois University, 2010.

Tina Ebenger: 2003 – Professor of Political Sciences. B.S., Wright State University, 1979; M.A., University of Dayton, 1990; Ph.D., University of Cincinnati, 2004.

Darryl Edwards, PhD: 2023 – Assistant Professor of Criminal Justice. B.S., Northeast Missouri State University, 1986; M.S., Calumet College of St. Joseph, 2013; Master of Philosophy, Walden University, 2020; Ph.D., Ibid, 2022

Michael Genova: 2004 – Professor in Paralegal Studies. B.A., St. Joseph's College, 1971; J.D., DePaul University, 1975.

Catherine Gonzalez: 2022 – Assistant Professor of Business Management Fast Track. B.A., Calumet College of St. Joseph, 2002; M.B.A., Indiana Wesleyan University, 2005; Ph.D., Capella University, 2012; M.S.Ed., Purdue University, 2021.

Elizabeth Guzman-Arredondo: 1990 – Associate Professor in Human Services. B.A., Calumet College of St. Joseph, 1986; M.S.W., Loyola University, 1991.

Janine Harrison-Poore: 2023 – Assistant Professor of English and Communications. M.A., Purdue University West Lafayette, 1993; M.F.A., Chicago State University, 2003;

Darren Henderson: 1996 – Assistant Professor in Computer Information Systems. B.S., Purdue University Calumet, 1990; M.S., Ibid., 1991.

Carrie Hutton: 2010 – Associate 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.

Audra Kielbowicz: 2023 – Instructor in Kinesiology. M.S. Human Performance, Robert= Morris University, 2019

Stanley Klatka: 2025 – Assistant Professor in Business Administration. B.B.A., St. Joseph's College, 1984; M.B.A., Dominican University, 1990; Ph.D., Northcentral= University, 2016 (Specialization in International Business).

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 – Professor in Biomedical Science. B.S., University of Illinois at= Urbana-Champaign, 2003; Ph.D. University of Illinois at Chicago, 2011.

John Lohrentz: 2023 – Instructor in Cybersecurity. B.S., DeVry University, 2013;= MISM, Keller Graduate School of Management, 2017

Monica Lopez: 2021 – Instructor in Public Safety. B.S., Calumet College of St. Joseph,= 2017; M.S., Calumet College of St. Joseph, 2018.

Timothy McFarland, C.PP.S.: 2021 – Professor in Theology. B.S., St. Joseph's College,= 1978; M.Div., Catholic Theological Union, 1983; Ph.D., St. Louis University, 1995.

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.

Lorenzo Mitchell: 2026 – Assistant Professor in Business Administration. B.A., Trinity= International University; M.B.A., DeVry University.

Colleen O'Connor: 2022 – Instructor in Education. B.S., Eastern Illinois University,= 2005; M.S., DePaul University, 2016.

Paul Restivo: 2022 – Assistant Professor in Digital and Studio Arts. B.A., DePaul= University, 2017; M.F.A, DePaul University, 2021.

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

Roy J. Scheive: 1992 – Professor in Business Management Fast Track. B.S., Indiana University, 1989; M.S., Purdue University, 1998; Ed.D. Indiana Wesleyan.

Tracy Stone: 2017 – Instructor in Kinesiology and Exercise & Sports Science. B.S., Miami University 2001; M.S., University of Illinois at Chicago, 2004; Ed.D., University of North Carolina-Greensboro, 2023.

Daniel R. Stroik: 2024 – Assistant Professor in Biology. B.A., University of San Diego, 2008; Ph.D., University of Minnesota, 2018.

Cydney Williams: 2024 – Instructor in English. B.A., Lake Forest College, 2000; M.A., Loyola University Chicago, 2002.

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.

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.

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 Emerita. 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.

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

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 Emerita 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.

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

David Plebanski: 1996 – Professor Emeritus in Public Safety Administration and Sociology. B.A., Calumet College of St. Joseph, 1991; M.S., DePaul University, 1993; Ph.D., Loyola University of Chicago, 1999.

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

Ginger Rodriguez: 2005 – Professor Emerita 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 – Professor Emerita in the Business Management Program. B.S., Purdue University, 1988; M.S., Notre Dame University, 2000.

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

John Shields: 1999 – Associate Professor in Education. B.A., Tolentine College, 1972; M.Ed., Loyola University, 1976; M.A., Notre Dame University, 1999; Ph.D., Loyola University, 1987; Ph.D., Loyola University, 2004

Walter J. Skiba: 1971 – Professor Emeritus in Arts. B.A, St. Joseph's College Calumet Campus, 1967; M.A., University of Connecticut, 1969; M.S., Roosevelt University, 1992.

Eileen Stenzel: 1996 – Professor Emerita 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.

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