

ADRIAN COLLEGE  
2016-2018

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# Academic Catalog

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Adrian College welcomes qualified students regardless of age, disability, ethnicity, gender, physical characteristics, race, religion, sexual orientation; further, it does not discriminate on the basis of these characteristics in the administration or educational policies, employment practices, admissions policies, scholarship and loan programs, athletic, or other College-administered programs or activities.

For more information, prospective students should contact the Office of Admissions.

All policies and programs described in this catalog are subject to change by the College at its discretion.

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# Table of Contents

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<u>Introduction to Adrian College</u> .....	3
<u>General Information</u> .....	4
<u>Admissions</u> .....	10
<u>Financial Information</u> .....	13
<u>Student Life</u> .....	20
<u>Academic Activities</u> .....	24
<u>Athletic Activities</u> .....	26
<u>Academic Affairs</u> .....	29
<u>Academic Policies and Programs</u> .....	31
<u>Courses of Instruction</u> .....	56
<u>Department and Degree Index</u> .....	59
<u>Accountancy/Business/Economics</u> .....	61
<u>Art and Design</u> .....	76
<u>Art History</u> .....	81
<u>Arts Management</u> .....	83
<u>Biology</u> .....	85
<u>Chemistry and Biochemistry</u> .....	89
<u>Communication Arts and Sciences</u> .....	96
<u>Computer Information Systems</u> .....	99
<u>Core</u> .....	101
<u>English</u> .....	102
<u>Environmental Studies/ Science Program</u> .....	106
<u>Exercise Science and Athletic Training</u> .....	108
<u>Geology</u> .....	118
<u>History</u> .....	121
<u>Honors Program</u> .....	126
<u>Interior Design</u> .....	128
<u>International Studies</u> .....	130
<u>Journalism</u> .....	132
<u>Mathematics</u> .....	134
<u>Modern Languages and Cultures</u> .....	137
<u>Music</u> .....	144
<u>Musical Theatre</u> .....	150
<u>Philosophy and Religion</u> .....	151
<u>Physics</u> .....	157
<u>Political Science</u> .....	161
<u>Psychology</u> .....	164
<u>Social Work</u> .....	167
<u>Sociology and Criminal Justice</u> .....	170
<u>Teacher Education</u> .....	176
<u>Theatre and Dance</u> .....	192
<u>Women's and Gender Studies</u> .....	197
<u>Faculty, Administration, and Trustees</u> .....	198
<u>Index</u> .....	211
<u>Notes</u> .....	213

# Introduction to Adrian College

## **Educational Mission**

Adrian College, a liberal arts college in the United Methodist tradition, is committed to the pursuit of truth and dignity of all people. Through active and creative learning in a supportive community, undergraduate and graduate students are challenged to achieve excellence in their academic, personal, and professional lives, and to contribute to a more socially just society.

## **Statement of Principles**

### **The Foundation of Adrian College**

Adrian College was founded as a Methodist institution. It is affiliated with the United Methodist Church. John Wesley, the founder of Methodism, espoused a Christian faith that embraced a social consciousness. In the nineteenth century, American Methodists founded many liberal arts colleges.

Asa Mahan, the first president of Oberlin College in Ohio, became the founding president of Adrian College in 1859. Like John Wesley, he opposed slavery and believed in what he called “the power of action.”

Although its students and faculty come from many religious backgrounds, the College encourages all members of the community to struggle with moral and spiritual value questions growing out of the College’s United Methodist heritage of commitment to Christian traditions and values, concern for peace and justice and an ecumenical understanding of human spiritual experience.

Because of its Methodist traditions, Adrian College has been open from its inception to men and women from all backgrounds. The College continues its commitment to creating a community that reflects human diversity. It is therefore actively inclusive, seeking to attract students, faculty and staff from segments of the population that have not been fully represented in higher education.

### **Ribbons of Excellence**

In 1887 the graduating seniors at Adrian College presented a cane in the form of a shepherd’s crook to the officers of the junior class. Symbolic of leadership and carved with the Latin motto for “No victory without work,” the cane has been handed down every year by the graduating class. Each class has also attached a ribbon to the cane with the names of its graduates listed on the ribbon.

In 2007, the academic community at Adrian College adopted the idea of the ribbons to represent its standards of excellence. From the long-standing tradition of the ribbons attached to the shepherd’s crook at graduation, these new ribbons of excellence have been developed to support the College’s mission statement. Just as the Latin inscription on the cane suggests, these ribbons of excellence cannot be achieved without hard work:

- Caring for humanity and the world
- Learning throughout a lifetime
- Thinking critically
- Crossing boundaries and disciplines
- Developing creativity

#### **Caring for humanity and the world:**

Making socially responsible decisions; providing service to local and global communities; interacting positively with persons of diverse cultures and backgrounds.

#### **Learning throughout a lifetime:**

Continuing to ask important questions; pursuing knowledge in each new age; remaining open to new learning experiences.

#### **Thinking critically:**

Developing critical habits of mind; exploring multiple points of view; raising thoughtful questions, identifying problems and solutions.

#### **Crossing boundaries and disciplines:**

Developing literacy in multiple fields; personifying the liberal arts experience; making connections across disciplines.

#### **Developing creativity:**

Engaging in creative arts; developing creative talents and skills; recognizing and employing figurative expression.

## General Information

### Accreditation

Adrian College is accredited by the Higher Learning Commission (Higher Learning Commission, 30 N. LaSalle Street, Suite 2400, Chicago, IL 60602-2504; (800) 621-7440; (312) 263-0456; Fax: (312) 263-7462), the University Senate of The United Methodist Church (Division of Higher Education, General Board of Higher Education and Ministry, PO Box 340007, 1001 Nineteenth Ave., South, Nashville, TN 37203-0007). Teacher Education certification programs are approved by the Michigan Department of Education (Michigan Department of Education, 608 W. Allegan, Lansing, MI 48933). Additionally, the Department of Teacher Education is nationally accredited by Council for the Accreditation of Educator Preparation (1140 19th Street NW Suite 400 Washington DC 20036; (202) 223-0077. The Social Work program is accredited through the Council on Social Work Education (Council on Social Work Education, 1725 Duke Street, Suite 500, Alexandria, Virginia 22314). Athletic Training is accredited through the Commission on Accreditation of Athletic Training Education (2201 Double Creek Drive #5006, Round Rock, TX 78664; (512) 733-9700.

Adrian's affiliations include membership in the Association of Independent Colleges and Universities of Michigan; the Michigan Colleges Alliance; the Michigan Academy of Science, Arts and Letters; the Council on Undergraduate Research; the National Association of Independent Colleges and Universities; The National Association of Schools and Colleges of the United Methodist Church; the American Council on Education; and the Council for Independent Colleges.

### The Campus

Adrian College is located in Adrian, Michigan, the county seat of Lenawee County in the southeastern part of the state. Adrian is a city of approximately 22,000 people, situated in the center of an agricultural, industrial and recreational area. State and U.S. highways and nearby expressways provide convenient access to the metropolitan areas of Detroit, Toledo, Chicago, Indianapolis, Cleveland and Pittsburgh. Both the Detroit and Toledo airports are within an hour's drive.

For nearly a century, the Adrian campus consisted of several brick buildings that fronted on Madison Street. In the mid-1950's, largely through the generosity of major benefactor Ray W. Herrick, development of a new and modern physical plant was begun.

Today the College extends over 100 acres in a west-side residential section of the Adrian community. The Adrian campus melts together its over 150 year history with its modern state of the art facilities. Almost all

facilities on campus were renovated over the past decade. The original "college promenade" with its carefully groomed lawns and stately old trees now forms the eastern boundary of the main campus. A carillon tower on the east and a contemporary chapel on the west are familiar landmarks of the central mall. The main campus boundaries include Madison, Williams, Michigan and Charles Street, and connects the College with state highway M-34 to the south and business route U.S. 223 to the north. A 48-acre arboretum and natural science study station is located about 15 miles from the main campus on Round Lake. Finally, the 119-acre Walden West property study is located about 20 miles from campus.

### System of Academic Governance

The governance system at Adrian is designed to ensure that issues related to effective operation of the College are based on consideration of all concerned points of view. Both strategic plans and immediate decisions and actions are weighed on the basis of academic soundness and fiscal responsibility, in accordance with the College's mission and purposes. In addition to the administration and Student Government, the six basic components of the system are the faculty, the collegia, the academic departments and a number of standing, advisory and ad hoc committees. Faculty meetings include both students and some administrators closely involved with academic programs. Six standing committees and several related committees report to the faculty: Academic Assessment, Academic Planning, Academic Policy, College Environment, Curriculum, and Faculty Life. Faculty decisions on the curriculum and academic programs are presented as recommendations to the President.

The 22 academic departments are organized according to traditional academic disciplines and are responsible for curriculum development, planning, academic standards and student relations within their areas of concern and expertise.

Collegia are interdisciplinary groups of the faculty organized according to four broad fields of interest: arts, letters and the humanities; social science and comparative cultures; applied arts; and the sciences and mathematics. The collegia coordinate the efforts of academic departments and faculty members with similar interests and concerns.

Various informal opportunities exist for faculty and student involvement in decision making. These include meetings of the President with interested constituents and a continuing discussion of campus issues.

### History of the College

Adrian College evolved from a theological institute founded by the Wesleyan Methodist denomination at Leoni, Michigan, a small town east of Jackson, in 1845. In

## General Information

1855 this institute united with the Leoni Seminary, a Methodist Protestant institution, to establish Michigan Union College.

Legend states that members of the College became concerned about the environment at Leoni, which was nicknamed “Whiskey Town.” In 1859 this concern, and other circumstances, made it advisable to relocate or close. In the same year, Dr. Asa Mahan, pastor of the Plymouth Congregational Church in Adrian and a well-known educator, was encouraged by citizens of the community to establish a college. Mahan had served as the first president of Oberlin College and, previously, as an officer of Lane Theological Seminary in Cincinnati, Ohio.

Dr. Mahan and his colleagues invited the officials and supporters of the closing Michigan Union College to join in establishing the new college at Adrian. After the invitation was accepted, the story says, the library holdings were loaded on an ox-cart in March 1859, and transported the 60 miles to the campus site on the west side of Adrian.

On March 28, 1859, Adrian College was chartered by the Michigan legislature as a degree-granting institution with Dr. Mahan as its first president. Through a series of consolidations and denomination unifications, the College has maintained its relationship with The United Methodist Church.

For almost 100 years, the campus consisted of several brick buildings stretching along Madison Street. Most of what is now the campus was woods and fields. In the mid-1950s, the College, encouraged by the generosity of Ray W. Herrick, embarked in a building program which created the basis for the present campus.

Today, when students walk in the area bounded on the east by Madison Street and edged by Downs Hall, Valade Hall, Cornelius House and Herrick Tower, one will walk on the same ground that students hurried across in 1859 as they rushed to classes, meals and social events. Now, however, instead of a row of brick buildings, the campus incorporates 150 acres, 15 academic and service buildings, 26 residence halls and units and nine major athletic facilities and fields.

The Articles of Association provide that the Board of Trustees shall consist of not more than 35 members, including three to six who are nominated by the Detroit and West Michigan Conferences of The United Methodist Church. Three to six trustees are elected by the Adrian College Alumni Association, and the remaining 18-23 are elected by the board itself. Two faculty and two student representatives serve as non-voting associate trustees.

## College Facilities

**The Adrian College Chapel** (1964) was a gift of Ray W. Herrick, a prominent benefactor of the College, in memory of his mother, Katherine Elizabeth Herrick. Used for weekly chapel services, seasonal services and other campus and community activities, the chapel seats a congregation of 1,000 and a choir of 110. It is also open daily for private worship. Notable features of the chapel include a 2,100 pipe organ and 16 custom-designed stained glass windows which depict the story of Christianity and the history of Methodism; the windows were created by the Willet Stained Glass Studios in Philadelphia.

**The Adrian College Terrace** (2011) provides a multi-level extension to the Caine Student Center. This outdoor living space is used by faculty, staff and students, offering a unique location for small and large events. Amenities include fire pits, a water feature, outdoor music and television. The space is known on campus as “The Terrace.”

**The Arrington Ice Arena** (2007), named in honor of alumni Robyn Arrington and Harold Arrington, is the new home of Adrian College ice sports. Men’s and women’s intercollegiate hockey, men’s club hockey, and women’s synchronized skating have been added to the list of competitive sports on campus. This new venue also offers office space, a pro shop and concessions area as well as a variety of skating opportunities for students, faculty, staff, and the larger community. In 2012 the World of Wings (WoW) restaurant was added. Also fieldturf was added to the area in 2012 to allow for indoor soccer, lacrosse and other events.

**The Campus Services Building** (2014) houses central stores and the maintenance/plant department.

**Caine Student Center** (Renovated 2004), named for Stanley P. Caine, sixteenth president of Adrian College (1989-2005) is the campus center and is open 24 hours a day. The building was previously known as Ridge Gymnasium. It provides information, services, and serves as an activity center for students, faculty, staff, alumni and other guests of the College. Services available on the main floor (also known as Ridge Center Court) of Caine include Starbucks, Paws N Go convenience store, Zebe’s grill, 110 South Madison Salon, student mailboxes, and a study space. The Student Business Services office also allows for payment of bills, and check cashing services. Located on the upper floor of Caine is the Arrington Bookstore and houses Student Life Offices, the Student Government Association, Campus Activities Network, and Multicultural Affairs office. Campus Safety welcomes visitors to the space, and is a 24/7 service to campus and is the campus “lost and found.”

## General Information

**Commencement Plaza** (2011) The Commencement Plaza is home to the Auguste Rodin “Thinker” located by Adrian College’s historic Herrick Bell Tower landmark. In 2011, Adrian College began the new tradition in of holding the Spring Commencement Ceremony at Commencement Plaza.

**Dawson Auditorium** (1962, renovated 2004) is the campus center for theatre, arts, music and lectures. The auditorium was named in honor of John Harper Dawson, alumnus and fourteenth president of Adrian College (1955-1978). The auditorium seats over 1,000 people. The Spencer Music Hall adjoins the facility.

**Docking Stadium** (2006) adjoining the Merillat Sport and Fitness Center, the stadium named after current President Jeffrey R. Docking, provides facilities for football, men’s and women’s soccer, men’s and women’s lacrosse, and the marching band. It also includes classroom and lab spaces for the Department of Exercise Science and Athletic Training.

**Herrick Tower** (1966) is a signature landmark of Adrian College. The 60-foot tower honors Ray W. Herrick, the generous benefactor whose gifts and commitment made possible much of the contemporary campus of Adrian College. The tower marks the location occupied for more than 100 years by South Hall, the first building erected on the campus (1859).

**Ritchie Marketplace** (1957, renovated 2006 and 2008) is the College dining center. The facility includes many stations: a grill, a Mongolian wok, a salad bar/deli, a pizza oven, a pasta bar, and an old fashioned ice cream parlor. Food is prepared in front of students. The facility includes a lounge area, a fireplace, and a private dining room. French doors open to a patio with outdoor seating. Named for Corley S. Ritchie, alumnus, teacher and business manager of the College

**Sage Counseling Center** (1985), located on the upper floor in Caine Student Center, the office provides long and short term individual counseling, which focuses on current difficulties. A trained and licensed staff also offers support groups, presentations, and workshops each semester.

**The Stanton Administration Building** (1960, renovated 2007) honors Donald S. Stanton, fifteenth president of Adrian College (1978-1988), and his wife, Barbara. It houses the offices of the President, Vice President and Dean of Academic Affairs, Vice President for Business Affairs and CFO, and Vice President for Development. In addition it houses the following offices: Assistant Dean of Academic Affairs, Business, Registrar, Financial Aid

Office, Development, Foundation Relations, and Alumni. The Institute for Career Planning is also located here.

**The Ward Admissions House** (2005, renovated 2015) welcomes prospective students and their families to campus. Its reception center includes a fireplace built of bricks from the original South Hall. The Admissions House was named after Dr. Robert and Mrs. Joan Ward. Dr. Ward, a dedicated pastor to the United Methodist Churches in Michigan, served two terms on the Adrian College Board of Trustees from 1964-2004.

## **Academic Facilities**

**The Peter W. and Sophia Piel Dawson Arboretum** is a 48- acre wooded area overlooking the southeast shoreline of Round Lake, about 15 miles from campus. This natural science study station was given to the College in 1975 by Peter W. Dawson of Manitou Beach, in memory of his wife, Sophia.

**Baby Bulldog Center** (2015) is a state licensed infant and toddler care center for faculty, staff and students affiliated with the Department of Teacher Education. Additionally, it serves as a site for early childhood education, psychology, and social work student learning and experience..

**Downs Hall** (1860, renovated 2010) houses the theatre department, and the Downs Studio Theatre. The only building remaining from Adrian's original campus, Downs is a Michigan historic site. The building, which formerly served as the College chapel, is named for Jordan Downs of Ohio, who contributed to its renovation.

**The Goldsmith Center** (1965, renovated 2008) houses the Department of Modern Languages and Cultures. The building was a gift of the family and friends of Allen L. Goldsmith, a distinguished industrialist and College trustee.

**The Prielipp Greenhouse** (1980, renovated 2014) is attached to Peelle Hall, and serves as an opportunity for classes and research in botany and biology. It includes a hydroponic garden. The original greenhouse was funded through the generosity of the Earl-Beth Foundation.

**Jones Hall** (1965, renovated 2014) houses a computer laboratory, classrooms and many departments including history, art history, political science, accountancy, business administration and economics, and geology. It also includes the Institute of Entrepreneurial Studies, and the Romney Institute for Law and Public Policy. The facility includes the 109 seat Charles and Shirley Baer Lecture Hall, and the Jane McCloskey Academic Services office. Jones Hall is named in honor and memory of Dr. Elmer M. Jones, a distinguished professor of chemistry from 1907-1940.

**Mahan Hall** (1965) houses the departments of Art and Interior Design. Mahan Hall is named for first President Asa Mahan who served from 1859-65, and again from 1867-71. It houses a new Mac Lab. The Gary and Margaret Valade Art Gallery is located in Shipman Library. Also, the Adrian Symphony Orchestra is an orchestra in residence and its administrative offices are housed in Mahan Hall.

**The Merillat Sport & Fitness Center** (1990, addition 2015) provides educational, recreation and fitness facilities for all Adrian College students, faculty members and staff. The main 80,000 square-foot complex includes a multi-sport forum for general recreational use with courts for basketball, volleyball and tennis, surrounded by a one-tenth mile indoor track. The center also contains two racquetball courts, an athletic training room, classrooms, a physiology laboratory and a dance studio, as well as a performance gymnasium which seats 1,300 persons and serves as home to the Bulldog basketball and volleyball teams. Offices of the exercise science, physical education and athletic training department faculty and athletic department coaches and administrators are also contained in the building. A 17,000 square foot addition houses a state of the art workout and conditioning space open to all members of the AC community. The Merillat Center is named for Orville and Ruth Merillat, civic and business leaders in the community of Adrian.

**Rush Hall** (1957, renovated 2008) bears the name of Dr. W. Albert Rush, alumnus and former dean of the College. The facility is the home of the Department of Communication Arts. The building offers students opportunities to mesh technology with the courses they take and includes AC's own WVAC radio station, and a Mac Lab.

**Peelle Hall** (1960, renovated 2014) contains laboratories and classrooms for the departments of biology, chemistry, biochemistry, environmental science, mathematics and physics. It includes a new 16,000 sq. ft addition and includes the 85 seat Wolf lecture hall (2010) and Bosio Math Lab (2006) are located here. The building is named after esteemed biological professor Dr. Miles Peelle.

**Robinson Observatory** (1962) in Peelle Hall contains a six- inch telescope for the study of astronomy. It is named in honor of Herbert Robinson, a local industrialist and benefactor of the College.

**Robinson Planetarium** (1966 renovated 2011) in Peelle Hall is equipped with an SLI projector and seating for 66 persons. It also was a gift of Herbert Robinson.

**Shipman Library** (1963, renovated and expanded 2000) includes a complete line of academic information services. The renovated building is a large, attractive space with accommodations for individual and group study as well as leisure reading. It is named in memory of Dorothy Middlebrook Shipman, a distinguished library director and friend to Adrian College students. The collection numbers more than 150,000 volumes, including substantial holdings of microforms and audiovisual materials. A reciprocal

## General Information

borrowing arrangement with nearby Siena Heights University provides access to an additional 100,000 volumes. The library web page ([www.adrian.edu/library](http://www.adrian.edu/library)) provides on-site and remote access to the collection. In addition, over 60 research databases, many including full-text sources, are accessible campus-wide through the web page. The library reference area contains 50 computers that are available for research, and the building also houses the Gary and Margaret Valade art gallery. Shipman's interlibrary loan service allows students to borrow books, articles and other materials from college and university libraries nationwide. Two notable special collections are held at Shipman Library: the Piotrowski-Lemke Lincoln Collection and the Detroit Conference Methodist Historical Collection. The library is open to all members of campus, and the local community.

**Spencer Music Hall** (1974, renovated 2010) honors Dr. James H. Spencer, composer and director of music at the College for 44 years. The building adjoins Dawson Auditorium and includes a large rehearsal hall, music libraries, practice rooms, and instrument storage areas. The recent renovation by Dr. Spencer's daughter, Dr. Hildreth Spencer provides the music department a space to continue its outstanding work.

**Valade Hall** (1971, renovated 2007) was formerly North Hall and was rededicated in 2007 in honor of Gary and Margaret Valade. This hall is home to the departments of English, Philosophy/Religion, Psychology, Sociology/Criminal Justice, Social Work, and Teacher Education. It also includes the Richards Meditation Chapel, the Chaplain's Office, the Education Curriculum Center, Knight Auditorium (renovated 2008), and the Institutes for Study Abroad, Ethics and Education. The third floor is named MacNaughton Floor, honoring former psychology professor Dr. Norman MacNaughton and Dr. Douglas MacNaughton, his son, alumnus and professor emeritus in philosophy and religion. The facility was built on the site of Old North Hall and the North Hall Annex, which housed Union troops during the Civil War and occupied the location for more than 100 years.

**Walden West Property** (2016) is a 119-acre property featuring a rare Fen habitat. The land is part of a gift from Jim and Mary White, and will be utilized by the natural sciences departments.

## General Information

### **Student Housing**

#### ***Residence Halls***

Each residence hall at Adrian is a purposefully designed environment to foster community living at its best. Each hall has its own television lounge, laundry facilities, kitchen, comfortably furnished lounge and recreation areas. A variety of living options are available. All residence halls are tobacco free. Contact the Housing Office for details on living options.

**Brick Apartments** (2006) provides apartment style living for students, and is located near College View South Apartments.

**Cargo Hall** (1964, renovation 2016) was named in honor of Dr. Ruth Cargo, professor emeritus of American history and political science. Cargo reopened in the Fall of 2016 after undergoing renovations for suite style living options.

**Davis Hall** (1963) is named for Mr. and Mrs. Arthur Davis of St. Petersburg, Fla.

**Deans Hall** (1968) honors the distinguished deans of women who have served the College since 1868.

**Estes Hall** (1958) is named for Mr. and Mrs. Floyd Estes of Lansing, MI.

**Feeman Hall** (1956) honors Dr. Harlan L. Feeman, who was president of the College from 1917 to 1940.

**Herrick Hall** (1965), which houses the women of Alpha Sigma Alpha and Chi Omega, is named for Hazel M. Herrick, wife of Ray W. Herrick, and generous friend to Adrian students.

**Jarvis Hall** (1961) was named in honor of Mr. and Mrs. E. Clement Jarvis of Diamondale, MI.

**Lowry Hall** (1965), which houses Alpha Phi sorority and other students, is named in honor of Dr. Hope Lowry, a distinguished professor of modern languages from 1920 to 1963.

**Pellowe Hall** (1966, renovated 2007) honors Edward G. Pellowe, Adrian alumnus and Director of Financial Development from 1955-1966. Pellowe was renovated into suites and single rooms with private bathrooms. Rooms are carpeted and air conditioned.

**Powell Hall** (1962) honors the memory of Dr. Homer K. Powell, professor emeritus of Mathematics, Astronomy, Geology and Physics. He taught at both Adrian and West Lafayette College before it merged with Adrian.

**Stevens Hall** (1960) is named for Claude H. Stevens, an alumnus, former chairman of the Board of Trustees and trustee emeritus.

**College View South Apartments** (2006) provide four-person suites with private bedrooms as well as kitchen, bathroom, and laundry facilities.

**College View North Apartments** (2010) provide two person suites with private bedrooms as well as kitchenette and bathroom.

**Argyle Apartments** (2012) provide more apartment living with large living rooms and full kitchens.

**College Court Apartments** (2012) provide more apartment living with large living rooms and full kitchens.

**College Theme Houses** (2007) provide unique living/learning opportunities for students with commonly shared interests.

#### ***Sorority and Fraternity Housing***

**The Alpha Phi house** is located at 1316 Michigan Avenue.

**The Alpha Sigma Alpha house** is located at 1310 Michigan Avenue.

**Cornelius House** (1948, renovated 2011) was returned to the Alpha Tau Omega fraternity in 2011. In 1982 the Cornelius house had been repurposed from ATO to provided faculty offices, classrooms, practice rooms, and a lounge for the music department. The building was named for Dr. James D. H. Cornelius, who taught classics at Adrian from 1881 to 1925.

**The Chi Omega house** is located at 1380 Michigan Avenue.

**The Pi Kappa Alpha house** is located at 106 S. Charles Street.

**The Sigma Alpha Epsilon house** is located at 1108 Michigan Avenue.

**The Theta Chi house** is located at 315 South Madison Street.

**The Tau Kappa Epsilon house** is located at 1215 West Michigan Avenue.

*All the above College-owned Greek housing serves the residence, meeting and social needs of the chapters.*

## Admissions

### Requirements and Procedures

#### *High School Students*

Admission to Adrian College is selective. Each application is individually reviewed and evaluated on the merits of academic credentials, personal character and potential to take full advantage of the opportunities offered by Adrian College.

The College evaluates the rigor of the applicant's curriculum, grades earned, ACT or SAT scores, class rank and leadership potential demonstrated by involvement in school, community or religious organizations.

Adrian College recommends a minimum of 15 units of academic coursework in English, mathematics, science, social science and foreign language.

Applicants are welcome to visit Adrian College and can make arrangements for a personal tour by calling the Office of Admissions at 800-877-2246. Students will be considered for admission when the office of admissions has received;

1. The application for admission. It is suggested that a completed application should be submitted between September 1 and March 15 of the senior year. Applications are available from the Office of Admissions. Students may apply online at [www.adrian.edu](http://www.adrian.edu).
2. The high school transcript or GED equivalency certificate. The applicant must request that the high school send an official transcript to the Office of Admissions. The high school transcript should include at least six semesters of work. Students who have not graduated from high school may qualify for admission by successfully completing the General Education Development Test.
3. ACT or SAT score reports. All first-time college students seeking full-time enrollment at Adrian must take the ACT or the SAT. Tests taken during the junior and seniors years of high school are acceptable.

Students who have earned credit for courses taken at an accredited college or university while concurrently enrolled in high school may have those credits accepted for transfer to Adrian College. The student must have earned a grade of 'C' or better in the course. Beginning September 1 each year, Adrian College, upon receipt of completed application, notifies applicants regarding their admission status.

Traditional students admitted to Adrian College on a full-time basis must submit a deposit to enroll for the next year.

#### *Transfer Students*

Students with previous experience at another college who are interested in transferring to Adrian College must be eligible to return immediately to the last attended college and must have an above-average cumulative GPA. Prospective transfer students must request an official transcript from each college attended to be sent directly to the Office of Admissions at Adrian College, in addition to submitting all regular application materials.

The quality of courses taken at another institution may be considered in the admission decision. Generally, credits earned in colleges and universities accredited by a regional accrediting agency will be accepted by Adrian College; however, no credit will transfer for any course with a grade below "C" (2.00).

Prospective transfer students should complete their applications no later than August 1st for the fall semester, or December 1st for spring. Once the application file is complete, Adrian will notify transfer students or their admission status and transfer of credits within three weeks.

Note: Transfer students who entered their previous college more than two years after graduating from high school, or who have not attended college for the past two years, will be considered nontraditional students at Adrian.

#### *Former Adrian College Students*

Students who have withdrawn from the College and at a later date wish to return should make formal application on a readmission form provided by the Registrar's Office.

#### *Nontraditional Students*

Students entering Adrian for the first time after having been out of high school for two years or more, or who are transferring to Adrian from another college which they entered more than two years after high school graduation or from which they have been absent for two years or more, are considered nontraditional students.

Nontraditional students will be considered for admission to Adrian when the Office of Admissions has received:

1. The application for admission. A completed application for admission must be on file prior to the beginning of the semester for which admission is desired.
2. Final high school transcript or GED equivalency certificate. The applicant must provide an official copy of the high school transcript or GED equivalency certificate.

## Admissions

3. Official college transcripts. If the applicant has had previous college coursework, official college transcripts must be sent directly from the previous college(s) to the Office of Admissions.

Students may be asked to successfully complete the Nelson-Denny Reading Test as a condition of admission. Students may be asked to take the College's mathematics placement exam if deemed necessary.

In addition to providing the materials listed above, applicants may complete an interview which includes counseling and orientation. Candidates may schedule appointments by calling the Office of Admissions at 1-800-877-2246. The office is located in the Admissions House.

### *International Students*

Adrian College welcomes students from other countries, who bring with them a rich cultural heritage. In return, the campus community is eager to share American cultural opportunities with these students.

Students from other countries who are interested in undergraduate study at Adrian College should contact the Office of Admissions at [admissions@adrian.edu](mailto:admissions@adrian.edu) for the necessary application forms at least one year before they expect to enroll. Each international student must show evidence of:

1. An academic objective which can be achieved at Adrian College.
2. A strong academic record and the capacity to benefit from study in higher education.
3. Adequate financial support to travel to the College, to live reasonably while in residence in the United States, to maintain adequate health insurance, and to return home.
4. The ability to read, write, and speak the English language with sufficient fluency to participate in the regular instructional program of the College.

The Test of English as a Foreign Language (TOEFL) is required of all international applicants from countries where English is not the primary language spoken. A TOEFL score of 61 on the internet-based test is required for unconditional admission consideration.

Adrian College offers instruction in English as a Second Language (ESL) at the intermediate and advanced levels to support students in their regular academic program. Enrollment in an ESL course may be required, depending on the student's language proficiency.

International student applicants will be notified of their admission status as soon as all required materials have been submitted to the College.

### **Office of Multicultural Programs**

The Office of Multicultural Programs also serves international students in the areas of campus living and immigration matters during student's tenure at Adrian College. Academic services such as course selection, faculty advisors and English as a Second Language (ESL) are arranged through a coordinated effort of the Office of Academic Affairs and the Office of Multicultural Programs. Should a situation arise where an international student needs additional academic assistance, referrals are arranged through the Academic Affairs Office.

### *Special Students*

An individual who is not a candidate for a degree but wishes to take college courses may be admitted as a special student and should follow the procedure outlined on the special non-degree application form provided by the Office of Admissions.

### *Guest Students*

Students currently pursuing a degree at another college or university may enroll in courses at Adrian College. Guest students must meet all course prerequisites, must be in good standing at their home college or university, and must have the written approval of the home institution for the specific courses to be taken. A guest student applicant should submit the Michigan Uniform Undergraduate Guest Application to the Registrar's Office. No application fee is required.

### *Veterans*

Adrian College welcomes applications from veterans who have graduated from high school or obtained a GED certificate. Along with application materials obtained from the Office of Admissions, veterans must submit proof of honorable discharge (DD-214) from the armed forces. Veterans may schedule an interview with the Office of Admissions before completing the application process. Once enrolled, veterans will work closely with the Registrar's Office on matters relating to veterans' affairs.

### *Dual Enrollment for High School Students*

High school students who wish to supplement and enrich their secondary school programs may apply for concurrent enrollment in regular 100 level courses on a space-available basis provided they meet the prerequisites. To participate in the program, a student should have completed the junior year in high school, have a 3.0 cumulative GPA in college preparatory courses and have the written approval of the high school principal or guidance counselor. To apply, students must submit the

## Admissions

Jump Start program application and the official high school transcript to the Office of Admissions. No application fee is required. Enrollment is limited to one course per semester at a fee determined by the College. No refunds are made after the first week of classes.

**For More Information:** Students who would like more information about Adrian College may contact the Office of Admissions at 1-00-877-2246, [admissions@adrian.edu](mailto:admissions@adrian.edu), or [www.adrian.edu](http://www.adrian.edu).

## Financial Information

### College Charges

The cost of attending Adrian College is competitive with that of attending most independent colleges in the Midwest. In an annual study of selected private institutions, Adrian's basic charges for tuition, room and board generally are found to be lower than those of other similar colleges. Current charges, without factoring in any financial aid, are outlined below.

#### *Costs for Full-time Study 2016-17*

	Resident Student	Commuter Student
Tuition	\$34,890	\$34,890

	<u>Resident</u>	<u>Commuter</u>
Activity Fee	\$200	\$200
Facilities Fee	\$250	\$250
Technology Fee	\$400	\$400
Room	\$5,160	\$0
Board (14-meal plan)	\$5,580	\$0
<b>Total Cost</b>	<b>\$45,630</b>	<b>\$35,740</b>

\*\*Full-time enrollment is 12-17 Cr. Hrs.

Fee for Cr. Hr. 18	\$445	\$445
Fee per Cr. Hr. 19+	\$890	\$890

#### *Cost for Part-time Study*

Tuition for students taking fewer than 12 semester hours will be charged at a rate of \$890 (2016-17 rates) per semester hour. Part-time students choosing to live in campus housing will pay the same room and board charges paid by full-time students.

#### *Cost of Graduate Study*

Tuition for graduate students will be charged at a rate of \$515 (2016-17 rates) per credit hour. Graduate students choosing to live in campus housing will pay the same activity, technology, room and board charges paid by undergraduate, full-time students.

#### *Description of Charges*

The fees and policies listed below were in effect for the 2016-17 school year. These are subject to change by administrative action.

#### *Enrollment Deposit*

First-time students submit the Enrollment Deposit of \$350 to hold their place in the incoming class. Enrollment Deposits not postmarked, or cancelled in writing, by May 1 will not be eligible for refund. May 1 is the suggested deadline to submit deposits.

#### *Advance Housing Payment*

New students applying for college Housing will be required to pay an advance housing payment which is refundable if cancelled by May 31 to reserve a room. Returning students pay an advance housing payment to reserve a room which is refundable if cancelled by May 31st.

#### *Residential Damage Deposit*

A deposit of \$100 is required of all residents to cover any recognized property damage to residential units. Damages may include those specifically identifiable to a resident (e.g. a broken window in a dorm room) or for damages to common areas shared by residents (e.g. hallway damage). Common area charges not identifiable to a specific resident will be divided by the number of residents in the residential unit and charged equally against each student account. Please refer to the College's Residential Life Damage and Vandalism policies.

Damage deposit funds will be held in a non-interest bearing escrow account by Adrian College. The assessment of damages against these deposit funds will occur at the end of the academic year or his/her occupancy period, whichever comes first. Any student with a remaining balance of deposit funds after damages have been assessed will be refunded the balance up to the full \$100 deposit amount.

It is the hope of Adrian College that each residential student will actively participate in preserving and improving the quality of their campus living environment.

#### *Orientation Fees*

All full-time first-year students must participate in Welcome Week. A fee is included in the Enrollment Deposit to cover Welcome Week costs.

#### *Tuition*

The full-time tuition charge is intended to pay for 12-17 semester hours. Students granted permission to enroll for 18 semester hours will pay the regular full-time tuition rate plus the current part-time rate for the respective, incremental semester hour(s).

#### *Commencement Fee*

All graduating seniors are assessed a Commencement Fee, due one semester before their graduation date. The fee covers the cost of the student's diploma and other costs associated with the College's graduation activities.

#### *Late Financial Registration Fee*

Failure to sign and return the Student Account Contract in the July Statement of Account, regardless of the amount due, will result in a late fee.

## Financial Information

### ***Parking Fee***

Students who choose to park on campus pay a yearly fee. Refer to the Student Handbook for details.

### ***Special Course Fees***

Some Adrian College courses such as Associate Teaching, Red Cross Life Saving, applied music classes, studio art courses and some other classes, require the payment of a special course fee. These fees vary from class to class and cover special materials or services associated with those individual courses. Refer to the semester schedule books for course fee details. Students taking individual studies (regular courses taught individually) are charged an additional fee.

### ***Student Activity and Technology Fees***

The Student Activity Fee helps defray the cost of many campus activities presented at no charge to students, including dances, movies, athletic events, lectures and special performances by visiting entertainers. Guest students, special students, and students enrolled in fewer than three semester hours are exempt from this fee. The Technology Fee helps defray the cost of technology updates.

### ***Summary of Fees for 2016-17***

Enrollment Deposit	\$350
Student activity fee	\$200
Facility Fee	\$190
Technology fee	\$400
Individual study (per cr. hour)	\$175
Residential damage deposit	\$100
Late academic registration Fee	\$100
Graduation fee	\$50
Late Student Account Contract fee	\$50
Parking fee	\$200
Late Payment Fee	\$75

### **Living Accommodations**

As a residential college, Adrian recognizes that the institution's teaching mission extends beyond the classroom. In order to provide students with the maximum opportunity to engage in this out-of-class education, all full-time students are required to live on campus for four years. Exemptions based on local residence, marital status, 5th year senior, age or part-time student may be made by application to the Housing Office. Apartments, fraternity and sorority and theme housing is considered on campus housing. The College may designate other housing alternatives in the future.

Traditional Residence Hall rooms are furnished with beds, desks, chairs and dressers. Students furnish their own pillows, bedding, telephones, towels and study lamps if they want them. Each room has voice mail and a connection to the campus computer network and through

the network to the Internet. Students need an Ethernet card to connect their computers to the central system. To ensure compatibility with the system, students may wish to call the computer center before purchasing a network card. Hall Coordinators, Resident Assistants or House Managers are available in each facility to help meet the needs of each student.

New students who have submitted an Enrollment Deposit and turn in their Room and Board Agreement by the deadline are assigned rooms during the summer. The Enrollment Deposit is refundable if it is cancelled by May 1st in writing. Single room accommodations are available upon request if Room and Board Agreement is in by deadline.

Returning students establish their priority for room reservations by submitting a Room and Board Agreement online in March. The advance housing payment must be made before the student can be housed. This payment is applied to the student's room charge and is refundable if housing is cancelled by May 31st. Room assignments in residence halls are made by the online lottery system. Apartment and Theme assignments are made by application process.

Students who are assigned rooms during the first week of classes will be charged the full semester rate. Thereafter, charges will be prorated.

Students are held financially responsible for the loss of keys, breakage, property or residence hall damage, equipment or furnishings removed from the premises and fines. See residential Damage Deposit for more information.

Students who are living on or off campus are encouraged to purchase a renter's insurance policy to cover personal contents (laptops, clothing, etc.). The College is not responsible for any damage/theft of a student's personal property.

### **Dining Facilities**

All students living in College owned housing are required to participate in one of the meal plans. Three meals are served every day except Saturday and Sunday breakfast. All meals are served cafeteria style. Students may also use their meal card at all Caine Center dining options between 11 a.m.-11 p.m. Monday through Friday and 1 p.m.-10 p.m. Saturday and Sunday.

The College offers a series of dining plan options to suit a variety of schedules and lifestyles. These plans provide varying levels of direct meals as well as Dining Dollars (debit purchasing capability which is built into our meal plan options).

Returning students are required to choose one of the meal options when signing up for fall semester housing through the Residence Life Office. Students not indicating a particular meal option will automatically be charged for

## Financial Information

the 14 meal plan. The plan selected will be included on the fall semester statement in July.

Students have the opportunity to change from one meal plan to another during the first week of every semester. Requests for changes must be submitted in writing to the Housing Office

### **Payment of Accounts**

If you are paying in full for the semester, payments are due August 1st for the fall semester and January 1st for the spring semester. Students/parents will have the option to sign up for a 5 or 4 month payment option per semester due on the first of the month with the last payment due December 1st, for the fall semester and May 1st for spring semester. Students will need to fill out the online forms to grant the payee access to Net Classroom. Once the forms are completed, you will be able to make payments via credit card or e-check on NetClassroom or payments in the form of check and/or cash can be made at the cashier's office, in the Caine Student Center. Credit card payments will not be processed in the cashier's office.

A \$75 monthly late payment fee will be assessed when the minimum payment is not received by the due date. No late fee will be applied if the outstanding balance is due to work study that will be applied to the student account.

### **Deferred Payment Plan Options:**

Adrian College offers two deferred payment plan options. There is an administrative fee associated with each payment plan option as indicated.

**5 Payment Plan Option (\$65 Administrative fee will be charged)**

Payments due the 1st of each month beginning August 1st. Additional payments due the 1st of each month for September, October, November and December. Spring semester payments will start on January 1st and ending May 1st.

**4 Payment Plan Option (\$110 Administrative fee will be charged)**

Payments due the 1st of each month beginning September 1st. Additional payments due the 1st of October, November and December. Spring semester payments will start on January 1st and ending May 1st. Any non-current student with a past due balance will be subject to any/all collection fees up to 33.3% and/or attorney fees necessary to collect the amount due. Students with a past due account will not be permitted to register for classes, have transcripts or diploma released until paid in full.

An additional \$50 charge will be assessed if the student account contract is not signed and returned by September

### **Refunds**

#### ***Advance Housing Payment Refund***

The advance housing payment will be refunded if the Housing Office has received written notice of cancellation by May 31st for returning students.

#### ***Dining Plans***

Meal plans are purchased on a semester basis. If a student withdraws or is dismissed from school, the board charge will be adjusted to include one full week beyond the week of the change.

#### ***Enrollment Deposit Refund (New Students Only)***

If the student's plans to attend Adrian College change, we will refund the Deposit if a written request, postmarked May 1 or earlier, is submitted to the Office of Admissions.

#### ***Class Withdrawals/Refunds, Tuition and Fee Adjustments (Tuition and Fee Liability)***

*The last day to DROP from or change classes without any tuition liability is the Thursday of the First Week of classes (the "Add/Drop" deadline).* Students who wish to withdraw for the semester must complete an official Withdrawal Request Form, which can be obtained from the Assistant Dean of Academic Affairs Office. The form includes instruction on how to complete and submit the form for processing. A course change is defined as one or more course(s) switched for one or more course(s) of equal credits. If you reduce your number of credits to fewer than 12 credits for a semester, or completely withdraw from the College after the Add/Drop deadline, you will be responsible to pay tuition and fees pertaining to the dropped credits according to the schedule below.

#### **When is the Last Date to Withdraw from Classes without Incurring Tuition and Fee Liability?**

*The last day to withdraw from classes without any tuition liability is the Add/Drop deadline.* This means that if you reduce your number of credits to fewer than 12 credits for the semester, or completely withdraw from the College after the Add/Drop deadline, you will be responsible to pay tuition and fees according to the schedule below.

*Students who officially withdraw from the College or reduce the number of credits to fewer than 12 credits for the semester after the Add/Drop deadline are still responsible to pay tuition and fees according to the schedule below.* The first day of classes, as scheduled by the College, shall be deemed to be the first day that classes are offered, as scheduled on the Academic Calendar.

*Students who enroll for class(es) after the semester start date or start attending class(es) after the semester*

## Financial Information

start date and then withdraw from classes are still responsible to pay tuition and fees in accordance with the Tuition & Fee Liability Schedule below. The exception is for withdrawals from class(es) that are defined by the College's Registrar's Office as late-start classes.

REMEMBER that YOU, the Student, are responsible for (a) knowing that you are registered for classes, (b) knowing the classes for which you are registered, (c) paying your billing statements in a timely fashion, and (d) understanding and following the correct procedures to withdraw from courses or credits.

### The Tuition & Fee Liability Schedule is:

Liability Period	Tuition / Room and Board Ineligible for Refund	Tuition / Room and Board Eligible for Refund	Fees Ineligible for Refund
Through Thursday of the First Week of Classes (the "Add/Drop" deadline)	0%	100%	0%
Friday of the First Week of Classes through the Second Week of Classes	30%	70%	100%
Third Week	50%	50%	100%
Fourth Week	70%	30%	100%
After the Fourth Week	100%	0%	100%

During the 0% Ineligible for Refund period any refunds will be processed and charges removed for tuition and all fees. After the 0% Ineligible for Refund period tuition will be prorated according to the schedule, above, **and all fees are due in full.** After 100% Tuition Ineligible for Refund Students are liable for **tuition and all fees in full.** Students who register for courses and who do not file the appropriate Withdrawal Request Form or do not drop courses before the end of the Fourth Week of classes are liable for their full charges.

### Withdrawals & Cancellations

IF YOU DECIDE NOT TO ATTEND ADRIAN COLLEGE IT IS YOUR OBLIGATION TO PROPERLY WITHDRAW. NON-ATTENDANCE OF CLASSES DOES NOT CLASSIFY AS AN OFFICIAL WITHDRAWAL AND DOES NOT RELIEVE THE STUDENT OF HIS OR HER FINANCIAL OBLIGATION OR ENTITLE THE STUDENT TO A REFUND.

All students who are given permission to cancel his or her registration or who are withdrawing from the classes

shall be liable for payments of tuition and all fees in accordance with the liability schedule. The last day to WITHDRAW from classes without any tuition liability is the Add/Drop deadline.

### Withdrawals

The process of withdrawing from Adrian College is a formal procedure which the Student has the responsibility to initiate. A "W" is recorded on the academic transcript. A student withdrawing shall be responsible for payment of tuition and fees in accordance with the Tuition & Fee Liability Schedule. The date recorded by the Registrar's Office will be used as the official withdrawal date for tuition adjustment or refund purposes.

All adjustments or refunds of financial charges are based on the date the Withdrawal Request Form is officially received by the Registrar's Office, not the date of the last class attended. Students must submit the completed and signed Withdrawal Request Form to the Registrar's office.

### Cancellations

No grade is recorded on the academic transcript for a cancellation. A Student who is given permission to cancel his or her registration shall be responsible for payment of tuition and all fees in accordance with the Tuition & Fee Liability Schedule.

### Non-attendance / Non-payment / Dismissal

Non-attendance of classes WILL NOT cancel your registration, nor will it relieve you of your financial obligation, or entitle you to a refund. Failure to appropriately cancel registration with Adrian College may result in the assessing of additional administrative fees to the Student's financial account balance.

A Student who is dismissed for academic or disciplinary reasons prior to the end of an academic term shall be liable for tuition and fees due for the term according to the Tuition & Fee Liability Schedule.

### Financial Aid Implications

Federal regulations require the Office of Financial Aid to apply a formula established by the U.S. Department of Education to determine the amount of Federal financial aid a Student may have earned as of the date in which the Student's withdrawal is processed by the Registrar's Office. The amount of Federal financial aid returned to federal aid programs is determined by the amount of time the Student spent in academic attendance, but has no relationship to the institutional charges incurred by the Student.

*Please consult with an advisor in the Office of Financial Aid before you officially change your enrollment status or withdraw from the College, as your financial aid may be impacted by any status changes.*

## Financial Information

Please see the Office of Financial Aid's website for more information.

### ***Adrian College Statement of Student Responsibility***

Adrian College Students, whether new, visiting, returning, or continuing, are responsible for reviewing, understanding, and abiding by the College's regulations, procedures, requirements, and deadlines as described in all official Adrian College publications including, but not limited to, the Course Catalog, Student Handbook, web site, and class schedules.

### ***Semester Adjustments - May Term and Summer School***

A student who is dismissed or who completely withdraws after the first day of class, and before the end of the Drop and Add period, will receive a 100 percent credit on tuition. No credit will be issued after the Drop and Add period.

### ***Special Circumstances***

In case of withdrawal due to extenuating circumstances, such as serious illness or accident, some variance may be given to the regular withdrawal charges listed for tuition, room and board. Withdrawals of this nature should be reviewed fully with the Director of Student Business Services.

### ***Special Fees***

No refunds are made on course fees after the beginning of the semester.

### ***Scholarships and Grants***

One-half of all verified grants, scholarships and loans (except for loans where the proceeds are paid directly to the student or parents) will be applied to each semester's charges. Wages earned under federal Work-Study and campus employment programs are paid to the student by payroll checks, issued every two weeks, for the actual hours worked.

### ***Student Health Insurance***

Students attending Adrian College are responsible for their own health insurance coverage as the College does not provide or sponsor a health insurance plan for students. It is strongly recommended that students verify they have such coverage through their parents'/guardians' insurance plan or purchase such coverage directly with an insurance carrier. Students may visit [sis-inc.biz](http://sis-inc.biz) for available health insurance options.

## **Student Financial Aid**

### ***Philosophy of Financial Aid***

A private college education involves a serious commitment of time and money, but the benefits of an Adrian College education are worth the investment. The

cost of attending Adrian is often less than prospective students expect.

Currently, 94 percent of full-time Adrian students receive scholarships or grants from the College. Many of these students also receive state and/or federal assistance. Since almost all students qualify for some type of assistance, individuals are strongly urged to apply for aid. Adrian College is committed to keeping an Adrian education affordable.

Adrian College has received many generous gifts from individuals, businesses and foundations that support the principles for which the institution stands. Many of these donors provide funds for scholarships and other financial support to assist capable students who desire an Adrian education.

Adrian College also participates in all State of Michigan and Federal financial aid programs.

### ***Determining Eligibility for Financial Aid***

Adrian College awards both need-based and merit-based financial assistance to students, drawing on federal, state and Adrian College aid programs.

In order to receive need-based financial assistance (including federal and state aid and some Adrian College aid), students and parents also must complete the Free Application for Federal Student Aid (FAFSA), available on-line at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).

The FAFSA is a need analysis form that must be submitted by March 1st to the Department of Education. This form must be filed every year. The processor will evaluate the information included on the FAFSA to determine the amount the family can reasonably contribute toward the student's educational costs. The difference between the cost of attending Adrian College and the amount of the family contribution is the student's eligibility for aid.

Once the FAFSA has been processed, Adrian's Office of Financial Aid will prepare a financial aid package for each applicant. The financial aid package may consist of one or more of the following types of financial aid:

1. Grants and scholarships that do not require repayment on the part of the recipient.
2. Low interest loans, which require repayment after the recipient graduates or ceases to be at least a half-time student.
3. On-campus work opportunities to help students defray the cost of their education while going to school.

The financial aid package will be determined by the student's eligibility for each type of assistance. In a few cases, a combination of federal, state and Adrian College aid will force a reduction in the stated amount of the Adrian College Scholarship. An incoming student

## Financial Information

automatically will be considered for a merit-based Adrian College Scholarship without filing the FAFSA or applying for other types of assistance. However, many students will qualify for some need-based aid, and all students are strongly encouraged to file the FAFSA unless a financial aid counselor indicates that it will not be necessary.

### **Financial Assistance Programs**

#### ***Adrian College Scholarships***

Students who are full time and enter into college with the required ACT and GPA may be awarded Adrian College scholarship assistance up to 8 semesters of on-campus study. Students who receive a merit-based Adrian College Scholarship will need to maintain their full time status (above 12 credit hours) and maintain good standing. Failure to maintain either criterion could result in loss of the scholarship. Also, students are only eligible to have two (2) scholarships given by Adrian College count towards their financial aid award. For up-to-date scholarship information visit [financialaid.adrian.edu](http://financialaid.adrian.edu)

#### ***Academic Scholarships***

All Adrian College applicants are considered for academic scholarships. Academic Scholarships will be renewed each year as long as the student remains a full-time student while in good standing with Adrian College.

#### **Art/Music/Theatre Scholarships**

These scholarships are available to students who submit portfolios or audition with the respective departments. Each department determines award eligibility. Performance or participation is required within that department for scholarship renewal.

#### **Darsey Scholarship/Darsey Achievement Award**

These scholarships are awarded to returning students based on merit and potential success at Adrian College. The Darsey Scholarship Committee determines amounts and awards recipients annually in the spring. Darsey scholars are named in honor of the late Van '27 and Lorraine Darsey, whose contributions made these awards possible.

#### **Other Adrian Scholarships**

Additional Adrian scholarships are available for students who are children or siblings of Adrian College alumni (Legacy Scholarship) or active members of the United Methodist Church.

#### **Adrian College Grants**

Students who file the FAFSA and need financial assistance may be awarded Adrian College Grant money. This grant money is free, given to the student from Adrian College. Adrian College Grant money is not guaranteed

each year, and is determined by the student's FAFSA and residency status (on or off campus).

The Adrian College Grant Will Be Reduced If Necessary To Maintain Federal, State And College Budgets. Any Other Financial Aid Award That Exceeds \$99 And Is Not A Part Of The Original Financial Aid Award, Whether It Be An Adrian College Or Outside Scholarship, Federal/State Grant Or Scholarship Money, Federal Loan, Or Tuition Waiver, Can Reduce The Adrian College Grant.

#### ***State of Michigan Aid Programs***

Michigan residency for one year is required for all state aid programs. Assistance from each program is renewable for up to 10 semesters. The Tuition Grant and Scholarship Programs are need-based programs, and a student may not receive assistance from both sources during the same semester. Both programs require filing the FAFSA, having the results sent to the state of Michigan and completing the state residency questions on the FAFSA.

#### **Michigan Tuition Grant**

The Tuition Grant Program, established in 1966, provides need-based grants up to Michigan residents attending private colleges in Michigan. Half-time students are also eligible.

#### **Michigan Competitive Scholarship**

Established in 1964, this program provides need-based scholarships to Michigan residents attending private colleges in Michigan. Scholarship awards are based on the results of the ACT, which must be taken on or before the first testing date of the senior year, with results sent to the state of Michigan.

#### ***Federal Aid Programs***

All of the following programs require filing the FAFSA.

#### **Federal Pell Grant**

The Pell Grant Program, established in 1972, was the first program in which the federal government, rather than the institution, determined the grant recipient. Federal Pell Grant applicants must complete the FAFSA.

#### **Federal Supplemental Educational Opportunity Grant (SEOG)**

Adrian College participates in the Federal SEOG program established in 1965. This grant is awarded to students who qualify for a Pell Grant and still have unmet need. These funds are limited.

## Financial Information

### Federal Campus Employment

The Federal Campus Employment Program was established in 1964 as a form of “self-help.” Students with a large need receive an on-campus job assignment to help defray college costs. Students who do not qualify for this program may receive assistance in locating other employment. All on-campus jobs are limited to \$1,500 a year.

### Federal Perkins Loan

The Perkins Loan Program was established in 1958. Students with the greatest financial need may be awarded up to \$5,500 per year, but funds are limited. Repayment is deferred until nine months after the student ceases to be enrolled at least half time and no interest is charged during that time; 5% simple interest applies upon repayment. The maximum repayment period is 10 years.

### Federal Stafford Loan

The Stafford Loan Program was established in 1965. Applications are available from [www.studentloans.gov](http://www.studentloans.gov). The maximum student loan is \$5,500 per year for freshmen, \$6,500 for sophomores and \$7,500 per year for juniors and seniors. The actual loan amount depends on parental and student income and the amount of financial aid awarded. An origination fee is deducted from the amount of the loan requested. The **Unsubsidized** Stafford Loan begins to accrue interest as soon as the loan is disbursed. For the **Subsidized** Stafford Loan the Department of Education pays the interest while the student is in school. Repayment is deferred until six months after the student ceases to be enrolled in college at least half-time. The repayment period can be as long as 10 years.

### ***Student Employment***

If finding campus employment is a critical factor in financial planning, students may contact [campusemployment@adrian.edu](mailto:campusemployment@adrian.edu) to discuss possibilities.

## Student Life

Student Life supports the College's mission by providing programs, services and advocacy that support student learning, growth and development in all facets of the College experience. Student Life is comprised of professional educators (administrative, health care, and support staff members) who direct and coordinate numerous functional areas. These functional areas include health services, counseling, residence and Greek life, multicultural programs, student activities, student conduct, leadership development, community service, and campus safety & security. Staff members also collaborate closely with the chaplain's office, academic services, physical plant, and faculty members.

Staff members work out of the Caine Student Center. In addition, staff members direct—with the support of student para-professionals—numerous student residential and Greek facilities that house over 1,400 students.

Student Life staff members have a number of constituents. However, students are our focus. We:

- Seek to house students in attractive, comfortable, clean, safe environments in collaboration with physical plant and campus safety.
- Provide mental and physical health care and education to support students in their academic and other learning goals. Build skills and attitudes that help students effectively apply academic learning.
- Develop opportunities for students to plan, implement, and improve activities and programs.
- Help students to move toward independence and to function effectively within groups.
- Expose students to various cultural traditions and experiences and help students to appreciate differences.
- Respond to student emergencies 24 hours a day, 365 days a year.

### Counseling Services

Counseling Services is designed to help students gain an understanding of their life issues and leads to a resolution of their presenting problem(s). The Counseling Center is located in the Caine Student Center and services are free to all registered Adrian College students. The Counseling Center is open Monday through Friday 8:30-4:45 fall and spring semesters. Students are seen weekdays by appointment between 9 am - 4 pm. Individual or multi-person counseling sessions are focused on helping students develop personal strategies, competencies and life skills that enhance their ability to be successful in their academic and personal growth and development. Some of the issues that are most frequently presented by students are:

- Adjustment issues such as homesickness

- Anxiety/Depression issues that often interfere with students ability to attend classes and complete assignments
- Time management
- Family issues
- Financial issues
- Roommate conflict
- Partner issues-long distance relationships, break-ups
- Grief work

Students receive short-term counseling for current presenting problems. Referrals to other clinicians in the community are available. Counseling Services also offers support groups, as needed, presentations and workshops for various campus groups.

Counseling Services are staffed by qualified clinicians, experienced in working with college students. A variety of theoretical orientations and intervention styles are employed in keeping with the needs of individual students. All counseling conversations with students are covered by the ethical codes of confidentiality of the American Psychological Association.

### Health Services

New students to the Adrian College campus are required to submit a Student Health & Medical History Record, Immunization History to the Health Center. Failure to supply this information may delay the registration process.

The Health Center is located in the lower level of the Caine Student Center. The Health Center is open fall and spring semesters Monday through Friday 9 am - 4:30 pm. The Health Center is closed Saturday and Sunday. The Health Center is also closed during any holiday breaks that the residence halls are closed.

The Health Center is nurse-directed and consists of two registered nurses. Services are available to ALL Adrian College students, including full-time, part-time and commuting students.

The Health Center provides:

- acute illness evaluation and treatment
- screening evaluations and disease prevention such as blood pressure checks, weight and vision
- first aid for minor injuries
- referrals and coordination of care to off-campus health care consultants
- over-the-counter medications, use and instructions
- health education on preventative health care and lifestyle issues including sexually transmitted infection education
- blood draws with appropriate order from physician
- follow-up of emergency hospital visits

## Student Life

- loan of crutches, wheelchairs and other medical equipment
- immunizations including; Tetanus, MMR, Hepatitis B series, Meningitis, and influenza vaccine (check with your insurance company—many vaccines are covered by insurance)

When a student is seen in the Health Center, there is no cost for the nurse visit. There may be charges for medications, immunizations and treatment supplies. These charges may be paid for or charged to the student's account as a health service fee. Receipts for medications or immunizations can be requested by the student. The student is then responsible for submitting the request to their private medical insurance. Check with your insurance carrier regarding submission of these claims. The Health Center does not bill private insurance companies.

### ***Confidentiality***

All Health Services records are confidential. Safeguarding students' medical information is not only a legal requirement, but also an important ethical obligation. No one will have access to health records without the written consent of the student, including their parents/guardians, if the student is of legal age (18 years or older). Information from a student's health record will not be disclosed except in cases of extreme urgency where there is an obvious "need to know", such as in cases of injury to themselves or others or as required by law. Students have the right to access their personally identifiable medical files and have the right to correct or remove any inaccurate, irrelevant or out-of-date information.

### ***Health Insurance***

Students attending Adrian College are responsible for their own health insurance coverage, as the College does not provide health insurance coverage for students. It is highly recommended that students verify that they have coverage through their parent/guardian insurance plan or purchase such coverage directly from an insurance carrier. Students may visit [sis-inc.biz](http://sis-inc.biz) for available health insurance options.

### **Residence Life**

On campus living at Adrian College offers far more than just a place to sleep. There are several different living environments from which to select including substance-free housing, halls that remain open during semester breaks, student houses, and apartments for returning students. All living environments are tobacco-free and offer a variety of opportunities to explore a full range of activities and interests that develop practical skills. All full-time students are required to live on campus and have a meal plan unless they meet specific criteria for exemption.

These criteria are published annually by the College. Students should contact the Housing office for more information.

### ***On-Campus Living***

Students living on campus are required to register for and maintain 12 or more credit hours. A student dropping below 12 hours must contact the Housing Office for special permission to remain in campus housing.

### **Campus Safety**

Campus Safety provides continuous 24-hour services designed to assist students in areas of safety and security. The department is comprised of the Director, Deputy Director, Captain, Lieutenants, and Student Officers.

### ***Registration of Motor Vehicles***

All motor vehicles possessed or used on campus must be registered every academic year; this includes guests and commuters.

Parking on College property is a privilege not a right. Vehicles can be registered online and picked up at the Department of Campus Safety. You need a valid driver's license, student ID and vehicle registration (not proof of insurance). Any vehicle without a valid parking permit found in any lot where a valid permit is required, will be ticketed and is also subject to being immobilized, by the use of an immobilizing boot, or towed at the owner's expense. This includes but is not limited to, all unpaved or paved areas on campus where vehicles are NOT authorized to be driven, (i.e. on any lawn or grassy area, sidewalks and walkways).

- A vehicle registered by a faculty or staff member, which is operated by a son, daughter, or spouse of said faculty or staff member, who are eligible student drivers, must have and properly display a student permit. The operator of the vehicle must use the proper student lots.
- Students may register only one automobile.

### ***Vehicle Registration Fee***

- The student vehicle fee is \$200 for the entire academic year.

Adrian College does not assume responsibility for the care, or protection, of any vehicle or its contents, while operated or parked on Campus property.

Motor Vehicle Registration expires when:

- As indicated on permit (by academic year) When ownership of vehicle changes.

## Student Life

- When the eligibility of motor vehicle privileges are revoked by disciplinary action.
- If a registered vehicle is traded for another or a windshield is replaced, a new permit will be issued at \$5.00 additional cost, provided the remnants of the older permit are presented at Campus Safety.

The Adrian College window parking permit is to be completely affixed with its own adhesive and displayed at all times on the lower inside corner of windshield, driver's side. An expired permit must be removed before a new one is affixed. Permits must not be altered or defaced in any way. Tickets may be issued to vehicles displaying a permit incorrectly.

### **Multicultural Programs**

The Office of Multicultural Programs provides services and events that are designed to encourage students, staff, faculty, and community members to explore diversity on and off campus. The programs are designed to offer academic and social support to assist students to adjust to the college experience, persist and to graduate. Towards this goal, the Office, therefore sponsors and/or co-sponsors a series of events throughout the academic year. Annual events that are provided include: the Global Food Festival (November), the MLK, Jr. Make a Difference Day (January), ethnic month celebrations: Black History (February), Hispanic Heritage (September), and Women's History Month.

In keeping with its mission the office works directly with A.L.P.H.A. (African American Leaders Promoting Higher Achievement) and the AC Culture Club (formally I.S.O.), to promote student growth and cultural understanding. Traditionally, Multicultural Programs also partners with other student organizations (Safe Place, FEM) as well as partner with several Adrian College Institutes to co-sponsor programs that deal with issues of diversity and race.

The office also works directly with International students in the areas of adjustment to campus life, the academic environment and to the American way of life. International students are provided with an Orientation Program designed to help them make a smooth transition to the college environment. Students are provided with an International Student Handbook (also on-line), shopping trips, and educational field trips to acquaint them with our historical/social life.

### **Student Activities**

The Office of Student Activities is located in the Caine Student Center. Involvement in campus organizations, student activities and service opportunities provides

balance to the academic experience for students at Adrian College.

### ***Student Organizations and Leadership Programs***

The Office of Student Activities is responsible for overseeing and assisting over 75 student organizations at Adrian College. The student organizations recognized by the Office of Student Activities represent cultural, religious, recreational, special interests, performance groups, student government, media activities, and academic honoraries. The Office of Student Activities publishes the "Student Organization and Advisors Guide," which contains policies, resources and other information for student leaders.

### ***Caine Student Center***

The Caine Student Center is the campus center and is open 24 hours a day. It serves as an information, services and activity center for students, staff, alumni and other guests of the College. Campus Safety, Student Business Services, The Bookstore, Student Government Association, Campus Activities Network, and Student Activities are located in the Student Center. Student Center staff members schedule activities and approve on-campus postings. Campus Safety is the campus "lost and found."

Within the Student Center, students will find lounge areas, a computer station, meeting rooms, recreational space, coffee, food and a convenience store.

### ***Commuter Information***

The center for commuter activity is the Caine Student Center which provides a place to relax between classes. The Office of Student Activities is the source of information about campus events and activities. Commuters are strongly encouraged to join student organizations or participate in other leadership opportunities on campus.

### ***Campus Activities Network (CAN)***

The Campus Activities Network (CAN), located in the Caine Student Center, coordinates recreational, educational, cultural and social programs for Adrian College students. Working in cooperation with the Office of Student Activities and other student organizations, CAN sponsors a variety of quality programming for all students to enjoy. CAN hosts Sibs & Kids Weekend, coffeehouses, bands, magicians/illusionists, comedians, lectures, BINGO and many more exciting events. CAN members also have the opportunity to attend NACA, a professional student activities conference, where they discuss the latest research on programming, student activities and get the opportunity to view upcoming acts in the college entertainment business. Any Adrian College student can become a member of CAN.

## Student Life

### ***Student Government Association (SGA)***

Student Government Association (SGA), represents the student body and is the elected voice of the students. SGA recognizes the importance of advocating for student concerns in the process of decision making that affects the student population. SGA is a forum for student ideas; SGA representatives serve on campus committees in order to affect policies that concern students.

Student Government projects have included: community involvement, canned food drives, newsletter, increased computer and library hours, leadership days, national conference attendance, voter registration drive, appreciation week, multiple meal plans for students, Party Sober Night, enhanced student activities and the Student Center.

### ***Greek Life***

Today's students are tomorrow's leaders. The Greek Life community at Adrian College provides numerous opportunities for students to enhance their college experience. Approximately one in four students who attend Adrian College becomes a part of Greek Life. Adrian's Greek Life emphasizes values including leadership, scholarship, service, philanthropy, friendship, and social responsibility. The nationally affiliated organizations include: Alpha Phi, Alpha Sigma Alpha, Alpha Tau Omega, Chi Omega, Pi Kappa Alpha, Sigma Alpha Epsilon, Tau Kappa Epsilon and Theta Chi. One local sorority, Delta Nu Kappa, is recognized on campus. The Greek community is housed in college-owned facilities which serve as the respective chapters living quarters and place of various activities. Students who are Greek can opt to live in these facilities as part of their four year live on requirement instead of living in a Residence Hall. Formal recruitment takes place in the fall semester of each school year.

## Academic Activities

### Academic and Cultural Enrichment

The College offers many opportunities for intellectual and cultural enrichment outside the classroom.

#### *Ribbons of Excellence Day*

The annual event features student scholarly and creative activities of Adrian College students based on the standards of excellence or “ribbons” established in 2007 to support the College’s mission statement. The purpose of this day is to encourage students to engage in the acquisition of new knowledge outside the classroom and to act as a catalyst for student/faculty collaboration.

#### *Lectureship Series*

The college offers numerous opportunities to the ADrian College community to engage international and national experts on a variety of topics and subjects through lecture and film. In recent years, audiences have seen and heard speakers as varied as Jonah Lehrer, Temple Grandin, Christine Brennan, Kevin Michael Connolly, Meg Jay, Richard Rhodes, Paul Smith, Amy Roloff, Susannah Callahan, and Rupert Isaacson.

#### *Disabilities Awareness Week*

Adrian College is one of the few colleges in Michigan dedicating a week to the study and recognition of issues of disability. Persons of national renown are part of the week as are community persons and agencies active in areas of disability.

#### *Art Exhibits*

The Valade Gallery located in Shipman Library presents at least seven exhibits each school year. These include the works of regionally and nationally-known artists, emerging artists, and Adrian College art faculty and students. The Heritage Room in Shipman Library also hosts exhibits, including art by regional artists and Adrian College students and alumni.

#### *Musical Organizations*

The Music Department presents several annual concerts, including the Showcase Concert in November, the Service of Lessons and Carols in December, and band and choir spring concerts in April. For further information on musical organizations and programs, please contact the Music Department.

#### Adrian College Choir

The Adrian College Choir is open to all students without audition. Music ranges in style from classical to contemporary. The choir performs several times a year and goes on an annual tour.

#### Jazz Bands

The two jazz bands at Adrian College perform modern jazz and blues throughout the year at a variety of events on and off campus. Open to all qualified students.

#### Adrian Concert Band/ Marching Band

The band offers students the opportunity to march and play at football games in the fall, and play traditional band literature in the spring. The band also participates in the annual Homecoming Parade and the Intercollegiate Honors Band performance. Open to all qualified students.

#### Pep Band

Band members may also choose to participate in pep band, which plays for basketball, hockey, and a variety of other team sporting events.

#### Adrian College Chamber Choir

Repertoire ranging in style from classic to contemporary. Performs in concert and in the community several times a year. Annual choir tour. Audition required.

#### Adrian Symphony Orchestra (ASO)

The Adrian Symphony Orchestra is the Professional Orchestra-in-Residence at Adrian College. The ASO performs a season which includes classical concerts, chamber music, Casual Classic concerts, pops and family concerts.

#### Adrian Student Symphony Orchestra (ASSO)

The Adrian Student Symphony Orchestra is open to all students without audition. Music selections focus primarily in classical genres. The ASSO performs several times per year.

#### Chamber Ensembles

Students may audition for any of the following chamber ensembles: Brass Quintet, Woodwind Quintet, Percussion Ensemble, String Ensemble, Trombone Quartet, Flute Ensemble, and Saxophone Quartet. Audition required.

#### *Telecommunication Activities*

The Communication Department is located in its own multi-purpose media production facility, Rush Hall. Students are provided with a variety of hands on learning opportunities. Some of these include the HD TV Studio, HD Field Production program, Digital Audio Production Lab, and the Adrian College’s student-run radio station, WVAC 107.9 FM. Student productions reach the public via WVAC, Audio Podcasting from our departmental website, Audio Streaming on the web, and Video Podcasting.

## Academic Activities

### ***Theatre Activities***

Adrian College Theatre stages four major productions each year, with at least one musical. Musicals and some other large-scale productions are usually presented in Dawson Auditorium, a traditional large-proscenium theatre. Other plays are presented in the more intimate 153-seat thrust-style theatre in Downs Hall (renovated 2010). Productions in recent years include Othello, RENT, The Pirates of Penzance, Once Upon a Mattress, A Midsummer Night's Dream, Chicago, The Laramie Project, Titus Andronicus, and Little Women. Adrian College Theatre is an active participant in the American College Theatre Festival and has received several awards recently for student written and produced plays, including invitations to perform plays. Outstanding upper-class theatre students are given the opportunity to direct a part of the season and students who have distinguished themselves in classes and through participation in productions are invited to join the local chapter of Theta Alpha Phi, the national dramatic honorary society.

### ***Religious Activities***

The chaplain, the department of philosophy and religion, faculty, staff and students work together at Adrian in numerous curricular and extracurricular religious activities designed to help the campus and community develop sound Christian character. The Chaplain's Office seeks to offer programs, information and opportunities which nurture men and women in the experience and practice of personal and social holiness as defined by scripture and Christian theology.

### Chapel

Chapel attendance is a rewarding experience for many members of the College community and occurs in each Wednesday at noon. Students, faculty and staff are invited to participate in the weekly chapel programs, which feature contemporary music, a relevant message, and prayer.

### Student Religious Organizations and Activities

Several student religious groups meet on campus. Wesley Fellowship, a fellowship and study group affiliated with The United Methodist Church, is ecumenical in nature. The Catholic Student Association provides study and fellowship activities. Additional religious groups offer non-denominational Bible studies. The "Not for Sale" Anti-human trafficking organization, a chapel praise team, and A.L.P.H.A. (African-American Leaders Promoting Higher Achievement) are vital contributors to student religious life.

Students who wish to register for Conscientious Objector status may do so through the Chaplain's Office.

The Religious Life Council serves as a forum where all religious groups on campus can come together to coordinate and discuss their activities and concerns. In this

way it supports and promotes open communication and ecumenical dialogue on campus.

### Church Participation

The churches of the City of Adrian are organized for worship and service. Students are welcome to attend all services and will find an atmosphere of genuine fellowship and many helpful contacts with pastors and members of the congregations.

### Training for Church Leadership

The Christian church is essential to a society founded on Christian principles, and its effectiveness will always depend upon its leadership. Adrian College aims to help develop effective church leaders. Students planning careers in the ministry, Christian education, church music or mission service will find appropriate foundational courses to help them prepare for graduate training.

For those looking ahead to the ordained ministry, mission service or another church occupation, the College offers a selection of courses leading to these vocations. However, courses in philosophy and religion are open to all students, who are encouraged to elect as many as possible.

Our pre-seminary/pre-ministry student organization and other groups offer students an opportunity to develop leadership skills that will be useful in church or community work regardless of occupations.

### The Ministry

For service in the ministry of any major denomination, a three-year graduate course at an approved theological seminary is required. The pre-seminary undergraduate program should include philosophy and religion. Pre-ministerial students might consider a major in philosophy or religion or in such fields as history, sociology, social work, English or psychology. This, however, is not a requirement.

Pre-seminary students can obtain catalogs and the requirements of many seminaries from the Chaplain's Office or from the chairperson of the department of philosophy and religion. United Methodist pre-ministerial students should maintain contact with their local church, district and conference boards of ministry, with special attention given to requirements and procedures dictated by the Boards of Ordained Ministry. Pre-ministerial students also should consider Christian vocational opportunities in such fields as chaplaincy, college teaching and Christian education. Students interested in various forms of ministry will want to join the "Major Cole" pre-seminary association.

## Athletic Activities

Adrian College has a long history of outstanding athletics and for fielding winning teams in many different sports. Even as our academic programs have gained nationwide visibility and stature, the athletic programs have continued their success.

The Department of Athletics is committed to the pursuit of academic and athletic excellence. Our primary goal is to provide the opportunity for students to experience the personal challenge and enjoyment of high-level competition along with their academic endeavors. The 17 men's and 23 women's varsity and club teams enjoy nearly 55 percent participation from the student body.

We also take great pride in the number of Adrian student-athletes who have been named Academic All-American throughout the years.

### ***Men's Varsity Sports***

Teams for men are available in these 13 sports:

- Baseball
- Basketball
- Cross Country
- Football
- Golf
- Ice Hockey
- Lacrosse
- Soccer
- Tennis
- Track and Field (Indoor and Outdoor)
- Volleyball
- Wrestling

Nationally, Adrian finished second in ice hockey in 2011 and the baseball team finished fourth in 2008.

### ***Women's Varsity Sports***

Teams for women are available in these 13 sports:

- Acrobat and Tumbling
- Basketball
- Bowling
- Cross Country
- Golf
- Ice Hockey
- Lacrosse
- Soccer
- Softball
- Tennis
- Track and Field (Indoor and Outdoor)
- Wrestling
- Volleyball

The women's ice hockey team won the NCHA O'Brien Cup Playoffs in 2011 and advanced to the NCAA Tournament for the first time in school history. Women's Ice Hockey won back-to-back conference regular-season titles, the O'Brien Cup crown and advanced to the NCAA's in 2016. In the fall of 2011 the women's soccer team won a first ever MIAA Championship. The softball team has put

together several successful seasons including an NCAA Regional berth in 2009.

### ***NCAA Division III***

Adrian is a member of the Michigan Intercollegiate Athletic Association — a NCAA Division III conference. This conference brings a group of institutions that share common commitment to academic quality and to the conduct of athletics to support their educational purposes.

While the MIAA is the conference for a majority of the varsity sports, Adrian also is affiliated with the following conferences: American Heartland (Women's Bowling), Northern Collegiate Hockey Association (Men's and Women's Hockey).

### ***Club Sports***

In addition to varsity sports, Adrian offers nine programs that compete at a national level and yet are not affiliated with the NCAA. Any student carrying at least 12 credit hours may try out for any of these activities, provided they are academically eligible as certified by the Registrar.

- ACHA Division I men's hockey
- ACHA Division II men's hockey gold
- ACHA Division III men's hockey black
- ACHA Division I women's hockey
- Cheerleading
- Dance
- Figure Skating
- Synchronized Skating Senior/Collegiate/Open
- Equestrian – Hunt Seat and Western Teams
- Men's Bowling
- Bass Fishing

### ***Intramural Sports***

If you are simply interested in staying active and enjoying team sports, Adrian offers a variety of intramural sports which are designed to include everyone on campus. Students, faculty and staff are encouraged to participate.

- Co-ed volleyball
- Co-ed softball
- Co-ed soccer
- Co-ed 5-on-5 basketball
- Co-ed flag football
- Men's flag football

Activities may be added or deleted according to interest.

### ***Athletic Facilities***

Adrian has some of the finest athletic facilities in NCAA Division III. A majority of the facilities have been either newly constructed or renovated within the last six years. The crown jewel is Docking Stadium which houses the football, lacrosse and soccer teams. The stadium has 2,000 chair-back seats on the home sideline and the finest Pro Grass playing surface.

The baseball team plays at Nicolay Field on the northwest corner of campus. Nicolay Field was built in 2008 and has 400 chair-back seats above the dugouts on either baseline for optimal viewing. The softball field was also renovated

## Athletic Activities

in 2008 to add a new press box, dugouts and permanent chair-back seating for 150.

The outdoor track complex hosted their first meet in 2009 to rave reviews from around Division III circles. The Craft Tennis Complex features 12 outdoor courts right along US-223 and Docking Stadium.

Arrington Ice Arena was completed in 2007 and houses all ice sports at Adrian. The arena has 450 chair-back seats and has seen crowds over 1,000 with standing-room along the glass. The arena has offices for coaches, and athletic training room and several locker rooms.

The basketball and volleyball teams play their home games at the Merillat Sport and Fitness Center Gymnasium. It was built in 1990 and also provides an auxiliary gym for indoor activities. The Merillat Center also has administrative and coaches offices as well as athletic training facilities, a weight room and wellness center for all students, faculty and staff.

### **Policy on College Athletics**

Adrian's first concern is for the strength and integrity of the academic program. Beyond that, Adrian believes that there is a place for many extracurricular activities, including sound athletic programs. All facets of the college's co-curriculum, however, must be kept in proper balance and evaluated in terms of educational objectives. In athletics this means, among other considerations, wide participation by all students, both men and women, in many different sports and activities, both intercollegiate and intramural, and an appropriate emphasis on and provision for recreational sports and less formally organized play.

Our formula for competition will consist of including on our teams only student-athletes who combine an interest in academic scholarship with a keen desire and a proven ability for intercollegiate athletic competition with similar students at comparable institutions. Adrian shall provide such men and women with excellent coaches and adequate facilities on the basis of equality and without discrimination of any kind, including discrimination by individual sports, race, or gender.

Eligibility in intercollegiate athletic competition is governed by the rules and regulations established by the NCAA and Adrian College. In conformity with these rules and regulations pertaining to athletic eligibility, student-athletes wishing to participate must be in good academic standing. Student athletes who are not in good academic standing will be immediately ineligible for their sport.

Student athletes must be registered for 12 credit hours each semester to participate. If a student athlete withdraws from a course or takes any action that results in being enrolled in fewer than 12 credit hours, the student athlete will be immediately ineligible.

The academic requirements described below are set forth by Adrian College for academic eligibility, and for satisfactory progress.

### **Academic Progress Standards**

Enrollment Probation Status for Full-Time Students										
Semesters Completed	1	2	3	4	5	6	7	8	9	10
Students are placed on enrollment probation status based on low grade point average of their GPA falls below the average listed:										
GPA:	1.4	1.6	1.8	2.0	2.0	2.0	2.0	2.0	2.0	2.0
At the end of the spring semester, students are placed on enrollment probation status based on inadequate progress if they have not completed the number of credit hours listed:										
Hours:	9	18	30	42	55	68	82	96	110	124

Please note that student-athletes who participate in our club sports have their own conference academic policies to meet, along with the chart above. Adrian College rules supersede any conference rules unless the conference rules are higher standards than Adrian College.

Those student athletes who are enrolled in our graduate programs must meet the 10 semester/4 seasons of intercollegiate participation rule as set forth by the NCAA, and be enrolled full-time in their desired program.

### **Adrian College Athletic Insurance Policy Coverage**

Adrian College provides secondary athletic accident coverage for all student-athletes participating in intercollegiate athletics. An accident is defined as an unexpected, sudden, and definable event, which is the direct cause of bodily injury independent of any illness, prior injury, or congenital disposition. Coverage is NOT provided for medical expenses resulting from illness, disease, or conditions unrelated to accidental bodily injury. Pre-existing conditions, out-of-season injuries, injuries that occur in-season that are not directly related to competition or supervised practice (intramurals, conditioning class, etc.) or routine medical care (illness, dental or eye care, etc.) are not covered.

For other policy exclusions, please contact the Assistant Athletic Trainer at 517-265-5161 ext. 4312.

### **Procedures**

If a student-athlete is accidentally injured during competition or supervised practice and generates medical expenses associated with the accident, all claims must first be filed with the student's or parents' personal (primary) insurance company.

If a balance remains after the personal insurance company has paid its maximum, that balance can be submitted to the school's insurance company.

## Athletic Activities

If the expense is covered, the school's insurance company will pay the balance of the eligible medical expenses up to the maximum of the policy.

If the primary family coverage is through an HMO or PPO the proper procedures required by that plan must be followed in order for the school's insurance to satisfactorily complete its portion of the claim. This is especially important if the plan requires pre-authorization to have the student-athlete treated out of the plan's network or service area.

### **Submitting Claims to Adrian College**

To pay the balance of the bill, the student-athlete must submit the bill to the Assistant Athletic Trainer along with a copy of the EOB (explanation of benefits) from their insurance company showing that the personal insurance has already paid its maximum.

Please submit bills to: Assistant Athletic Trainer. 110 S. Madison St., Adrian, MI 49221.

For any questions, please call 517-265-5161 ext. 4312.

## Academic Affairs

The Division of Academic Affairs houses the Office of the Vice-President and Dean of Academic Affairs, Dean of Graduate Studies, the Assistant Dean of Academic Affairs, the Institute for Career Planning, the Office of Foundations and Corporate Relations, the Office of Institutional Research and Assessment, and Office of the Registrar. Each office provides support to the institution's academic mission, the Ribbons of Excellence, enforces academic policies, and reviews policies and procedures for the academic structure of the college.

### The Jane McCloskey Office Academic Services

The Jane McCloskey Office of Academic Services, named after the beloved former Director Jane McCloskey (1997-2011) is located in 205 Jones Hall, is open Monday through Friday, 8:30 a.m. – 5 p.m., and Sunday through Thursday evenings until 9 p.m. A professional staff member is available Monday, Tuesday, and Wednesday until 7:00 p.m. The mission is to provide students with the tools needed for a successful academic experience. The services offered include:

#### Tutoring

Adrian College provides trained tutors for most courses at no cost to the student. Students should schedule tutors as early in the semester as possible, though requests for tutoring are accepted throughout the semester. Tutors can be arranged for an individual or for small groups by contacting Lonnie Pugh, Academic Services, Jones 205 C, extension 4090.

#### Learning and Study Skills

The specialists in Academic Services provide many tips for effective study skills including time management, reading comprehension, and test taking strategies. (For additional information, contact Kristina Schweikert, Special Programs Coordinator, Academic Services, Jones 205 H, extension 3905.

#### Disabilities Services

A number of services are available to students with disabilities. Students with disabilities should meet with Danielle Ward, Disabilities Specialist, in Academic Services, Jones 205 G, extension 4094. Documentation of disability is necessary to access services/technology which might include extended test times, note-takers, scribes, text scanners, voice-activation software, and other assistive devices. All documentation is stored in a locked, confidential file. The Adrian College Handbook for Disability Services is available on-line.

#### Writing Center for your Writing Concerns

The English Department provides a Writing Center staffed by trained tutors who help students with their

writing skills. The Writing Center, located in Caine Student Center and is open with convenient hours Monday through Friday both semesters.

#### Bosio Math Lab

The Mathematics Department provides a Bosio Math Lab, named after former Professor Cindy Bosio, and is staffed by trained tutors. The Math Lab is located in Peelle 215 and is open both semesters, Monday through Friday, with some evening hours available.

### The Institute For Career Planning

The Institute for Career Planning, located in the Stanton Administrative Building, offers a wide array of services designed to help students choose a rewarding career and make the transition from college to graduate school and/or the professional world. Students are invited to focus their career goals via online career assessments provided by Career Planning and take advantage of individualized career advising with the Career Planning staff. All students have access to the Institute's recruitment and career management system called Handshake, a powerful tool that links students with job and internship opportunities.

The following is a list of services offered through the Institute for Career Planning:

- Handshake, online database for jobs, internships, mentors and more
- Resume and cover letter review
- Internship assistance
- Interview preparation
- Networking assistance
- Graduate school preparation
- Job search assistance
- On and off-campus career-related events
- Career related programs
- Job shadowing
- Social media assistance
- Presentations
- Suit-a-Bulldog

#### Internships

The Institute for Career Planning coordinates the Adrian College Internship Program. The goal of the internship program is to provide all students with the opportunities to test their career interests and develop job-related skills through college-approved work experiences. Faculty sponsors guide students as they link theoretical knowledge with the practical learning gained in part-time or full-time internships.

Any student in good standing (minimum 2.00 cumulative GPA) is eligible for participation in the internship program following completion of 12 credit hours at Adrian College, provided the student is acceptable to the employer, obtains the approval of his/her advisor and secures a faculty sponsor for the internship. Students earn

## Academic Affairs

from one to six semester hours of credit during a single semester of an internship; the number of credit hours available for internships is designated by the Internship Committee. (A limited number of “full-time” semester hour internships may be available or could be arranged by the student.) Students may complete internships as they wish, with a maximum of 15 hours of internship credit applying toward the baccalaureate degree, depending on approval by program of study. Generally, credit is awarded on the following basis: a minimum of 40 total hours on the job plus 5 academic clock hours assigned by faculty sponsor equals one hour of credit. The hours earned will be listed as elective credit on the student’s transcript, unless approved for departmental credit by the department chairperson.

Adrian College offers two types of internships. Exploratory internships, designated as course number 199 on the student’s transcript, are part-time experiences open to second-semester freshman, sophomores, and upper class students with a credit limit of three hours per semester. Exploratory internships are designed to acquaint students with work in a particular setting, to bring them in contact with professionals in the field and, in more instances, to give them the opportunity to assume limited responsibilities in the career area being explored. Professional internships, designated as course number 399 on the student’s transcript, are experiences for juniors and seniors in which they may utilize and enhance entry-level career skills. The credit limit, unless stated otherwise, is six hours per semester for 399 internships.

The cost for internship credit is the same as that for regular coursework in fall and spring semester. May and summer term tuition rates apply. Students may incur additional costs for travel, accommodations, meals and transportation. A student may receive salary or wages for internship services, depending on the employer’s policy.

Career Planning maintains a list of approved internship sites, though any student, faculty or staff member at the College may propose such a site. All proposed sites must be approved by the Internship Committee prior to a student beginning the internship. Internship packets can be accessed online, however, students should contact the institute to discuss the program with an Institute for Career Planning staff member. The Institute for Career Planning also offers information regarding off-campus internship programs such as the Chicago Center and The Washington Center.

### **Role of Internship Committee**

This committee establishes procedures governing the internship program, reviews proposed sites, monitors the

quality of the program and hears requests for variances from normal policy.

### **Role of Career Planning**

This office is the central coordinating facility for all internships conducted through the College. In cooperation with the faculty Internship Committee, the Career Planning staff establishes, administers and publicizes procedures governing the program. Any questions regarding the internship program should be directed to this institute.

### **Role of the Faculty Sponsor**

The faculty sponsor is responsible for designing an academic component for the internship experience. This academic component should be above and beyond the normal work responsibilities the student assumes at the site, and will be outlined and agreed upon by the faculty sponsor and the intern prior to the start of the internship. The faculty sponsor insures compliance with established procedures, monitors student performance during the internship, maintains contact with the on-site supervisor, assesses student progress and grades the experience.

### **The Office of Foundations and Corporate Relations**

The Office of Foundations and Corporate Relations, located in the Stanton Administration Building, is responsible for cultivating and developing relationships and support of the institution through fundraising and grant writing.

### **The Office of Institutional Research and Assessment**

The Office of Institutional Research, located in the Stanton Administration Building, is responsible for collecting and analyzing data about Adrian College. In addition the office submits and collects various surveys on campus and community life.

### **The Office of the Registrar**

The Office of the Registrar, located in the Stanton Administration Building, supports students, faculty, and staff as students pursue their baccalaureate and graduate degrees. The office assists students in class registration and are the official source of academic policy information and academic records.

## Academic Policies and Programs

Adrian is a liberal arts college with many career development resources. Adrian's academic programs are designed to increase the student's understanding of the great areas of culture, to encourage exploration of individual interests and to provide depth of knowledge in one or more specific disciplines. The curriculum offers a foundation for professional and graduate training in many areas.

Sensitivity to the career needs of each student is also stressed. Departmental faculty members, together with the staff of the Office of Career Planning, offer career counseling and other services to help students focus their vocational goals.

Students are expected to graduate under the departmental and curricular requirements published in the Adrian College Catalog in effect the year they matriculate. However, the right is reserved to change requirements for graduation at any time as a means of keeping pace with the educational, scientific and technological developments affecting various curricula. Though such changes may be applied to students already enrolled, every effort will be made to give them the benefit of the new educational program without imposing undue hardship.

Adrian College maintains a high standard of academic honesty. Dishonesty in assignments, examinations or other academic work is considered an extremely serious offense.

Requirements for graduation and the most important academic regulations are contained in this section. More information about administrative procedures appears in the Student Handbook, which is issued to all students each fall.

## Degree Requirements

### *Degrees Offered*

Adrian College is authorized by its Board of Trustees to grant the following degrees: Associate of Arts, Bachelor of Arts, Bachelor of Business Administration, Bachelor of Fine Arts, Bachelor of Music Education, Bachelor of Music, Bachelor of Science, Bachelor of Social Work, Master of Arts in Criminal Justice, Master of Science in Accounting, Master of Science in Athletic Training, and Master of Professional Science in Industrial Chemistry. Students in one of the baccalaureate degree programs must make application for their degree during the first semester of their final year and must indicate the specific degree to be conferred. Students in the associate degree program must make application for their degree at the start of their third semester.

### *Commencement Participation*

It is the intention of the College that all students participating in a commencement exercise will have completed all requirements for their respective degrees

prior to commencement. However, a student may participate in a commencement exercise before completing all requirements under the following conditions:

1. Students must petition the Academic Status Review Committee for permission to walk by the end of the semester prior to the desired commencement exercise.
2. The petition must include a specific plan to address the remaining requirements in the following term. (Fall term for Spring commencement exercise participants, Spring term for Winter commencement exercise participants.)
3. The commencement program will designate that the student's graduation requirements have not been completed, but will be completed during the next term.
4. Students who participate early will be recognized for previously completed honors in the semester they apply for graduation in the commencement program.
5. Students must pay their bill in full in order to participate in commencement.
6. Students will not be permitted to participate in more than one undergraduate commencement exercise.

## Requirements for Graduation

### **Summary of Requirements for an Associate of Arts Degree:**

- I. A total of 62 semester hours;
- II. Distribution requirements of 16 semester hours; basic educational proficiency requirements of 8 semester hours and
- III. One concentration area that must include at least two courses taken at Adrian College;
- IV. A cumulative grade point average of C (2.00) and at least a C average in the concentration area;
- V. Residence requirement of the last 18 semester hours (non-internship courses).

#### I. Total of 62 Semester Hours

#### II. Distribution Requirements

##### *Distribution Requirements*

1. Arts or Humanities, 3 hours
2. Philosophy or Religion, 3 hours
3. Social Sciences, 3 hours
4. Natural and Physical Laboratory Sciences, 4 hours
5. Non-Western Perspective, 3 hours

#### *Basic Educational Proficiencies*

1. Writing Skills, 3 hours (CORE 101)

## Academic Policies and Programs

2. Oral Communication Skills, 3 hours (CORE 102)
3. Fitness/Wellness Skills, 2 hours (Exercise Science 100)

### III. Concentration Area

One concentration area in a department that must include at least two courses taken at Adrian College.

### IV. Grade Requirements

A cumulative grade point average of C (2.00) and at least a C average in the concentration area.

### V. Residence Requirement

Graduation from Adrian College with an Associate of Arts degree requires completion of the last 18 hours at the College or in programs approved by Adrian College. Students must petition the Academic Status Review Committee for exceptions to this policy.

### **Summary of Requirements for a Baccalaureate Degree:**

- I.** A total of 124 semester hours, 30 of which must be numbered 300 or 400. (A total of 150 semester hours required for Bachelor of Science in Public Accounting;)
- II.** Five - 3 or 4 credit courses meeting distribution requirements;
- III.** At least one course designated as Non-Western;
- IV.** Basic educational proficiency requirements of 20 semester hours;
- V.** A sophomore-level writing intensive course;
- VI.** A graduation major;
- VII.** A cumulative grade point average of C (2.00) and at least a C average in the graduation major, not counting cognate courses; a C average is also required in any minors which a student may elect;
- VIII.** The last 31 semester hours must be earned at Adrian College or in programs approved by the College.

### I. 124 semester hours total, thirty credit hours of 300-400 level courses

To ensure exposure to advanced courses, students are required to take at least thirty hours of credit at the 300-400 level. No more than eight hours of any combination of the following ensembles; any activity courses in music and theatre; and any applied music course for non-music majors and minors.

### II. Distribution Requirements

The following distribution requirements are designed to emphasize liberal education through a broad understanding of the liberal arts. To accomplish this goal,

students are expected to complete five- 3 or 4 credit hour courses in separate academic departments. These courses are distributed across three different areas of study. Distribution courses may also meet major, Non-Western and writing intensive requirements.

### **A. Arts – 1 course (3 credit hours)**

The study of the arts offers students insight into the creative process through lecture, performance, and studio courses. The student should achieve an understanding of how criteria are used to judge art and how the artistic expression manifests a culture's social, political and religious foundations.

Select one three-credit course identified by the ARTS (A) designator. (Students may also satisfy the ARTS distribution by passing the same music ensemble or the same applied music course for at least three semesters, or by completing three different one-hour dance classes.)

### **B. Humanities - 1 course (3-4 credit hours)**

Students in humanities classes study human culture and creative production through literature, rhetoric and history. Primary and critical texts are the basis for tracing the development of ideas.

Select one 3 or 4 credit course identified by the HUMANITIES designator (H).

### **C. Philosophy and Religion - 1 course (3 credit hours)**

Students in Philosophy and Religion courses follow an analytical approach to the major philosophical and religious traditions of humanity in order to understand the historical importance and contemporary relevance of such traditions. Students develop their ability to think for themselves in a reflective and consistent manner about the ideas, values and issues which define the human condition.

Select one 3 credit course identified by the PHILOSOPHY and RELIGION designator (R).

### **D. Social Sciences - 1 course (3-4 credit hours)**

The social sciences observe and analyze the interactions of people or groups of people and the variables and contexts that affect those interactions. Courses in this area will introduce students to the history, process, functions, and structures of relationships between individuals and their social, political, and economic institutions.

Select one 3 or 4 hour course designated by the SOCIAL SCIENCE designator (S).

### **E. Natural Science - 1 course (3-4 credit hours)**

Students in science courses develop their understanding of the natural world. This can be accomplished through lecture, laboratory, and field experiences which emphasize information gathering, logical rigor, systematic study and application of scientific methodology. It is expected that students will, through the study in these courses, enhance their problem-solving skills, develop a healthy skepticism, learn how to ask better questions and develop skills in gathering and analyzing both descriptive and quantitative information.

Select one 4 credit laboratory science course identified by the NATURAL SCIENCE designator (N).

### III. The Non-Western Perspective Requirement

Today's global village requires the responsible citizen to be aware of the values, languages, economies, religions and structures of other societies. Because most students are introduced to western societies throughout their education, Adrian College students are expected to learn about societies that are not historically European. In addition to the study of topics in specific Non-Western courses, students are encouraged to complete independent studies on Non-Western topics and to study abroad.

### IV. Basic Educational Proficiencies

Adrian College graduates are expected to be able to demonstrate effective writing, speaking, foreign language and computational skills upon graduation. Because these skills are so important to sound competence in these areas, students complete the required courses very early in their academic careers.

#### **A. Academic Foundations I - 3 hours**

CORE 101 provides the foundational knowledge and practice in reading, writing, speaking, thinking, and research skills required to prepare students to participate in a variety of academic, professional and civic discourses. Fall, Spring.

#### **B. Academic Foundations II - 3 hours**

CORE 102 builds on the foundational knowledge and practice in reading, writing, speaking, thinking, and research skills introduced in CORE 101. This course also features a Reacting to the Past game, which allows students to demonstrate the skills they've learned all year. Fall, Spring.

#### **C. Language Skills - 8 hours**

(Modern Languages and Cultures) The College requires that students learn a second language to the novice level, so that they have basic language-learning skills and are confident of their ability to communicate with a native speaker in another

language. Students must fulfill this requirement by taking two semesters of the same language if they start with a beginning level I course. A student who places into a level II course will satisfy the requirement by completing the course. A student who places into the third semester of a language has satisfied the foreign language skills requirement but does not receive academic credit. This means that the student will be waived from the language requirement. Students placing into a 300-level foreign language course on the campus administered placement examination will be awarded 4 hours of credit for the Level IV course (MLCF 202, MLCG 202, MLCJ 202 or MLCS 202) at the completion of the 300-level course with a grade of C or better. This rule does not apply to students who have already received equivalency credit due to a 4 or 5 score on the Advanced Placement (AP) exam. Students who have a language skill other than one of the above may take an examination to see if they meet the proficiency standard to test out of the two-semester language requirement. Students should contact the Department Chair, who will arrange for individual testing by a qualified examiner. The fee for individual testing is \$150.

#### **D. Fitness/Wellness Skills - 2 hours**

(Exercise Science 100) Physical health and wellness have historically been part of the ideal of a liberally educated person. Students will be introduced to the principles of fitness and wellness and will be encouraged to establish habits and skills that will enhance their quality of life.

#### **E. Mathematical Skills - 4 hours**

(Mathematics 100 or 101) Mathematical understanding is essential to success in virtually every area: the understanding of symmetry and proportion in art, harmonics in music, statistics in the social sciences and humanities, patterns in the sciences. Therefore all students are expected to demonstrate basic college-level competency. For some students, this is competency in college algebra, especially important for students who plan to pursue careers in business, the sciences and social sciences. For others, this may be demonstrated by proficiency in mathematics applications including statistics, pattern recognition and finance.

### V. Sophomore-level Intensive Writing Course

In addition to English 101 or equivalent, students, must complete a 200 or 300 – level writing intensive course (3-4 credit hours) which may also count towards major or distributional requirements. The purpose of the

## Academic Policies and Programs

writing intensive course is to build on and reinforce academic writing strategies and skills developed in the first year, and to further introduce student to effective professional writing strategies and skills within the disciplines. It is generally expected that students will enroll in this course during their sophomore year. Students are strongly encouraged to complete this by their junior year. Students may take writing intensive courses specific to their major programs of study. Only those sections of courses (rather than the courses themselves) that are designated as writing intensive will be listed as such in the class schedule each semester.

### VI. Graduation Major and Professional Certification Areas

A student must select at least one major area of study in any one of the following academic programs:

#### **A. Academic Majors:**

Accounting; Art; Arts Management; Athletic Training; Biochemistry; Biology; Business Administration (including Management, Sports Management, and Marketing); Chemistry; Communication Arts and Science; Criminal Justice; Geology; Economics; English (including Literature and Writing); Environmental Sciences; Environmental Studies; Exercise Science; History; Interior Design; International Business; International Studies; Japanese Studies; Mathematics; Music; Musical Theatre; Philosophy; Physical Education; Physics; Political Science; Psychology; Public Accounting; Religion; Social Work; Sociology; Spanish; Theatre.

A formal major declaration, which includes approval from the department chair (or chairs if two or more majors are declared) must be submitted to the Registrar's Office by the second semester of the sophomore year.

#### **B. Professional Certification Areas:**

Elementary Education, Secondary Education, K-12 Education.

#### **C. Individually Designed Major**

The Individually Designed Major must be designated during the first semester of the sophomore year for the associate's degree candidate and not later than the second semester of the sophomore year for the baccalaureate degree candidate. In some instances an earlier decision may be necessary in order to meet all requirements within the normal length of the degree program.

#### **D. 46 Hour Limitation:**

No more than 46 hours in any department may count toward the 124 hours required for graduation,

except under the Bachelor of Business Administration, Bachelor of Fine Arts, Bachelor of Music Education, Bachelor of Music, Bachelor of Science, Bachelor of Social Work. Courses within the major or minor may not be used to satisfy requirements in other majors or minors. If an identical course is required in subsequent major(s) or in a minor, an alternate and appropriate course must be selected as a substitute or the requirement must be specifically waived by the department chair. Students may not receive multiple majors or minors within the same department with the exception of the Modern Languages and Cultures Department, and the Journalism Minor in the English Department, and the minor in Economics in the Department of Business, Accountancy and Economics.

### VII. Grade Point Average (GPA)

To be eligible for graduation, a student must receive a cumulative grade point average of C or 2.00, based on all coursework completed at Adrian College or programs of study approved by the College.

To compute a student's grade point average for a single semester, the academic points earned are divided by the number of semester hours attempted as if no repeats were taken. To compute the cumulative grade point average, the total academic points earned are divided by the total number of semester hours attempted.

In computing the grade point average, all semester hours attempted will be included for which a student has received the grades A, A-, B+, B, B-, C+, C, C-, D+, D, D-, and F. No attempted hours will be counted for grades of NC, NG, W or I unless the I is not made up within the time limit.

A student may improve the grade point average by repeating an Adrian College course in which the final grade was less than C and improving the grade.

A student receives 4.0 academic points per hour of course credit for a course in which a grade of A is earned, 3.7 points per credit hour for a grade of A-, 3.3 points for a B+, 3 points for a B, 2.7 points for a B-, 2.3 points for a C+, 2 points for a C, 1.7 points for a C-, 1.3 points for a D+, 1 point for a D, 0.7 for a D- and no points for grades of F, I, NC, NG or W.

### VIII. Residence Requirement

Graduation from Adrian College requires completion of the last 31 hours at the College or in programs approved by Adrian College. Students must petition the Academic Status Review Committee for exceptions to this policy. (REV 2013)

To qualify for approved off-campus programs, the student must have earned a minimum of 36 hours in residence.

**Summary of Requirements for a Graduate Degree:**

- I. Minimum of 30 hours of graduate level coursework
- II. Complete Departmental Requirements
- III. Maintain 3.0 Grade Point Average
- IV. Earn a grade higher than a “C” in all but two courses.
- V. A Minimum of 21 hours of Graduate Credit hours must be earned at Adrian College

Each graduate program has departmental specific criteria for graduation. Please consult the departmental requirements for additional graduate requirements.

I. Minimum of 30 hours of Graduate level coursework

Each department as different coursework requirements. Please see the departmental requirements for your intended area of study.

II. Departmental Requirements

Each graduate program has departmental specific criteria for graduation. Please consult the departmental requirements for additional graduate requirements.

III. Grade Point Average (GPA)

To be eligible for graduation, a student must receive a cumulative grade point average of B or 3.00, based on all coursework completed at Adrian College or programs of study approved by the College.

IV. Grade Requirement

To be eligible for graduation, a student must receive no more than two grades at the “C” level or lower.

VIII. Residence Requirement

Graduation from Adrian College requires completion of the last 21 hours of graduate study.

**Academic Policies**

**ACADEMIC INTEGRITY POLICY**

Consistent with Adrian College’s mission statement and based on principles of integrity and honesty, Adrian College seeks to develop students who are scholars capable of working independently. This includes the ability to analyze, organize, express, and synthesize information in an original fashion. Any student who engages in behaviors that violate academic integrity and honesty can face disciplinary proceedings that may involve dismissal from Adrian College.

Students suspected of academic dishonesty may be subject to academic and/or administrative disciplinary procedures. In the first disciplinary procedure level, faculty members

notify students of suspected dishonesty, meet with the students to discuss the infraction, and impose appropriate academic penalties if an academic integrity violation is determined (e.g., reduced or failing grade for project and/or class). The faculty member also has the authority to report the incident to the Office of Student Life for inclusion in the student’s file. In the second procedural level, the Office of Student Life may apply administrative action in addition to or in the absence of academic disciplinary procedures. Contact the Dean of Students at x 3142 for more information.

**EXPECTATIONS FOR ACADEMIC HONESTY**

- No student shall intentionally or inadvertently present others’ ideas as his/her own.
- No student shall give or receive assistance on course assignments beyond the guidelines established by the professor.
- No student shall violate the academic and intellectual standards as established by the professor, professional association of the discipline, or other sanctioning bodies such as the state or federal government. It is a joint responsibility of faculty and students to create awareness and understanding of professional standards. Faculty have the duty to inform students of relevant professional standards, and students have the superseding duty to learn professional standards even in the absence of explicit instruction from the faculty.
- No student shall falsify or fabricate data, distort data through omission, or in any other way misrepresent data.
- No student shall engage in obstruction, defined as conduct that damages or destroys another person’s work or hinders another in her/his academic endeavors.
- No student shall forge any person’s signature.
- No student shall misrepresent his/her personal accomplishments nor misrepresent information about her/his Adrian College career.

**GENERAL DEFINITION OF ACADEMIC DISHONESTY**

Academic dishonesty includes attempts to present as one’s own work, that which is not; help others in efforts to present as their own work, that which is not; or prevent others from receiving appropriate academic credit.

**TYPES OF ACADEMIC DISHONESTY**

This list is not exhaustive and may be modified to reflect specific course requirements by a professor. Note: Seeking assistance from appropriate sources such as professors, a tutor, or an assistant in the College Writing Center or Math Department is NOT academically dishonest. Academic dishonesty includes:

- Obstruction: Any behaviors that would affect

## Academic Policies and Programs

another's work or materials necessary to complete such work. For example, withholding reference materials; destroying or tampering with computer files, laboratory or studio work, library resources, or research projects. Obstruction also includes any action that interferes with the teaching efforts of faculty members by disrupting the classroom, interfering with their interactions with other students, or in any way impeding or disrupting faculty member's research projects.

- **Misconduct in Research and Creative Efforts:** Submission of work that the student knows to be inaccurate, including the fabrication, falsification, improper revision, selective reporting, or inappropriate concealing of data. Misconduct also includes a violation of human subjects standards including the failure to obtain IRB or equivalent approval before conducting research with human subjects; and/or the release of information or data given in the expectation of confidentiality to the researcher, creative artists, etc.; and/or failure to adhere to any applicable federal, state, municipal, disciplinary or collegiate regulations, standards or rules for the protection of human or animal subjects, or the protocols of the study population.

- **Cheating on Quizzes, Tests, or Examinations:** Using or attempting to use any materials, including but not limited to notes, study aids, books or electronic devices not authorized by the instructor; copying off another student's work; allowing another student to copy off your own work; taking an exam (which includes tests and quizzes) for another student or allowing another person to take an exam in your place; providing or receiving any kind of unauthorized assistance in an examination, such as providing or receiving substantive information about test questions or materials, topics, or subjects covered by the test.

- **Use of Prohibited Materials:** Using prohibited materials or equipment for performances, rehearsals, or classics assignments. For example, using a hidden "cheat sheet" with text for a vocal repertoire, vocal jury, or junior/senior recital.

- **False Submission:** Submission as one's own, work that has been produced by another. For example, using another person's speech or presentation materials (e.g., a PowerPoint presentation created by another student or obtained from the Internet) or submission of work written or produced by another person (e.g., a paper acquired online, from other published sources, student organization files, or unattributed results generated by computer algorithm).

- **Aiding and Abetting False Submissions:** Providing papers or other academic work to fellow students. For example, providing a paper from student organization files, writing or researching a paper for another student, or completing an assignment for another student. In general, unauthorized collaboration on the

production of any academic work without prior approval of the instructor is prohibited. When in doubt, students should consult with the course instructor.

- **Multiple Submissions:** Submission of the same work, in whole or substantial part, to more than one course without the explicit prior approval of all instructors currently involved. If work has been submitted in a prior course, either at Adrian or another institution, the student(s) must receive approval from the instructor(s) of the current course. If work is to be submitted to multiple courses in the same term, the student(s) must receive approval from the instructor of each course.

- The policy applies to resubmission of assignments for a course that is retaken for any reason.

- The multiple submissions rule is not intended to prevent students from building on or further developing work begun in prior courses. Examples include the further development of an art object begun in a course such as Two Dimensional Design in a later studio art class, the expansion of a project begun in a research methods course for a capstone project, the ongoing development of a laboratory experiment, etc. In each of these cases, however, the instructor of the later course has the authority to determine to what degree the original work may be incorporated into the later work.

- **Corrupted Files:** Submitting an unreadable file known to be corrupted or intentionally corrupted. Claiming false grounds for requesting an extended deadline. For example, using an online site or application to corrupt the file in order to create delay and avoid deadlines (note that intentional data corruption is typically detectable).

- **Fabrication:** The use of invented, counterfeited or forged information, sources, or data in any assignment, test, paper, project, lab report, etc. Includes alteration or misleading omission of relevant data and dishonest reporting of research results, but does not apply to legitimate disagreement over the interpretation of findings, data, concepts, theories, etc.

- **Plagiarism:**

- **Plagiarize – Webster's New Collegiate Dictionary** defines plagiarism as: "to steal and pass off the ideas or words of another as one's own; to use a creative production without crediting the source; to commit literary theft; to present as new and original an idea or product derived from an existing source."

- The act of submitting a paper, project, test, or other assignment signifies that the student affirms that the work is his/her own. The absence of any discernible attempt to give credit to your source will be taken as prima facie evidence of intent to plagiarize. In other words, if you have made no attempt to give credit to someone else, you have created a presumption of intentional plagiarism. Inadvertent plagiarism is sloppy scholarship and unacceptable, even if committed out of ignorance.

- **Types of Plagiarism**

## Academic Policies and Programs

- Direct plagiarism is taking the exact words of an author without giving due credit. There should be a visual indication of using an author's exact words, such as quotation marks or block indentation, and there should be a proper citation of the author's work.

Original Source: "To the extent that behavior problems occur in the classroom, teachers should question the students and conduct systematic

### **Registering for Classes**

Prior to each semester currently enrolled students meet with their advisors to prepare their class schedules. During the advising period or welcome week, students pre-register online and then meet with their advisor to complete registration. A late registration fee will be assessed to those students not registered by the end of the normal registration period.

### **Academic Advising**

During the freshman year, academic advisors are assigned to all freshmen to monitor academic progress and help each student begin fulfilling distribution requirements. The advisor approves the student's schedule of classes each semester and assists in planning the degree program. It is the student's responsibility to understand and fulfill all graduation requirements.

In early November and again in April, there is a two week advising period. Advisors will arrange their schedules to accommodate the heavy demand of advising during this time. Because students register for courses with their advisor, it is essential to make appointments during the time designated. Students are provided an advising handbook called, Making your Academic Plan (M.A.P.) during orientation. Additional copies are available in the Office of Career Planning. This handbook provides advising information, important deadlines, and key offices to support success.

### **To Change Advisors**

Students should not hesitate to change advisors if their interests change or if they become acquainted with a professor they would like to work with. Students who wish to change advisors must:

1. Ask the professor if he/she is willing to be an advisor.
2. Complete a change of advisor form in the Registrar's Office.
3. The Registrar's Office assists in transferring files to the new advisor.

### **Class Load (Fall and Spring Semesters)**

Any student enrolled for 12 or more hours is considered a full-time student. Students may take up to 18 hours under normal tuition. Students who take more than 18 hours must pay an additional fee. Students who wish to

take 20 hours must petition the Dean of Academic Affairs for approval prior to registration.

Students receiving Adrian College scholarships/grants must carry at least 12 hours to maintain eligibility. Athletes must be registered for 12 hours during the season of their sport to maintain eligibility. To receive state and federal assistance, students must carry at least six (6) hours, though benefits are prorated for fewer than 12 hours.

### **Class Load (May and Summer Term)**

Adrian College determines that students for the 4-week May term must be enrolled in 6 or more credits to be considered full time and a minimum of 3 credits in order to be considered half-time (part-time).

Adrian College determines that students for the 6-week Summer term must be enrolled in 9 or more credits to be considered full time. They must be enrolled in a minimum of 6 credits in order to be considered half-time (part-time) and eligible for the Federal Graduate Unsubsidized loans.

The Office of Financial Aid requires students to be enrolled for 6 credit hours in any term/semester to be eligible for Graduate student loans. Loans amounts are not prorated for Graduate students. (Chapter 5, 3-87; CFR 685.102 - pg. 233 - Period of Enrollment; Chapter 5 3-107 - Proration). Course availability for the May and Summer terms are determined by the academic departments.

Students should check with the Financial Aid office to determine eligibility for financial assistance in the May and Summer terms.

### **Class Schedule Changes (Add, Drop, Withdraw)**

The first four days of each semester is the "Add/Drop" period. No courses may be added after that period. The "Withdrawal" ("W") period extends until seven class days after mid-semester grades are distributed. Schedule changes for open classes are processed by the academic advisor. For closed and "permission required" courses, a signed schedule change form must be submitted to the Registrar for processing.

Newly admitted students or students returning from the previous semester must register for classes no later than the second day of the semester.

Students may add or drop classes from their semester course schedule during the first four days of the fall or spring semester. For May and Summer terms, students may add or drop classes from their course schedule on the first two days of the term. Forms for this purpose are available on-line at the Registrar's Office webpage. The student's academic advisor must sign the form to approve all added or dropped courses. The instructor's signature is required for all added courses. The completed Schedule Change form must be returned to the Registrar's Office no later than the fourth day of the fall or spring semester.

A student desiring to withdraw from a course after the add-and-drop period must obtain signatures of both the

## Academic Policies and Programs

instructor and the academic advisor. When the signed form is returned to the Registrar's office, a grade of W will be recorded on the permanent record. No withdrawal forms will be accepted by the Registrar's Office after 5 p.m. on the seventh class day after publication of mid-semester grades. Withdrawal from May and Summer classes is determined by the Office of the Registrar, please enquire to the office to determine the last date to withdraw. Students with severe illness or exceptional circumstances may petition the Academic Status Review Committee for late withdrawal.

### ***Academic Status Review Committee***

The Academic Status Review Committee reviews student records at the conclusion of each semester. A student who is failing to make normal progress toward graduation may be warned, placed on academic probation, advised to withdraw or be suspended from Adrian College. This committee also reviews and acts on all academic petitions.

### ***Academic Petition***

Students may petition the Academic Status Review Committee for exceptions to rules concerning academic policies, circumstances. The committee will consider only those petitions that have first been reviewed by the academic advisor and that have been submitted far enough in advance that, if denied, the petitioner will have sufficient time for rescheduling or other appropriate action.

Senior petitions dealing with graduation requirements must be submitted prior to the last semester of attendance.

### ***Academic Status Policy***

The Registrar reviews the academic records of all students at the conclusion of each grading period. Students whose grade points fall below a 2.0 or whose number of hours earned indicate unsatisfactory progress are subject to special review by the Registrar and the Academic Status Review Committee.

Students may be placed on academic warning, probation or suspension.

ACADEMIC WARNING is a notice to the student of substandard performance and carries no sanction.

ACADEMIC PROBATION is a formal notice indicating academic improvement must occur in the next semester at the level indicated or the student will be suspended from Adrian College.

SUSPENSION is a notice of immediate severance from the College. Students on suspension may not enroll during the subsequent semester, but may petition for readmission in the following semester. Appropriate notices which indicate such academic status will be issued by the Vice President and Dean for Academic Affairs.

### ***Transfer Students and Academic Status***

Transfer students will have their transfer hours divided by 12 to determine the number of semesters enrolled for both standards stated above.

### ***Policy Concerning Co-Curricular Participation during Suspension***

The suspension of a student for academic or disciplinary purposes requires that he/she assume an "out-of-residence" role during the entire period of the suspension. For purposes of participation, "out-of-residence" is interpreted to mean that during the suspension period a student cannot (1) actively participate in, (2) represent, supervise, be employed in or be otherwise directly involved, other than as a spectator, with any Adrian College program or activity. Suspension is viewed as a period of separation from the campus. Visitation to the campus should be at the invitation of an official of the College only.

Students with questions regarding their academic status should contact the Registrar's Office.

### ***Enrollment Verification***

Verification of enrollment or grade verification for financial aid purposes, Social Security benefits, loan deferments, good student insurance discounts or other reasons may be obtained from the Registrar's Office.

### ***Class Attendance***

Class attendance is an integral part of the educational experience. Individual instructors set the attendance requirements for their classes. The student is responsible for missed class work and for arranging with the instructor to make it up.

### ***Classification of Students***

To become a member in full standing of one of the three upper classes, a student must have earned, for: sophomore standing –24 semester hours; junior standing – 54 semester hours; senior standing –90 semester hours.

### ***Grades***

The grading system is as follows: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, NC, NG, I and W. (A plus or minus attached to a grade indicates achievement slightly above or below the grade level as described below.)

**A -** Indicates work of superior quality, showing originality, constructive thinking or special ability in handling the subject.

**B -** Indicates work distinctly above average in quality and thoroughness and marks a maximum fulfillment of the requirements of the course.

Academic Policies and Programs

**C** - Indicates a faithful and creditable fulfillment of the requirements of the course to a minimum standard.

**D** - Indicates barely passing work.

**F** - Indicates failure.

**NC** -Indicates no credit; a final grade of C- or lower will result in no credit for the following courses only: ENGL 101 and MLCE 101-102. A final grade of D+ or lower will result in no credit for the following course only: Math 099.

**NG** -Indicates an allegation of academic dishonesty and only assigned as a final grade option. Students should contact the instructor of record for information.

**I** - Indicates incomplete work at the time the final grade is due. This grade is given only for absences from class or examination because of illness or other emergency during a considerable part of the semester or at the end of the semester and for laboratory experiments, internships or education field assignments scheduled for completion after the grading period. It is not given for work that is below passing or for failure to submit work on time through negligence. It is given only when the student intends to complete the course within the prescribed time limit. An “I” will be removed upon completion of the work specified by the instructor. All Incompletes must be resolved and reported to the Registrar’s Office no later than the day on which final grades are due for the first regular semester following the assignment of the incomplete. Failure to remove the incomplete by the specified time will result in computing the grade of the work not completed as an F.

**W** - Indicates withdrawal from class. This grade does not count in computing the grade point average and will not be accepted by the Registrar after 5 p.m. on the seventh class day after publication of mid-semester grades.

**Dealing with Problems-Student Complaint Process**

1. When a wrong grade was awarded – students should contact the instructor and request a review of the record.
2. When a grade is disputed – students should contact the instructor and request a review of the record. If not satisfied, the students should contact the department chair for further information.
3. When a “W” does not appear for a withdrawn course - students should contact the Registrar’s Office.
4. When an added course does not appear on the grade report – students should contact the Registrar’s Office.

5. When there is an error in the grade point average or credit hours – students should contact the Registrar.

6. When “NG” is awarded for suspicion of academic dishonesty students should contact the professor who awarded the mark.

**Academic Progress Standards**

Enrollment Probation Status for Full-Time Students										
Semesters Completed	1	2	3	4	5	6	7	8	9	10
Students are placed on enrollment probation status based on low grade point average of their GPA falls below the average listed:										
GPA:	1.4	1.6	1.8	2.0	2.0	2.0	2.0	2.0	2.0	2.0
At the end of the spring semester, students are placed on enrollment probation status based on inadequate progress if they have not completed the number of credit hours listed:										
Hours:	9	18	30	42	55	68	82	96	110	124

**Students will be placed on warning:**

- A. If the 1st semester cumulative GPA is 1.40 or above but less than 2.00.
- B. If the 2nd semester cumulative GPA is 1.60 or above but less than 2.00.
- C. If the 3rd semester cumulative GPA is 1.80 or above but less than 2.00.
- D. If the semester GPA falls below probation level.

**Students will be placed on enrollment probation:**

- A. If at the end of the first semester the cumulative GPA is less than 1.40 or hours earned are less than 9.
- B. If at the end of the second semester the cumulative GPA is less than 1.60.
- C. If at the end of the third semester the cumulative GPA is less than 1.80.
- D. If at the end of the fourth and subsequent semesters the Cumulative GPA is less than 2.00.
- E. If by the end of each Spring semester the hours earned are less than those listed in the above table.

**Students will be suspended:**

- A. If the semester following placement on enrollment Probation Cumulative GPA or hours earned criteria listed in the chart are not met.
- B. If any semester’s GPA is less than 1.00.
- C. If on Enrollment Probation for the third time.

## Academic Policies and Programs

Students who are suspended may apply for readmission after an absence of at least one semester and fulfillment of conditions described in the suspension letter. A second suspension will result in dismissal from the College. Students who are dismissed are not eligible for readmission at any future date.

### **Part-Time Students**

For part-time students, the number of Full-Time Equated Semesters (FTES) is determined by taking the sum of all hours attempted at the end of the drop-and-add period for each semester and dividing by 14. Part-time students are expected to satisfy the GPA standard for the number of semesters enrolled and the Hours Earned standard, using FTES to determine academic progress. Part-time students with less than one FTES are expected to complete 50 percent of the hours attempted.

### **Transfer Students**

Transfer students will have their accepted transfer hours divided by 12 to determine the number of semesters enrolled for both standards stated above.

### **Grade Change Policy**

Any grade change, other than makeup of an “I” (Incomplete), must be made within 30 calendar days of the first day of classes in the next regular semester. A grade change must be reported in writing by the instructor. All grade changes are subject to review by the Academic Status Review Committee.

### **Grade Reports**

Final grades are available online in the student database to students and advisors. Mid-semester grades are also available online.

### **Repeating Courses**

Only courses in which a student has earned a grade of C-, D+, D, D-, F or NC may be repeated. When a course is repeated, both grades will appear on the permanent record, with the second grade indicated as a “repeat.” To figure grade point average, the higher grade is selected. If the second grade is higher, the point differential between the old and the new grade is added to the cumulative points. The hours attempted for the repeat are not counted a second time. Courses must be repeated at Adrian College.

### **Scholastic Honors and Awards Dean’s List**

The Dean’s List consists of full-time students whose grade point average (GPA) within a semester (at least 12 semester hours) is 3.50 or higher, and of part-time students who have averaged 3.50 or better for the last 12 semester hours of credit. Those part-time students who have been

members before are eligible again once they have completed 12 semester hours since their prior listing. Semester hours earned during May and summer terms are not used in determining the Dean’s List.

### **Graduation Honors**

Each student who has attained a 3.5 GPA at graduation will be entitled to the honor of cum laude; each student who has attained a 3.65 GPA will be entitled to the honor of magna cum laude; and each student who has attained a 3.80

GPA or above will be entitled to the honor of summa cum laude. In each case, the diploma will indicate the honor. All semesters will be used to compute this average. Graduation honors will be determined based on all courses attempted at all institutions. Students must qualify for honors on both the combined grade point average and the Adrian only grade point average. The lower of the two GPAs will determine the level of honors.

To qualify for graduation honors, a student must complete at least 60 semester hours at Adrian College or approved off-campus programs and must be a candidate for the baccalaureate degree.

### **Departmental Honors**

Departmental majors who have a 3.5 grade point average at the end of their junior year may write and present a project – thesis, portfolio or performance – in their senior year to be considered for departmental honors. The honors project will be directed by one or more faculty members from the student’s major department or two or more faculty members from different departments if the project is interdisciplinary. A student whose project is accepted by the department or departments will graduate with “departmental honors.”

### **Honors Ceremony**

The Honors Ceremony is held each spring to recognize students who have received special honors during their academic career. At this time, the list of students earning Scholastic Honors is published, and departmental and other awards are presented.

Scholastic Honors are awarded annually at the close of the first semester, based on all academic work between January and January; freshman, transfer and readmitted student averages are based on grades in courses completed by the end of the first semester. The GPA required for Scholastic Honors is 3.75 to 4.0, and 3.5 to 3.74 for honorable mention. Eligibility for Scholastic Honors is based upon a minimum student load of 12 semester hours each for the fall and spring semesters.

The Class of 1917 established the Scholarship Cup. Each academic year, based on grades from spring and fall semesters, the full-time students having the highest academic averages have their names engraved on an award,

## Academic Policies and Programs

thereby joining the ranks of outstanding Adrian College scholars.

Part-time students are eligible for Scholastic Honors upon completion of at least 12, 39, 72 and 107 semester hours of credit, maintaining the requisite GPA.

### **Student Records**

Information contained in student records kept by Adrian College administrative offices is classified as follows:

**Public Information.** This classification includes name, address, telephone number, dates of attendance, current enrollment status, courses elected, honors awarded and degree earned. Public information may be released without student consent upon request from an inquirer who has established identity and reasonable need for the information.

**Restricted Information.** This includes grades earned, financial arrangements between the student and the College and academic and disciplinary actions taken by appropriate committees. Restricted information may be released to persons outside the College only with the student's written consent or under legal process. Such information may be released to authorized College personnel with the understanding that it will be used in an ethical and professional manner.

**Privileged Information.** All information obtained in confidence and having protected status under the law and common professional practice is considered privileged information. It may be released only upon written request of the student and with the written consent of the College office in custody of the information, or under legal process. A Student Consent to Release Educational Records form is available in Student Business Services office.

### **Summer Session**

Adrian College offers full opportunity for students to intensify or accelerate their studies during a four-week May term and a six-week summer term. The Schedule of Courses for these sessions is available at the Registrar's Office in late Spring.

### **Transcripts**

It is the policy and practice of Adrian College that approval to release official college transcripts of student academic records requires that student financial obligations be satisfied or current. Student accounts that are enrolled for multiple payment options must be current through the most recent requested installment due date. For example; if a student is enrolled in a multiple payment plan and the

account is current with two remaining installment payments due in the future, official transcripts for that student may be released.

\$2.00 is charged per transcript. However, upon graduation, one free official transcript is sent to each student. Requests for additional transcripts must be in writing and all charges of violations of the Student Code of Conduct must be resolved and all judicial sanctions must be completed before a diploma is granted or a transcript is issued.

### **Transfer Credit**

Transfer credit is awarded for courses that are substantially equivalent to Adrian College courses or that are considered by the College to be liberal arts courses and for which the student has earned grades of C (2.00) or better. Credits are accepted on a credit-for-credit basis: 3 quarter hours equal 2 semester hours. Grades for transfer courses do not count in the Adrian College cumulative grade point average. All grades received will be used to compute graduation honors. Grades received at another institution cannot be used to alter or remove Adrian College grade point deficiencies.

Transfer credit will not be accepted for MOOCs, massive open online credit courses. Students will be limited to no more than eight hours of online course credit from transferring institutions. Appeals to this limit will be directed to the College's Academic Status and Review committee. Online transfer credit will not be accepted for lab courses in the natural sciences or modern languages, applied courses in music, theatre or studio courses in art.

Transfer work from community, junior or two-year colleges does not count toward the required 30 hours of 300-400 level course work.

Transfer credit is accepted at the level at which it was earned at the institution of origin.

Students must successfully complete a minimum of 15 of the required 30 hours of 300-400 level credit at Adrian College.

No more than 30 semester hours of credit and 2 semester hours of physical education activity courses will be accepted for the associate's degree.

No more than a combined total of 90 semester hours of credit are allowed for transfer from two-year and four-year colleges for the baccalaureate degree. This total can include no more than 60 semester hours of credit from a two-year institution. No more than 2 semester hours of physical education activity courses will be accepted.

In order to complete a major at Adrian College, the lesser of 15 hours or 50 percent of the hours required by the department must be satisfactorily completed at Adrian. In order to complete a minor at Adrian College, 50 percent of the hours required by the department need to be completed at Adrian College. Final determination of the maximum amount of transfer credit accepted toward a

## Academic Policies and Programs

major will be made by the department chairperson. Acceptable credits beyond the maximum will be recorded as general transfer credit.

The right is reserved to refuse any or all previous credit earned by persons with less than a baccalaureate degree who have terminated their attendance at college for any reason and who have failed to return for additional credit within a period of six years from the date of termination.

### ***Veteran Certification***

The Registrar's Office certifies veterans under the G.I. Bill and its extensions. Changes in enrollment status or current address must be reported to the Registrar's Office. Changes regarding dependents should be sent directly to the Veteran's Administration office.

A complete record of classes taken and grades received is maintained in the Registrar's Office. Degree audits are also available to assist with program planning and course scheduling. Veterans on repeated probation may be advised to change curricula, repeat specific courses or take remedial courses. The Registrar's office must notify the Veterans' Administration if a veteran fails a course and must report his or her class attendance record in that course. Failure to achieve normal progress toward graduation may result in loss of certification.

### ***Withdrawal from College***

Students who desire to withdraw from the College must follow the procedure outlined below.

If for any reason after you have registered for and attended classes, you are unable to continue in school, you must officially withdraw from the College and follow the procedure outlined below:

1. Students enrolled in five hours or less need to complete a schedule change form in the Registrar's Office. Students enrolled in six hours or more must follow steps 2-6 below.
2. Make an appointment with the counseling staff at the Counseling Center (in Caine student center) for an exit interview. If they are unavailable, you are to make an appointment with a member of the Student Affairs staff.
3. At the time of the exit interview, you will be given a preliminary withdrawal form. You must then take this form to the Financial Aid Office, Business Office, Student Affairs Office and Registrar's Office.
4. The Director of Counseling Services will send an official notice to all other appropriate areas with written notification verifying the official date of withdrawal for you.
5. The last date to withdraw from the regular fall and spring semesters is the Friday of the week

preceding final exams. For more information, consult with the Registrar's Office.

No student will be presumed to have officially withdrawn from the College until each of these steps has been completed in the order specified. Upon approved withdrawal from the College, grades of W with the withdrawal date will be recorded for the semester's courses on the permanent record. Failure to follow the withdrawal procedure will result in recording grades of F on the permanent record.

### **Alternative Credit Programs**

#### ***Advanced Placement and Advanced Credit***

Adrian is a participant in the Advanced Placement Program of the College Entrance Examination Board. The College allows up to 30 hours of advanced placement credit. A score of

4 or 5 on an advanced placement examination automatically qualifies a student for advanced placement and advanced credit. Credit may also be granted for scores of 5 or higher on the high level subject exams of the International Baccalaureate Program. In certain areas, a student may have to discuss the course, approaches, and performance with the appropriate department chairperson. For Modern Languages, students scoring in the

5 to 7 range will receive 4 to 8 credit hours at the Intermediate (200) level. Combined Advanced Placement and International Baccalaureate credit may not exceed 30 hours and credit will not be granted for scores from two programs which appear to be equivalent.

Students placing into a 300-level foreign language course on the campus administered placement examination will be awarded 4 hours of credit for the Level IV course (MLCF 202, MLCG 202, MLCJ 202 or MLCS 202) at the completion of the 300-level course with a grade of C or better. This rule does not apply to students who have already received equivalency credit due to a 4 or 5 score on the Advanced Placement (AP) exam.

The Mathematics Department awards 4 hours of credit for Math 135 to students who place in 205 and receive a grade of B- or higher in the course. In addition, students may be placed, without advanced credit, in higher level courses in biology, communication arts and sciences, and mathematics.

#### ***College Level Examination Program (CLEP)***

The College Level Examination Program gives students the opportunity to validate and receive credit for college-level knowledge they already possess. CLEP examinations, administered by the College Entrance Examination Board, have been developed for this purpose. In recognition that students should receive college credit for proven college-level proficiency, Adrian will award college credit for examinations in Composition, Algebra, and Social Sciences and History. A maximum of 12

## Academic Policies and Programs

semester hours of credit toward graduation will be awarded. Four semester hours of credit will be awarded for each of these exams in which the student achieves a score at or above the fiftieth percentile. Individuals interested in obtaining College Level Examination Program credit should confer with the Coordinator for Nontraditional Students in the Admissions office. All applications for CLEP credit should be referred to the Registrar, along with an official copy of test scores.

### Advanced Placement (AP) Credit

Subject Examination	Score	AC Equivalent	Awarded
Art History	4 or 5	AHIS 209, 210	6 S.H.
Art Studio-Drawing Port	4 or 5	ART 103	3 S.H.
Art Studio – 3D Port	4 or 5	ART 100	3 S.H.
Art Studio – 2D Port	4 or 5	ART 101	3 S.H.
Biology	4 or 5	BIOL 103, 104	8 S.H.
Chemistry	4 or 5	CHEM101 Students wishing to earn credit for CHEM 105/117 must take a placement test administered by the CHEM Department.	4 S.H.
Economics – Macro	4 or 5	ECON 202	3 S.H.
Economics – Micro	4 or 5	ECON 201	3 S.H.
Eng. Language and Comp	4 or 5	ENGL 101	3 S.H.
Eng. Literature and Comp.	4 or 5	ENGL 250	3 S.H.
French Language	4, 5	MLCF 101, 102	4-8 S.H.
German Language	4,5	MLCG 101, 102	4-8 S.H.
Gov't & Politics/U.S.	4 or 5	PSCI 101	3 S.H.
Gov't & Politics/Comp	4 or 5	PSCI (comp)	3 S.H.
History, American	4,5	HIST 105, 106	3-6 S.H.
History, European	4,5	HIST 103, 104	3-6 S.H.
Math – Calculus AB	4 or 5	MATH 135	4 S.H.
Math – Calculus BC	4 or 5	MATH 135, 205	8 S.H.
Mathematics Statistics	4 or 5	MATH 204	3 S.H.
Music Theory	4,5	MUS 101, 102	3-6 S.H.
Music Listening & Lit.	5	MUS 107	3 S.H.
Physics B	4,5	PHYS 101, 102, 103, 104	8 S.H.
Physics 1	4 or 5	PHYS 101, 103	4 S.H.
Physics 2	4 or 5	PHYS 102, 104	4 S.H.
Physics C: Mechanics	4, 5	PHYS 205, 209	4 S.H.
Physics C: Elect/Magn.	4,5	PHYS 206, 210	4 S.H.
Psychology	4 or 5	PSYC 100	3 S.H.
Spanish Language	4, 5	MLCS 101, 102	4-8 S.H.

### International Baccalaureate

Dept.	Area	Score	AC Equivalent	Will Accept Credit Hours	Will Accept with Chair Approval
B AD	Business & Management		No AC Equivalent		
BIOL	Biology	HL 5,6	BIOL 103	4	
		HL 7	BIOL 103 & BIOL 104	8	
		SL 7	BIOL 101	4	
CHEM	Chemistry	SL 4	CHEM 101	4	Students who earned SL 7 or HL 5 must take a placement test if they wish to earn CHEM 246/248 credit
		SL 5,6	CHEM 101 & 105, 117	8	
		SL 7	CHEM115, 117	4	
		HL 4	CHEM 101, 105, 117	8	
		HL 5	CHEM115, 117	4	
		HL 6 or 7	CHEM 105, 117, 246, 248	8	
CIS	Computer Science		CIS 105, 104	3, 3	
CIS BAD	Information Technology in a Global Society		CIS 120	3	
ECON	Microeconomics	HL	ECON 201	3	
ECON	Macroeconomics	HL	ECON 202	3	
ECON	International Economics	SL	ECON 319	3	
ECON	Development Economics	SL	ECON 223	3	
GEOL	Geography				
HIST	History				
HIST	Islamic History				
INTD CIS	Design Technology		No AC Equivalent		
MATH	Mathematics	SL 5, 6 7	MATH 101	4	
		HL 2-3	MATH 101	4	
		HL 4-5	MATH 104	3	
		HL 6-7	MATH 115	4	
MATH	Mathematics Studies	SL 5, 6 or 7	MATH 101	4	
MATH	Further Mathematics	HL 2-3	MATH 101	4	
		HL 4-5	MATH 104	3	
		HL 6-7	MATH 115	4	
MLC	Language A1				
MLC	Language A2				
MLC	Language B				
MLC PHIL	Classical Languages		No AC Equivalent		
MUS	Music		MUS 107	3	
PHIL	Philosophy				X
PHYS	Physics		PHYS 205, 206, 209, 210	3, 3, 1, 1	
PSYC	Psychology		PSYC 100	3	
SOC	Social & Cultural Anthropology		SOC 104	3	
THRE	Theatre Arts		THRE 106, THRE 108	3, 3	

## Academic Policies and Programs

### Life Learning Experience Credit (LLE)

Life Learning Experience credit may be granted upon evaluation of accomplishments and experiences not ordinarily considered part of the traditional academic study. These activities may include, but are not limited to, professional experiences in business, industry or the community; supervision of volunteer activities; foreign language skills gained through travel; apprenticeship positions. All such experiences must be shown to relate to educational goals and will be evaluated in terms of their contribution to learning.

Briefly, the procedural steps to be followed in applying for LLE credit are:

1. Complete the Application for Admission to the Life Learning Program in consultation with the Coordinator for Nontraditional Students;
2. Review the application with the coordinator and the appropriate department chairperson(s) to identify those experiences that are appropriate to present for credit;
3. Support the application for credit;
4. Present the portfolio and defend the credit request in an interview before the Life Learning Experience Assessment Committee.

To qualify for LLE credit, the applicant must be at least 21 years of age and a registered Adrian College student who has completed at least one semester or who is returning after an interruption of at least two years. Persons interested in the LLE program should contact the Coordinator for Nontraditional Students for application materials and cost information.

### ***Nontraditional Credit Limitations***

Acceptance of non-traditional credit is limited as follows:

1. Advanced Placement, International Baccalaureate Program, CLEP, – 15 semester hours for an associate’s degree and 30 semester hours for a baccalaureate degree;
2. LLE – 15 semester hours for an associate’s degree and 30 semester hours for a baccalaureate degree;
3. Armed Forces Credit – 10 semester hours for an associate’s degree and 20 semester hours for a baccalaureate degree.

### ***Guest Student Status***

Students who desire to attend another institution as a guest student must complete a Michigan Uniform Undergraduate Guest Application form (or provide a list of classes to be taken in a state other than Michigan) to the Registrar for approval. The Michigan form is available online.

Official transcripts must be received by Adrian College from the host institution before courses can be entered on the student’s permanent record.

## **Special Academic Programs**

### ***Honors Program at Adrian College***

The Honors Program at Adrian College seeks to provide academically talented and motivated students with distinctive opportunities to explore personal and professional excellence reflective of the mission of Adrian College. The Honors Curriculum is based on the key concepts of the Adrian College Mission Statement: truth, human dignity, excellence, and justice. Members of the Honors Program enjoy cross-disciplinary seminars, conference presentation opportunities and enhanced academic options in their majors. Students who join the program can expect academic rigor and a supportive faculty, as well as access to convocation series speakers, early registration each semester, transcript and diploma notations, among other benefits.

The Honors program does not duplicate or compete with honors designations (cum laude, magna cum laude, summa cum laude) awarded at graduation or with departmental honors programs. Graduation from the Honors Program will be noted on the student’s transcript and diploma.

### **The Honors Program supports and extends the Ribbons of Excellence by providing Honors program students with:**

- Seminars that challenge students to think across disciplines.
- Experiences that encourage students to care for humanity and the world.
- Academic projects that develop critical and creative thinking.
- The foundation for being lifelong learners.

Objectives of the Adrian College Honors Program include:

- Demonstrate an ability to think critically about issues and topics from multiple perspectives.
- Demonstrate the ability to develop creative ways of engaging the world.
- Demonstrate an attitude consistent with someone who cares for humanity and the world.
- Show an appreciation for and love of learning.

Sample of Honors Program Activities include:

HONR 101: Ethics on Two Wheels

Students read about the politics and ethics of non-motorized transportation and worked together to craft Adrian College’s new bike-share program.

## Academic Policies and Programs

HONR 101: No Good Options: Difficult Choices in Health Care

A course exploring the uncertainties of medical practice.

HONR 201: Reacting to the Past

Students are assigned roles as historical characters and immersed in a significant moment in history.

Incoming students' college applications will be reviewed and those students who qualify (3.6/4.0 high school GPA and a 25 on the ACT) will be sent an application to apply to the Honors Program. The deadline for applications is July 1.

Students already enrolled at Adrian College may apply for acceptance in the Honors Program during their freshman or sophomore years. They must have achieved a 3.5 cumulative average at Adrian College by the time they apply. The application deadline is March 1. Incoming students who were not accepted into the Honors Program the summer prior to attending Adrian College can apply once they have completed one semester and meet the GPA requirement.

Additional information about the courses and requirements is included in the departmental section of the catalog. Retention in the Honors Program requires students to maintain a 3.5 GPA.

### ***Individually Designed Major (IDM)***

The individually designed major provides an option for students whose academic and career goals are better served by an interdepartmental program of study than by a traditional major or majors. The IDM must include courses from at least two departments, totaling at least 33 and not more than 46 semester hours. At least 18 of the required hours must be selected from one department.

A student interested in the IDM program must consult with appropriate department chairpersons at or near the beginning of their sophomore year to design a specific proposal. IDM proposals must be approved by the Academic Status Review Committee prior to registration for the second semester of the sophomore year. Proposal forms are available in the Registrar's Office. The approved IDM, including course requirements, must be filed with the registrar, who must be notified of any changes in the program requirements.

### **Off-Campus and Cooperative Programs**

To qualify for approved off-campus programs, a student must have earned a minimum of 34 semester hours in residence at Adrian College and may not have an outstanding balance on his or her Adrian College account. These programs vary in cost and travel expenses. The student must pay tuition often before Adrian's normal charges are due. The student pays the greater tuition at Adrian College or the host institution's tuition. The student

should also check with the College's Financial Services Office prior to registering for any program, as scholarships and grants do not necessarily cover programs off campus, including study abroad.

## **Study Abroad Affiliations and Exchange Programs**

Adrian College offers an exciting variety of study abroad opportunities for a semester, a year, or during May or summer terms. To initiate the study abroad process, students must first contact the Director of the Institute for Study Abroad Office, located in 131 Valade Hall. Students who study abroad through one of Adrian College's affiliate or exchange programs remain enrolled at Adrian College and may use non-institutional financial aid to pay for their programs. Credits hours earned on an Adrian College affiliated program are applied to the student's transcript and count towards graduation. Grades received on these programs are recorded on the student's permanent transcript and will be factored into the cumulative grade point average. Students may participate in these programs for one or two semesters during the regular school year and during May and summer terms.

For a complete list of affiliated programs, please visit the Institute for Study Abroad's webpage:  
<http://www.adrian.edu/institutes/Study-Abroad/index.php>

### ***Adrian College Study Abroad Policies***

Adrian College has affiliations in the form of signed agreements with study abroad programs which allow two things to happen: (1) credit earned at host institutions transfers back to Adrian College as graded AC credit; (2) students are able to use federal, state and private forms of financial aid to help pay for their study abroad experience. Note: Institutional financial aid requires residency at Adrian College (i.e. students are registered full-time and attending classes at the College) and is therefore ineligible for application to a study abroad program. Exceptions to this rule are any scholarships endowed for the specific purpose of studying abroad (i.e. McGinnis-Burris Renaissance Travel Award).

Students must study abroad through one of Adrian College's affiliate institutions in order to guarantee that all of their credits transfer back and to use their non-institutional financial aid to help pay for their program.

If a student chooses to study abroad through a non-affiliated program or institution, he or she will not be a matriculated Adrian College student, and Adrian College assumes no responsibility for that student or the non-affiliated program or institution.

### ***Credits and Registration***

During the regular school year, if a student studies abroad, he or she must register for study abroad hours through the Registrar's Office to hold his or her place as a matriculated student at the College.

Although May and summer terms are not considered part of the regular school year, a student studying abroad during these terms must also register for study abroad hours through the Registrar's office before beginning his or her program.

All credits earned through one of Adrian's College's affiliated programs or institutions transfer back to the College as graded Adrian College credit.

### ***Charges and Payments***

During the regular school year, the student will be charged the fees of the host institution or program. Exceptions to this policy are programs with which Adrian College has an exchange agreement (i.e. Yonsei University).

### ***Financial Aid***

During the regular school year, students studying abroad through one of Adrian College's affiliates may use their non-institutional financial aid (i.e. Federal, state, private) to pay for their program. Institutional aid from Adrian College carries a residency requirement and may only be used while a student is attending classes full-time at Adrian College.

During the May and summer terms, the only financial aid available to students for studying abroad is in the form of student loans.

### ***Limits on Study Abroad Experiences***

Normally a student may participate in one study abroad experience during any regular school year while at Adrian College. This is defined as one study abroad experience in one country with one program for either a semester or a year. A student who wishes to study abroad more than once during any regular school year while at Adrian College may petition the Dean of Academic Affairs for permission to go abroad again. There is no limit on the number of times a student may study abroad during May or summer terms.

### **Pre-Professional and Related Programs**

The liberal arts education offered at Adrian College serves as a foundation for many careers. Students looking forward to professional or related careers are encouraged to complete a baccalaureate degree before beginning advanced study. Often, however, students may be admitted to a professional school by the end of their junior year or may be required to complete their senior year at an accredited hospital or other facility. To qualify, students must:

1. Complete 124 hours of academic credit or its equivalent, 90 hours of which must be earned at, or accepted by, Adrian College;
2. Satisfy the College distribution and educational proficiency requirements prior to leaving Adrian College;
3. Complete courses specified for a departmental major, unless a different arrangement is approved in writing;
4. Apply to the registrar for the deferred baccalaureate privilege, presenting evidence of admission to a professional school or related training.

Generally, students enrolling in pre-professional and related programs must exhibit grades or other indications promising successful advanced study. In doubtful cases, the registrar may require endorsement of particular applications or programs by the Academic Status Review Committee.

#### ***Pre-Architecture Program***

Adrian College offers a Pre-Architecture program for students who plan on attending graduate school for Architecture and pursuing a career as an Architect. Students will graduate from Adrian College with a BS degree in Interior Design. They will also complete the following additional course work: History 103 and 104; Math 135 (Calculus); Physics 101; Art 100,101; Phil: 105. Articulation agreements are available to attend Washington University or Lawrence Technological University your senior year.

Advisor: Professor Nancy VanOver.

#### ***Pre-Art Therapy Program***

To practice art therapy professionally, students must receive a Masters of Art Therapy Degree (MAT). Students who contemplate pursuing this specialized graduate training are advised to complete the following course of study, developed in accordance with The American Art Therapy Association:

1. A major in Art or Psychology with special attention to development of a sophisticated art

portfolio, which shows competence in a wide variety of media.

2. Art majors: PSYC 100, 205, 303, 304, and 311.
3. Psychology majors: Three (3) from ART 100, 101, 102, 103. Plus either ART 201 or 202; either 205 or 206; either 305 or 306; 301, 303, and 6 credits of additional studio courses.
4. ART 325 and 326.
5. Completion of an internship of at least 3 hours with a registered art therapist and/or ART327 Art Therapy Practicum.

#### ***Pre-Engineering Program***

In order to meet the nation's need for competent engineers with a broad background in the liberal arts, Adrian College has established a cooperative 3-2 dual-degree program with the University of Detroit and/or University of Michigan, Dearborn. Under this program, the student spends three years at Adrian College for basic studies in the sciences, mathematics, humanities, and social sciences, followed by two years at the University of Detroit/UM-Dearborn for specialized studies in engineering. Upon completion of the five-year program, the student is awarded a B.A. from Adrian College and a B.S. in engineering from the University of Detroit/UM-Dearborn. Students interested in the 3-2 program should contact the program liaison at the University of Detroit/UM-Dearborn as soon as possible to receive advice regarding preparation for engineering specialties.

Adrian College students may, instead, choose to complete a dual-degree program with one of the other leading engineering schools in the Midwest. However, these programs may require more than two years of study at the engineering school and, therefore, are not formalized as 3-2 programs. These engineering schools include the University of Michigan, Michigan State University, Michigan Technological University, and Ohio State University, among others.

All dual-degree students must complete the Adrian College graduation requirements, including the PHYS 452 Capstone course and the following coursework: MATH 135, 205, 215, and 305; CHEM 105/117 and 106/118 or CHEM 115/117 and 116/118; PHYS 205/209, 206/210; CIS 106

It is possible to complete the pre-engineering curriculum in two years, enabling students to transfer to an engineering school in their third year. These students would earn a B.S. degree in engineering, but no degree from Adrian College. Students planning to transfer after two years should complete 12-16 semester hours in humanities and social science electives.

Advisor: Dr. Greg Thompson

### ***Pre-Law Program***

Adrian College offers a pre-law program for students who plan to attend law school and pursue a career as a lawyer. It is generally agreed that future lawyers need to be very broadly educated and that there is no one pattern of undergraduate preparation which is ideal for everyone who is interested in law. Each student should select a major or majors that will encourage the development of orderly work habits and sharpen the ability to think critically and state ideas clearly. Students are encouraged to meet early in their undergraduate careers with the director of the Institute for Law and Public Policy so they can craft course plans that best meet their needs and learn more about other resources available to pre-law students. The individual attention provided by our program assures that students will be acquainted with some extremely important basic concepts that will be helpful in law school while allowing them maximum flexibility to select the rest of their studies on the basis of their personal interests and aptitudes.

#### **Recommended courses for all pre-law students include:**

SOCJ 366, 393, 396, 397, 398, 401; PHIL 105, 201, 331, PSCI 101, 394, 395, COMM 300, 302

#### **Recommended courses for students interested in business law include:**

ACCT 203, 204, BAD 305

Advisor: Director, Institute for Law and Public Policy

### ***Pre-Seminary Program (Pre-Ministry)***

Adrian College offers a pre-seminary program for students who intend to pursue a vocation in ministry. We understand ministry to have many expressions from pastoral leadership to social advocacy, teaching, youth ministry, music ministry, counseling, journalism, mission work, and other forms of service. The program is designed to prepare individuals to enter accredited seminaries or graduate programs and has an excellent record of placing students in the programs of their choice.

Preparation for ministry was a part of Adrian College from its beginning in 1859. The "Theological Association of Adrian College" began in 1869 as a forum for those exploring a call to ministry. The College even developed its own school of theology during the late 19th century but eventually placed this emphasis within its wider undergraduate offerings. After World War I the theological association adopted the name "Major Cole Association," in honor of a popular Christian speaker who served as a mentor for Adrian College students. Recently the Adrian College pre-seminary program has been redeveloped around a vibrant student organization. This student group serves three purposes: (1) to meet regularly for mutual support and discussion regarding issues of call, (2) to provide a place for engaging visiting seminary

representatives and others with wisdom regarding different church vocations, and (3) to attend retreats and events that help students wrestle with God's call to ministry. The Adrian College pre-seminary program and its accompanying student organization have received national attention as a model of vocational discernment and support.

The pre-seminary program has a special relationship with the philosophy/religion department of the College, and many of our pre-seminary students are philosophy or religion majors or minors. The pre-seminary welcomes people of all denominations.

Advisors: Reverend Christopher Momany and Dr. Melissa Stewart

### ***Pre-Health Science Program***

Pre-Med, Pre-Vet or other pre-professional coursework in health care is not a major. Instead, it is a carefully sequenced plan for students to follow as they prepare to apply to medical or other professional school in the health sciences. Adrian College has a long history of preparing its graduates to enter the health professions, and all required pre-requisites are offered on campus, or by arrangement with other Universities.

Students with an interest in health care, but who are uncertain of their direction are encouraged to take the course Survey of Health Professions as early as possible (offered annually). This course also addresses the process of preparing for and applying to a professional program in health care. The Director of the Adrian College Institute for Health Studies serves as a health professions advisor, and is available by appointment for personal counseling in career selection and preparation.

Students planning a clinical career in healthcare must complete graduate education at the master's or doctoral level. Preparation for medicine, dentistry, veterinary medicine, pharmacy, optometry, podiatry or as a physician assistant, physical therapist or other health professional requires detailed planning. From the second semester of the freshman year, students should be working closely with a faculty advisor in their likely major department and a health professions advisor to plan their academic schedule. In schedule planning, attention must be paid to the sequencing of courses, and the semesters they are commonly offered.

To strengthen their application portfolio, undergraduate health profession students must:

1. Complete all academic prerequisites required by their graduate professional program and essential to strong performance on entry examinations;
2. Complete the graduation requirements of an academic major relevant to their intended field;
3. Become familiar with their intended profession by seeking internships and experiential learning opportunities;

## Academic Policies and Programs

4. Pursue leadership and volunteer opportunities that develop their skills outside the classroom.

Students planning to attend professional school immediately on graduation from Adrian College should complete the majority of prerequisite courses by the end of the junior year. Entry exams are taken and the application process begins the summer following the junior year. Certain summer enrichment experiences are most commonly obtained following the freshman or sophomore years.

Adrian students declare their major in the sophomore year. Nationally, and at Adrian College, the most common majors for pre-health students applying to medical and dental school are Biology and Chemistry, representing about 60% of applicants. Coursework required for Biology or Chemistry majors overlaps many of the science pre-reqs for professional schools, which is a contributing factor to this pattern. However, professional schools will accept any major, so long as prerequisite science/ other courses have been completed. At Adrian College, Exercise Science and Psychology are the majors next most commonly seen among pre-health students.

For each health profession, advising is available through the Institute for Health Studies. Students who are committed to careers in health care are advised to seek pre-health advising through the Institute during their freshman year and at least annually thereafter to develop a detailed plan and coordinate timelines for course completion, entry exam preparation and scheduling, experiential learning, and research experience. This assistance is directed at the career selection and application process, and complements the student's academic planning with their faculty advisor in their major department.

In general terms, health science students should expect to take a number of courses in: Biology, Chemistry and Physics. Many professional programs will require math at the pre-calculus or calculus level, and an increasing number look for coursework in statistics. Students will not be enrolled in College Chemistry without evidence of strong math skills, demonstrated by ACT or AP score. A high school transcript or Adrian College math placement test may also influence placement in College Chemistry.

Other courses commonly required are English, Psychology, Bioethics, Anthropology or Sociology, and Anatomy & Physiology. Students are reminded that material found on the entry exams (such as Organic Chemistry) should be studied no later than the junior year.

Apart from the professional degree programs, many career options exist in the healthcare field. Some, but not all, of the courses listed above may be required by those graduate programs. Students are encouraged to investigate their field of interest as well as the specific schools they might attend – as early as possible. Comprehensive counseling on these health career alternatives is available

through online and personal counseling resources of the Adrian College Institute for Health Studies.

Advisor: Marcia Boynton

## **GRADUATE PROGRAMS**

### ***History of Graduate Programs***

In 2008, after a number of years of increasing enrollment at the College, the President announced plans to add a select number of graduate programs. At the February 2008 Board Meeting, the Board of Trustees considered a number of programs and directed the administration to continue to develop the concept. In May 2009, the Board of Trustees voted to support the establishment of a 2+3 graduate program in Athletic Training. The program was approved and accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools in 2010. Accordingly, the graduate program was formally established at Adrian College in 2010 with the first classes offered during the summer of 2011 in the Department of Exercise Science and Physical Education.

A subsequent call to the faculty for additional programs produced three proposals, - Criminal Justice, Accounting and Chemistry. Each program was approved by the Board of Trustees and subsequently authorized by the Higher Learning Commission of the North Central Association of Colleges and Schools.

An additional program has been developed in the Department of Teacher Education, i.e., the Postgraduate International Baccalaureate Organization Primary Years Program Certificate in Teaching and Learning. This course of study complements the Adrian College Ribbons of Excellence and is designed to introduce and cultivate research-based best practices in instructional and assessment strategies and methods. Additionally, this program will embody the International Baccalaureate Organization's Primary Years Program's Standards of Excellence.

In July, 2013 the first Dean of Graduate Studies was appointed in order to ensure consistency of policies and practices across all of the graduate programs and to evaluate and recommend potential new programs.

Adrian College provides a unique opportunity for a select number of students to finish both a Bachelor's and Master's degree in five years. Students are provided an opportunity to begin their graduate work in their undergraduate program and to complete the program over the next year. Many programs offer a thesis, a project, and opportunities for internships, advanced research study, and/or intensive independent study.

### ***Graduate Program Objectives***

The purpose of the graduate programs at Adrian College is to provide talented students with advanced work in an area of study in order to position them for industry or additional graduate work. Within the context of the liberal

arts, and aligned with the values espoused by the Ribbons of Excellence, the graduate programs seek to produce alumni who demonstrate the following:

- Caring for humanity and the world;
- Critical thinking;
- Creativity;
- An awareness of other fields and perspectives developed through crossing boundaries and disciplines; and
- Preparation for lifetime learning.

### ***Programs of Study***

Adrian College offers curricula leading to a Master of Arts in Criminal Justice, Master of Science in Athletic Training, Master of Science in Accounting, and Master of Science in Chemistry.

### ***Admission Requirements for Graduate Study***

To apply to the graduate program in an area, applicants must possess academic, personal, and professional qualities deemed acceptable by the Office of Admissions and the academic department.

All applicants must complete the Graduate Admission Application through the Office of Admissions. Once complete, the application will be forwarded to the department chair in the field of interest for admission recommendations. All applicants admitted to graduate study are admitted conditionally, pending the completion of their bachelor's degree from Adrian College. Those seeking admission to a graduate program at Adrian College who are not current students must possess a bachelor's degree from an accredited college or university. Enrollment deferment can be approved by the department chair for up to one year.

Applicants are responsible for filing official undergraduate/graduate transcripts and an application for admission with the Office of Admissions, 110 South Madison Street, Adrian, Michigan 49221, by March 1. Applicants should check the Graduate Program website for additional admission requirements specific to individual programs.

After acceptance, the student will have 14 days to place a non-refundable \$300 deposit, indicating his or her intention to attend the graduate program for which he or she has applied. The deposit will be applied to the first semester tuition.

### ***International Student Admission Requirements***

In addition to the above requirements, international students must also show evidence of:

- An academic objective which can be achieved in the Graduate Program at Adrian College;
- A strong academic record and the capacity to benefit from study at the graduate level;

## Academic Policies and Programs

- Adequate financial support to travel to the College, to live reasonably while in residence in the United States, to maintain adequate health insurance and to return home at the conclusion of studies; and
- The ability to read, write and speak the English language with sufficient fluency to participate in graduate classes.

The Test of English as a Foreign Language (TOEFL) is required of all international applicants from countries where English is not the primary spoken language. A TOEFL score of 61 on the internet-based test is required for admission consideration.

### ***Academic Status and Graduation Requirements***

Students must maintain a 3.0 average (B) on a 4.0 scales in all required graduate courses. Students may not have more than two courses with a grade of “C” or less. A student may not repeat a class more than once. A letter regarding each student's progress toward graduation will be sent at the end of each semester by the Office of Academic Affairs.

### ***Grading System***

A – Excellent.

B – Very Good.

C – Average. Not more than two courses.

D or F – Below expected performance and course must be retaken.

I – Incomplete. This may be given in lieu of a letter grade. It is a temporary grade given when a student is unavoidably delayed in completing a course. All Incompletes must be resolved and reported to the Registrar's Office no later than the day on which final grades are due for the first regular semester following the assignment of the Incomplete. All incomplete grades not properly removed are changed to “F.”

W – Withdrawn. This grade may be recorded for withdrawal from a course. This grade does not count in computing the grade point average and will not be accepted by the Registrar after 5 p.m. on the seventh class day after publication of mid-semester grades during fall and spring terms. (See May and Summer term course schedules for appropriate dates.)

A plus or minus attached to a grade indicates achievement slightly above or below the grade level as described above.

### ***Academic Integrity Policy***

Consistent with Adrian College's mission statement and based on principles of integrity and honesty, Adrian College seeks to develop students who are scholars capable of working independently. This includes the ability to analyze, organize, express, and synthesize information in an original fashion. Any student who engages in behaviors that violate academic integrity and honesty can face disciplinary proceedings that may involve dismissal from Adrian College.

Students suspected of academic dishonesty may be subject to academic and/or administrative disciplinary procedures. In the first disciplinary procedure level, faculty members notify students of suspected dishonesty, meet with the students to discuss the infraction, and impose appropriate academic penalties if an academic integrity violation is determined (e.g., reduced or failing grade for project and/or class). The faculty member also has the authority to report the incident to the Office of Student Life for inclusion in the student's file. In the second procedural level, the Office of Student Life may apply administrative action in addition to or in the absence of academic disciplinary procedures. Contact the Dean of Students at x 3142 for more information.

### ***Time Limitations***

All full-time graduate students are required to complete the degree in three years. All part-time graduate students are required to complete the degree in five years. Written appeals for extension of the time limit will be considered by the Academic Status Review Committee.

### ***Transfer of Credits for a Master's Degree***

A maximum of 9 semester hours of graduate credit earned while enrolled at the graduate level over the previous five years at other approved institutions may be accepted for transfer to Adrian College. Acceptance of transfer credit must have written approval by the department chair to the Registrar. Transfer credits are only allowed for grades “B” (3.00 on a 4.00 scale) and higher.

### ***Lifelong Learning Credit***

No credit is awarded for lifelong learning for master degree programs.

### ***Advising***

Each department designates a faculty advisor for graduate students who will assist in the planning of a program of studies. Each student is responsible for planning a program in compliance with all requirements for graduation. It is the student's responsibility to contact and confer with the advisor concerning questions regarding the program.

### **Maximum Course Load**

A graduate student who carries six credit hours or more per semester is considered a full-time student. The maximum course load graduate students will be permitted to carry is 15 credit hours. An undergraduate student is only permitted to take three credits of graduate work and must be enrolled in at least 12 credits of undergraduate coursework. Students should allow ample time for library research, project work, and cooperative assignments when planning their schedules.

### **Auditors**

A limited number of auditors may be permitted in certain courses. Before auditing is permitted, approval of the department chair of the graduate program and the instructor of the course must be obtained. Individuals holding a baccalaureate degree who wish to audit graduate courses but who have not previously taken work at Adrian College must make application as a guest student for such auditing through the Registrar's Office. No credit or grades will be given to a student auditing a course. Students should check the current catalog for current auditing fee charges.

### **Registration**

In order to facilitate planning, students should notify their advisors before the end of the current semester of their intention to register for the following semester. Students may register after April 1 for Fall Term and after November 1 for Spring Term. Registration must occur no later than the second day of classes each semester. Students may add/drop classes during the first four days of the semester.

A graduate student who temporarily discontinues study must notify the appropriate department chair. A continuation fee will be charged if the student desires use of the library and computer access. Students should check the current catalog for current fee. Prior to resuming studies, the department chair must be notified.

### **Withdrawals and Refunds**

Students who desire to withdraw from the College must follow the procedure outlined below. If for any reason after a student has registered for and attended classes he or she is unable to continue in school, he or she must officially withdraw from the College and follow the procedure outlined below:

1. Students enrolled in five hours or less are required to complete and submit a schedule change form in the Registrar's Office.
2. Students enrolled in six hours or more must do the following:
  - a. Make an appointment with the staff at the Counseling Center (in Caine Student Center) for

an exit interview. (If they are unavailable, the student is to make an appointment with a member of the Student Affairs staff.)

b. At the time of the exit interview, the student will receive a preliminary withdrawal form.

c. The student must then take this form to the Financial Aid Office, Business Office, Student Affairs Office and Registrar's Office.

d. The Director of Counseling Services will send an official notice to all other appropriate areas with written notification verifying the official date of withdrawal for you.

e. The last date to withdraw from the regular fall and spring semesters is the Friday of the week preceding final exams.

f. For more information, consult with the Registrar's Office.

No student will be presumed to have officially withdrawn from the College until each of these steps has been completed in the order specified. Upon approved withdrawal from the College, grades of W with the withdrawal date will be recorded for the semester's courses on the permanent record. Failure to follow the withdrawal procedure will result in recording grades of F on the permanent record.

### **Tuition and Fees**

The tuition and fees are set by the Board of Trustees annually. The student should consult current catalog for current tuition and fees.

### **Student Financial Assistance**

Student financial assistance is available in the form of subsidized and unsubsidized loans. Students should schedule an appointment with the Director of Financial Aid to discuss financing options.

### **Library**

Graduate students have full use of Shipman Library.

### **Transcripts of Credits**

Students desiring transcripts of study should go to the Office of the Registrar, Adrian College, Stanton Administration Building, 110 South Madison, Adrian, Michigan 49221. The College sets the fee for each transcript. For those needing transcripts via email, please include the following information in the request:

1. Full name (including maiden name)
2. Address
3. Dates of attendance
4. Date of graduation/program completion
5. Name and address to which transcript should be mailed
6. Signature

### **Academic Lectureships**

Lectureships bring outstanding speakers from many areas to campus and add flavor and depth to the academic program. Endowed lectureships include:

#### ***The Dawson Lectureship***

Funded by the John H. Dawson, Virginia Bates Dawson and Marsha Dawson Nelson Endowment Fund, this lectureship is designated for use by the teacher education department.

#### ***John Davis Modern American History Lectureship***

Dr. Davis, professor emeritus, served the College's history department from 1961-1985. Upon his retirement, colleagues and friends established this fund.

#### ***Jean and Bob Lok Freligh Lectureship***

This lectureship is funded by a donor in recognition of Jean and Bob Lok Freligh, local community members and supporters of Adrian and Adrian College.

#### ***Edward C. DeMeritt Lectureship in Social Sciences***

This lectureship is funded from the estate of Mr. DeMeritt, a Lenawee County businessman, investor and friend of the College.

#### ***Charles and Lena Beem Gillilan Lectureship in Business Administration***

This prominent program was made possible by a bequest from Mr. Gillilan, a successful businessman in the rubber industry. Lena Beem Gillilan graduated from Adrian College in 1909. The lectureship brings to campus leading authorities in American free enterprise.

#### ***Allen L. Goldsmith Lectureship in Science***

The Goldsmith Lectureship was funded by gifts from the family and friends of the late Mr. Goldsmith, distinguished Adrian industrialist and trustee of the College.

#### ***Edward and Mildred Meese Lectureship in Religion and Philosophy***

This program was made possible by a gift from the estate of Mr. and Mrs. Meese of Lansing. Mr. Meese was an Associated Press telegrapher.

#### ***Mary A. Merritt Lectureship***

Mary A. Merritt attended Adrian College from 1874 to 1878. On the 100th anniversary of her entry at Adrian, this lectureship was established in her name, in remembrance of the courage and high purpose that characterized her throughout her long life. Established by Anne Wood Murray of Washington, D.C., the lectureship sponsors guest lecturers in English and poetry.

#### ***Genevieve R. Oliver Lectureship in Art***

This lectureship is funded from the estate of Mrs. Oliver, late owner of the Oliver Instrument Company of Adrian.

#### ***Mildred A. Smith Lectureship in the Humanities***

This program is funded by a bequest from the estate of Mrs. Smith of Adrian.

#### ***J. Mabel Stephenson Memorial Lectureship***

Funded by a gift from the family, this lectureship enables the College to benefit from the presence of outstanding individuals who are active leaders in the cause of Christian missions.

### **Institutes**

Institutes integrate theoretical and practical learning designed to create distinctive learning opportunities. Institutes offer students an ability to dialogue, research and serve around timely topics of interest. Additionally, they offer opportunities for faculty, staff, alumna and the surrounding community to connect in meaningful ways such as: lecture series, advisory boards, workshops and trips abroad.

The following are the current institutes and directors. See each institute web page for further details.

#### ***Institute for Creativity***

Everyone has a creative spark that can be nurtured and cultivated in a systematic way. A process for creative problem solving based on tenets and techniques of the Creative Education Foundation will be used to foster creativity across campus. The Institute plans to implement creativity in the curriculum and campus life to prepare students to be leaders in the world. Creativity is not limited to the performing and visual arts, but is vital in every discipline.

Director, Dr. Jennifer Ellsworth

#### ***Institute for Education***

The mission of the Institute for Education is to develop a collaborative model that brings "Best Practices" in teaching and learning to the Adrian College campus and the community. The Institute is apolitical, and strives to create an environment where the exchange of ideas and opinions are welcomed. The Institute for Education will support students as they develop to their fullest potential by equipping them with an education grounded in innovation, research, and practice of professional excellence.

Director, Dr. Christine Knaggs

**Institute for Entrepreneurial Studies**

The Institute strives to create and provide an academic environment (classes, seminars, lectures and participation in various entrepreneurial activities) in which students will be exposed to the entrepreneurial environment. Entrepreneurship training calls for the development of multi-disciplinary and non-traditional business skills. We strive to help students develop the skills that will prepare them to deal with challenges of operating in a startup like business environment that favors initiative, creativity and risk-taking.

Director, Dr. Oded Gur-Arie

**Institute for Ethics**

The Institute for Ethics promotes conversations about ethics and raising awareness about the kinds of ethical problems common to the disciplines. It provides resources for the community through identifying the major ethical theories found in the professions, developing models of approaching ethical problems, and providing forums in which those issues can be discussed. The Institute is not an advocacy group for or on any particular side of moral issues.

Director, Dr. James Spence

**Institute for Health Studies**

The Adrian College Institute for Health Studies supports students planning any career in the healthcare industry. For many students, this means graduate or professional school in the health professions (medicine, dentistry, pharmacy and others). Through the Institute, students are assisted in career selection, experiential learning here and abroad, professional school preparation and application, and training in various content areas relevant to future work in health care.

Director, Ms. Marcia Boynton, JD

**Institute for Study Abroad**

Through the Institute, students may enrich their education by studying all over the world. The Institute offers traditional semester/year abroad options, as well as May/Summer term options, tours, internships, service learning, and faculty-led programs. The Institute helps students with choosing the right program, navigating the application process, and finding financial aid.

Director, Dr. Robin Bott

**George Romney Institute for Law and Public Policy**

The George Romney Institute for Law and Public Policy works to weave legal and public policy considerations into the academic fabric of Adrian College. Specifically, the Institute enhances pre-law

and graduate opportunities for students, increases opportunities to study legal and policy issues, brings speakers to campus, promotes interdisciplinary exploration of law and public policy and explores the opportunities for practitioners and academics to work together on these issues.

Director, Ms. Christy Cole, JD

### **Ribbons of Excellence Program**

In 2007, the academic community at Adrian College adopted the idea of the ribbons to represent its standards of excellence. From the long-standing tradition of the ribbons attached to the shepherd's crook at graduation, these ribbons of excellence have been developed to support the College's mission statement. Just as the Latin inscription on the cane suggests, these ribbons of excellence cannot be achieved without hard work. The 5 Ribbons are *Learning Throughout a Lifetime*, *Caring for Humanity and the World*, *Thinking Critically*, *Crossing Boundaries and Disciplines*, & *Developing Creativity*. More information on each ribbon can be found on our website at [http://www.adrian.edu/academics/ribbons\\_excellence.php](http://www.adrian.edu/academics/ribbons_excellence.php)

The Ribbons of Excellence Program and Conference was proposed by faculty to celebrate student research and accomplishments which go beyond the classroom experience. By cancelling class for one day in the Spring semester, the campus becomes a conference to bring the student works to the broader community. The program requires students to take part in research and other projects to *think critically* and tie these ribbons back into their lives, not just the Shepherd's Crook! We strive to achieve *learning throughout a lifetime* by inviting community members, faculty, staff, students and other visitors to attend the day's events. The day is about *crossing boundaries and disciplines*, therefore, you will notice students presenting and displaying work in areas of campus they may not typically frequent.

## Courses of Instruction

The courses of study that follow are listed alphabetically by departments.

### Course Numbers

A three-digit system is used for numbering courses. The first digit indicates the level of the course.

**080-099** Basic skill courses – the hours count toward semester load and grade point average but do not count toward graduation.

**100** Introductory courses

**200** Second-level courses – these often have prerequisites, including introductory work or sophomore standing.

**300** Advanced courses – these are designed for major programs and for election by students who have completed the prerequisites specified in course descriptions.

**400** Advanced or senior level course – these are usually research, seminar or independent study courses.

**500** Graduate level course

The use of a comma between course numbers indicates a definite sequence, but completion of the second semester is not required in order to obtain credit for the first. Example: Art 101, 102. The numbers in parentheses following the name of a course indicate the semester hours of credit. For example, (3, 3) indicates three hours of credit each semester.

Students planning to teach in elementary or secondary schools should refer to the Teacher Education section of this catalog to determine requirements for certification. It is recommended that these students confer with the chairperson of the department of teacher education.

### Distribution Designation

The following words in parentheses after some course titles identify courses that may be applied to general education distribution:

- (ARTS) Arts
- (HUMANITIES) Humanities
- (PHILOSOPHY/RELIGION) Philosophy, Religion
- (SOCIAL SCIENCE) Social Science
- (NATURAL SCIENCE) Natural and Physical Science
- (NON-WESTERN) Non-Western Perspective

The semesters listed after course descriptions indicate when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs.

### Special and Advanced Courses

Five courses are consistent in their numbering throughout the departments. These appear at the end of each department's listing, under the heading Special and Advanced Courses.

199. Exploratory Internships (1-3). Apply through the Career Center.

299. Experimental Courses (1-3). Courses offered on a trial basis and intended for freshmen and sophomores.

399. Professional Internships (1-12). Apply through the Career Center.

451. Independent Study (1-3). Individual research projects elected in consultation with department chairpersons. Restricted to qualified upper-class students.

499. Advanced Experimental Courses (1-3). Courses offered on a trial basis and intended for juniors and seniors.

100-498 I.S. - Individual Study (1-4). Regularly titled courses offered on an individual basis to a student who is unable to take a course at a regularly scheduled time. These courses include additional fees.

### Common Terms

The following terms are common throughout the listing of courses, or may be helpful in navigating a student's plan of study.

**Courses:** The courses of instruction are broken into individual course units. Each course is approved by the entire Adrian College Faculty to meet any criteria set forth via the curricular process of the college. The faculty member for every class at Adrian College can waive any of the prerequisites or co-requisites to their course of instruction for the semester they are teaching the course.

**Prerequisite:** A course which is required to be passed before enrolling in the course desired. For example: MATH 215 has a prerequisite of MATH 205. Therefore a student must pass MATH 205 before enrolling in MATH 215.

**Co-requisite:** A course which must be taken in conjunction with another course. The co-requisite course must be completed either before or at the same time

## Courses of Instruction

as the course desired. For example: BIOL 218 has a co-requisite of BIOL 217. This means a student can take BIOL 217 before taking BIOL 218 or in the same semester as BIOL 218, however, they may not take 218 without having completed BIOL 217 or being enrolled in BIOL 217.

**Course Fees:** Departments can attach fees to the courses to cover the expense of materials required for completing the course. These non-refundable fees are assessed after the open enrollment period for the semester.

**Distributional Changes:** Courses may not have the same distributions associated with them in all semesters. This is specifically relevant to the Sophomore Level Writing Course which is dependent on the instructor teaching the course. Students must be aware of the distributions attached to a course at the time of registration. Distributions will not be added to classes retroactively to the registration process.

**Changes to Curricular Requirements:** The curriculum of a department may change in the time that you are enrolled at Adrian College due to a number of reasons. Once the curricular changes are approved by the faculty, the department must work with the registrar and students in a major to allow substitutions to courses that may not otherwise be taught.

**Departmental Permission:** When a course requires Departmental Permission it is an indication that the course is designed for Majors of that department only. Students must see the approval of the department chair in order to enroll in the course.

**Course Substitution:** A required course may be replaced with another course upon written approval of the department chair, submitted to the registrar, prior to registering for the substitute course.

**Experiential Learning:** When a department requires an experiential component to their major, the component must be approved before a student registers for or completes the experiential experience.

**Course Waiver (no credit assigned):** A course waiver can be granted by a department chair, when submitting written reasons to the registrar. However, students receiving a course waiver will receive no credit hours for the waived course

**Topics Courses:** (1-4 credits). In depth study of a special topics or theme reflecting a special or current topic of interest or reflecting specialized knowledge and experience of a given professor. At the department's

discretion, students may repeat topics courses if the topic is different.

- Topics may be offered as electives; not major or minor requirements.
- Topics classes offered at the 300 level or above must either have prerequisites or require instructor permission.
- Topics classes open to freshmen and with no prerequisites must be offered at the 100 or 200 level.
- Topics classes are not intended to “trial run” new courses. The experimental designation is to be used for that purpose.
- After three offerings within a catalogue period, the Registrar's Office will contact the department for further curricular development.
- Students who want to retake a topics course for a grade change may only retake it if it is the identical topic and instructor with the permission of the instructor. (REV. 2013)

**Credit Hour Policy:** In accordance with federal regulations and mandates from the Higher Learning Commission in July 2013, Adrian College defines **one credit hour** as:

“A credit hour is the amount of work represented in intended learning outcomes and verified by evidence of student achievement that approximates not less than:

- (1) one 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 the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as required in (1) of this definition for other activities as established by the institution, including laboratory work, internships, practica, and studio work, and other academic work leading toward the award of credit hours.” (Source: Federal Compliance Requirements for Institutions, June 2012, Higher Learning Commission: A Commission of the North Central Association)
- A. As the majority of courses at Adrian College fall within a 15 week, scheduled class block the following is adopted as our assumptions for course work:
  - a. 1 credit hour course offered in a 15 week schedule consists of 1 hour/week of classroom instruction and 2 hours/week out of class work (3 hours/week x 15 weeks= 45 hours of student effort).
  - b. 2 credit hours courses offered in a 15 week schedule consists of 2 hours/week of classroom instruction and 4 hours/week of out of class work (6 hours/week x 15 weeks= 90 hours of student effort).

## Courses of Instruction

- c. 3 credit hour courses offered in a 15 week schedule consists of 3 hours/week of classroom instruction and 6 hours/week of out of class work (9 hours/week x 15 weeks = 135 hours of student effort).
  - d. 4 credit hour courses offered in a 15 week schedule consists of 4 hours/week of classroom instruction and 8 hours/week of out of class work (12 hours/week x 15 weeks= 180 hours of student effort).
- B. As the majority of activities at Adrian College fall within a 15 week schedule class block, the following is adopted as our assumptions for these activities:
- a. Natural science labs are 2-3 hours of instruction, attached to a course.
  - b. Internships are assumed as 1 credit hour= 40 hours of work at the approved site.
  - c. Practicums are defined by the external accrediting bodies and information is found in the department's web pages.
  - d. Studios are defined as 3 hours of instruction, twice a week.
  - e. Undergraduate research follows the above assumptions for credit hours and student effort.
- C. For courses or activities that fall outside of the 15 week course schedule, faculty are required to add the above equivalencies to their syllabus as a statement entitled: Credit hour policy compliance. The following courses and activities covered under this provision include:
- a. Courses offered over a condensed timeframe in any semester
  - b. Independent and individualized studies in any semester
  - c. May and summer terms courses –
    - May Term- 4 weeks***
      - 3 Credit Course: 9.375 contact hours per week, 18.6 hours assumed student effort
      - 4 Credit Course: 12.5 contact hours per week, 25 hours assumed student effort
    - Summer Term- 6 weeks***
      - 3 Credit Course: 6.25 hours per week, 12.5 hours assumed student effort.
      - 4 Credit Course: 8.3 hours per week, 16.6 hours assumed student effort.

Monitoring of C for compliance will occur through the Vice President and Dean of Academic Affairs office each semester.

## Department and Degree Index

Note: Teacher education certificates are listed in italics; please see the Teacher Education portion of the catalog for more information.

<b><u>Accountancy/Business/Economics</u></b>	61	<b><u>Core</u></b>	101
Bachelor of Business Administration in Accounting		<b><u>English</u></b>	102
Bachelor of Science in Public Accounting		Bachelor of Arts in English with Emphasis in Literature	
Masters of Science in Accounting		Bachelor of Arts in English with Emphasis in Writing	
Bachelor of Business Administration in Entrepreneurial Studies		<i>Bachelor of Arts with Teacher Certification in English</i>	
Bachelor of Business Administration in Marketing		Associate of Arts in English Literature	
Bachelor of Business Administration in Management		Associate of Arts in English Writing	
Bachelor of Business Administration in Sports Management		Minor in English Literature	
Master of Arts in Sport Administration and Leadership		Minor in Writing	
Bachelor of Business Administration in Fashion Merchandising		<b><u>Environmental Studies/Science Program</u></b>	106
Bachelor of Business Administration in Health Care Management		Bachelor of Arts in Environmental Studies	
Bachelor of Business Administration in Event Planning and Facility Management		Bachelor of Arts in Environmental Science	
Bachelor of Business Administration in Finance		<b><u>Exercise Science and Athletic Training</u></b>	108
Bachelor of Arts in Business Administration		Bachelor of Science in Exercise Science: Health Management	
Bachelor of Arts in International Business		Bachelor of Science in Exercise Science: Pre-Professional	
Associate of Arts in Business		Master of Science in Athletic Training	
Minor in Business Administration		Bachelor of Arts in Physical Education	
Minor in Economics		<i>Bachelor of Arts with Teacher Certification in Physical Education</i>	
<b><u>Art and Design</u></b>	76	Associate of Arts in Physical Education	
Bachelor of Arts in Studio Art		Minor in Physical Education	
Bachelor of Fine Arts in Studio Art		<b><u>Geology</u></b>	118
<i>Bachelor of Fine Arts with Teacher Certification in Studio Art</i>		Bachelor of Arts in Geology	
Pre-Art Therapy		Bachelor of Science in Geology	
Associate of Arts in Art		Bachelor of Arts in Environmental Geology	
Minor in Art		Associate of Arts in Geology	
<b><u>Art History</u></b>	81	Minor in Geology	
Minor in Art History		<b><u>History</u></b>	121
<b><u>Arts Management</u></b>	83	Bachelor of Arts in History	
Bachelor of Arts in Arts Management		<i>Bachelor of Arts with Teacher Certification in History</i>	
<b><u>Biology</u></b>	85	Associate of Arts in History	
Bachelor of Arts in Biology		Minor in History	
<i>Bachelor of Arts with Teacher Certification in Biology</i>		<b><u>Honors Program</u></b>	126
Associate of Arts in Biology		<b><u>Interior Design</u></b>	128
Minor in Biology		Bachelor of Science in Interior Design	
<b><u>Chemistry and Biochemistry</u></b>	89	Pre-Architecture Program	
Bachelor of Arts in Chemistry		<b><u>International Studies</u></b>	130
Bachelor of Science in Chemistry		Bachelor of Arts in International Studies	
Bachelor of Science in Biochemistry		<b><u>Journalism</u></b>	132
Minor in Chemistry		Minor in Journalism	
<b><u>Communication Arts and Sciences</u></b>	96	<b><u>Mathematics</u></b>	134
Bachelor of Arts in Communication Arts and Sciences		Bachelor of Arts in Mathematics	
<i>Bachelor of Arts with Teacher Certification in Speech/Communication</i>		<i>Bachelor of Arts with Teacher Certification in Mathematics</i>	
Associate of Arts in Communication Arts and Sciences		Minor in Mathematics	
Minor in Communication Arts and Sciences		<b><u>Modern Languages and Cultures</u></b>	137
Minor in Public Relations		Bachelor of Arts in Japanese Studies	
<b><u>Computer Information Systems</u></b>	99	Bachelor of Arts in Spanish	
Minor in Computer Information Systems		<i>Bachelor of Arts with Teacher Certification in Spanish</i>	
		Associate of Arts in Spanish	
		Minor in German	
		Minor in Japanese Studies	
		Minor in Spanish	

## Department and Degree Index

<b><u>Music</u></b>	144
<i>Bachelor of Music Education with Teacher Certification in Music</i>	
Bachelor of Music in Performance	
Bachelor of Arts in Music	
Minor in Music	
<b><u>Musical Theatre</u></b>	150
Bachelor of Arts in Musical Theatre	
<b><u>Philosophy and Religion</u></b>	151
Bachelor of Arts in Philosophy	
Bachelor of Arts in Religion	
Associate of Arts in Philosophy	
Associate of Arts in Religion	
Minor in Ethics	
Minor in Philosophy	
Minor in Religion	
<b><u>Physics</u></b>	157
Bachelor of Arts in Physics	
Bachelor of Science in Physics	
Associate of Arts in Physics	
Minor in Physics	
<b><u>Political Science</u></b>	161
Bachelor of Arts in Political Science	
Associate of Arts in Political Science	
Minor in Political Science	
<b><u>Psychology</u></b>	164
Bachelor of Arts in Psychology	
Bachelor of Science in Psychology	
Associate of Arts in Psychology	
Minor in Psychology	
Pre-Art Therapy	
<b><u>Social Work</u></b>	167
Bachelor of Social Work	
Minor in Social Work	
<b><u>Sociology and Criminal Justice</u></b>	170
Bachelor of Arts in Sociology	
Bachelor of Arts in Criminal Justice	
Master of Arts in Criminal Justice	
Associate of Arts in Sociology	
Associate of Arts in Criminal Justice	
Minor in Sociology	
Minor in Criminal Justice	
<b><u>Teacher Education</u></b>	176
<b><u>Theatre and Dance</u></b>	192
Bachelor of Arts in Theatre	
Associate of Arts in Theatre	
Minor in Theatre	
Minor in Dance	
<b><u>Women's and Gender Studies</u></b>	197
Minor in Women's and Gender Studies	

## **Accountancy/Business/Economics**

### ***Mission Statement***

In a professional, supportive work environment that encourages interdependency and sharing of individual student insight, the Department of Accountancy, Business and Economics strives to develop highly competitive programs that develop a high degree of corporate, business and functional strategy competency, emphasize the critical nature of the changing global economy, as well as fostering a commitment to ethical behavior and lifelong learning. Stressing the rational decision making model while developing a high level of communication and teamwork skill, emphasis is placed on the generation of relevant information and the use of the critical and creative thinking skills that will satisfy an organization's economic, social and political stakeholders.

Adrian College offers a Bachelor of Business Administration degree in the areas of accountancy and business administration. Bachelor of Arts degrees are available in business administration and international business. The Bachelor of Science degree in Public Accounting is offered for those students planning to seek certification as a Public Accountant. An Associate of Arts degree in business administration is also offered. All programs of instruction include a basic core of business courses, plus cognate study in economics, computer applications and mathematics.

The Bachelor of Arts curriculum includes courses which afford an introduction to the various areas of business, including accounting. The Bachelor of Business Administration requires more hours but permits greater specialization, including the majors of accountancy, business administration with emphasis in management, and business administration with emphasis in marketing.

The Master of Science in Accounting (MSA) has been developed for students of high academic standing who plan to enter the accounting profession and become Certified Public Accountants or Certified Management Accountants. The MSA degree is an intensive one year full-time program for students who have earned an undergraduate degree in Accounting from an accredited institution. .

All degree programs stress the decision-making approach to accounting and business administration. Emphasis is placed on the development of skills which augment personal and career growth. Such skills include the ability to think logically, analyze objectively and communicate clearly.

### **Major Program Requirements**

All major programs except for International Business include the following Core and Cognate courses:

#### **Business Major Core (24 hours)**

ACCT 203	Principles of Accounting I (3)
ACCT 204	Principles of Accounting II (3)
ACCT 305	Business Law I (3)
BAD 230	Marketing (3)
BAD 241	Management (3)
BAD 242	Business & Prof. Comm. (3)
BAD 310	Managerial Finance (3)
BAD 449	Capstone: Business Policy (3)

#### **Business Major Cognates (15-16 credit hours)**

CIS 140	Business Applications for Computers (3)
ECON 201	Principles of Microeconomics (3)
ECON 202	Principles of Macroeconomics (3)
MATH 104	Finite Mathematics (3)
or MATH 115	Pre-Calculus (4) (or higher Mathematics)
MATH 204	Elementary Statistics (3)
or MATH 314	Mathematical Prob. & Stat. (3)

#### **Bachelor of Business Administration in Accounting**

(48 hours of Accountancy and Business Administration courses and 15-16 hours of cognates)

#### **Business Major Core (24 hours)**

#### **Business Major Cognates (15-16 hours)**

#### **B.B.A. in Accounting Core (15 hours)**

ACCT 301	Intermediate Accounting I (3)
ACCT 302	Intermediate Accounting II (3)
ACCT 311	Managerial Cost Accounting (3)
ACCT 313	Federal Income Tax Accounting (3)
ACCT 412	Auditing (3)

#### **B.B.A. in Accounting Electives (9 hours)**

9 semester hours of electives from accounting or business courses or from courses in other departments approved for accounting credit.

Note: Students taking graduate level courses for undergraduate credit may not repeat these courses for graduate credit.

The emphasis can be on preparation for public accounting, private accounting or accounting for governmental and non-profit organizations.

## Accountancy/Business/Economics

### Bachelor of Science in Public Accounting

(48 hours of Accountancy and Business Administration courses, 13 hours of Public Accounting electives, and 15-16 hours of cognates)

To receive the Bachelor of Science in Public Accounting students must complete at least 150 undergraduate hours (instead of the 124 hours required for other degrees), including the following courses:

#### **Business Major Core (24 hours)**

#### **Business Major Cognates (15-16 hours)**

#### **B.S. in Public Accounting Core (24 hours)**

ACCT 301	Intermediate Accounting I (3)
ACCT 302	Intermediate Accounting II (3)
ACCT 311	Managerial Cost Accounting (3)
ACCT 313	Federal Income Tax Accounting (3)
ACCT 412	Auditing (3)
ACCT 414	Accounting Systems and Controls (3)
ACCT 416	Advanced Accounting (3)
BAD 346	Social and Political Issues in Business (3)

#### **B.S. in Public Accounting Electives (13 hours)**

13 semester hours of electives from accounting or business courses or from courses in other departments approved for accounting credit.

The emphasis can be on preparation for public accounting, private accounting or accounting for governmental and non-profit organizations.

Note: Students taking graduate level courses for undergraduate credit may not repeat these courses for graduate credit.

#### **CPA Examination and Licensure.**

Upon graduation, Adrian College accounting graduates with the Bachelor of Science in Public Accounting are eligible to take the Uniform Certified Public Accounting Examination in all jurisdictions throughout the United States, assuming residency and employment requirements are met. Graduates receiving either a B.S. or B.B.A. in Accounting are eligible to take the examination in Michigan, but B.B.A. students will need to obtain additional credit hours to reach the 150 hours required for licensure as a CPA in Michigan.

### Master of Science in Accounting

The Master of Science in Accounting (MSA) is a one year program for students holding acceptable undergraduate degrees in accounting from Adrian College or other accredited institution, and who plan to enter the accounting profession and become Certified Public Accountants, Certified Management Accountants and / or

attain other professional certifications in accounting, and / or pursue Doctorates in Accounting.

Admission to the MSA program is at the discretion of the Department of Accounting and Business Administration. All applications are individually considered. Applicants for this program must be of high academic standing. Minimum academic requirements are grade point averages of not less than 3.0 in undergraduate studies of accounting and not less than 3.0 overall. To be acceptable, undergraduate studies of accounting must show coursework equivalent to the Accounting Core courses required for the Adrian College BBA in Accounting, plus coursework equivalent to Accounting Systems and Controls (ACCT414) and Advanced Accounting (ACCT416) either as required or elective parts of applicants undergraduate programs. Acceptance to the MSA program may be contingent upon completion of needed courses, and enrollment in certain graduate courses may be permitted while these courses are being completed.

Note: Students who have taken Adrian College graduate level courses for undergraduate credit may not repeat these courses for graduate credit. This situation may render them ineligible for the MSA program, because sufficient courses to complete the degree may not be available.

#### **M.S. in Accountancy Core (30 hours selected from the following courses)**

ACCT 506	Advanced Business Law (3)
ACCT 510	Corporate Financial Reporting (3)
ACCT 511	Controllershship and Internal Auditing (3)
ACCT 512	Advanced Auditing and Professional Ethics (3)
ACCT 513	Advanced Taxation (3)
ACCT 514	Advanced Accounting System Controls(3)
ACCT 515	Financial Statement Analysis and Fraud Detection (3)
ACCT 516	Accounting Theory and Current Topics (3)
ACCT 518	Advanced Accounting for Government and Non-Profit Entities (3)
ACCT 520	Advanced Analytics (3)
ACCT 521	Leadership and Communications (3)

### Bachelor of Business Administration in Marketing

(48 hours of Accountancy and Business Administration courses and 17-18 hours of cognates)

#### **Business Major Core (24 hours)**

#### **Business Major Cognates (15-16 hours)**

#### **Marketing Electives (15 hours)**

15 hours from these courses:

BAD	331 Marketing Research (3)
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## Accountancy/Business/Economics

BAD	332 Consumer Behavior (3)
BAD	333 Advertising & Promotions Management (3)
BAD	334 Retailing (3)
BAD	335 Sales Management (3)
BAD	337 International Marketing (3)
BAD	338 Brand Management (3)
BAD	339 Social Media Marketing (3)
BAD	362 Sports Marketing (3)

### **Accountancy/Business Administration Electives (9 hours)**

9 semester hours of electives from accounting or business courses or from courses in other departments approved for accounting credit.

The marketing emphasis prepares students for careers in such areas as retailing, industrial marketing, distribution, advertising, sales, and research.

Bachelor of Business Administration in Management  
(48 hours of Accountancy and Business Administration courses and 15-16 hours of cognates)

**Business Major Core (24 hours - see above)**  
**Business Major Cognates (15-16 hours - see above)**

### **Management Core (3 hours)**

BAD 344 Human Resource Management (3)

### **Management Electives (12 hours)**

12 hours from these courses:

ACCT 311	Managerial Cost Accounting (3)
ECON 317	Collective Bargaining & Labor Prob. (3)
BAD 335	Sales Management (3)
BAD 342	Inform. Tech. & Project Management (3)
BAD 343	Production & Operations Management (3)
BAD 346	Social & Political Issues in Business (3)
BAD 347	Management of Multinational Firms (3)
BAD 348	Industrial/Organizational Psychology (3)
BAD 443	Supply Chain Management (3)

### **Accountancy/Business Administration Electives (9 hours)**

Nine semester hours of electives from accounting or business courses or from courses in other departments approved for accounting credit.

The management emphasis prepares students for careers in general management, financial management, human resource management, production management, small business management, international business or specialized business fields.

### Bachelor of Business Administration in Sports Management

(48 hours of Accountancy and Business Administration courses and 17-18 hours of cognates)

### **Business Major Core (24 Hours)**

### **Business Major Cognates (15-16 Hours)**

### **Sports Management Electives (15 Hours)**

BAD 261	Introduction to Sports Management (3)
BAD 362	Sports Marketing (3)
BAD 363	Legal and Ethical Issues in Sport (3)
BAD 364	Facility Planning and Management (3)
BAD 369	Professional Sports Management Internship (3)

### **Accountancy/Business Administration Electives (9 hours)**

9 hours of electives from ACCT or BAD courses or from courses in other departments approved for accounting credit.

### Master of Arts in Sport Administration and Leadership

The Master of Arts in Sport Administration and Leadership (SAL) is a two year, 36 credit hour program for students or professionals holding an acceptable undergraduate degree from Adrian College or other accredited institutions.

Admissions to the SAL program is at the discretion of the department. Applicants for this program must be of high academic standing. Entrance to the program requires a 3.0 grade point average, three letters of recommendation, and a statement of professional goals.

### **SAL Core:**

SAL 510	Sport Administration (3)
SAL 511	Sport Ethics (3)
SAL 512	Sport Sales (3)
SAL 520	Leadership in Sport (3)
SAL 521	Sport Law (3)
SAL 522	Sport Marketing (3)
SAL 532	Sport Event Planning and Management (3)
SAL 533	Sport and Gender (3)
SAL 536	Intercollegiate Athletics (3) <b>OR</b>
SAL 537	Youth Sports (3)
SAL 542	Sport Facility Management (3)
SAL 550	Topics in Sport Administration and Leadership (3)
SAL 569	Practicum (3) <b>OR</b>
SAL 572	Thesis Presentation

Accountancy/Business/Economics

Bachelor of Business Administration in Entrepreneurial Studies

(48 hours of Accountancy and Business Administration courses and 15-16 hours of cognates)

**Business Major Core (24 hours – see above)**  
**Business Major Cognates (15-16 hours – see above)**

**Entrepreneurial Studies Electives (12 Hours)**

BAD 250 Fundamentals of entrepreneurship (3)  
BAD 351 The Entrepreneurial Experience (3)  
BAD 346 Social and Political Issues in Business (3)  
BAD 413 Entrepreneurial Finance (3)

**Additional required Course (3 hours)**

BAD 455 Entrepreneurial Practicum (3)

**Accountancy/Business Administration Electives (9 Hours)**

9 Hours of electives from ACCT or BAD courses or from courses in other departments approved for accounting credit.

Bachelor of Business Administration in Fashion Merchandising

(48 hours of Accountancy and Business Administration courses and 15-16 hours of cognates)

**Business Major Core (24 hours – see above)**  
**Business Major Cognates (15-16 hours – see above)**

**BBA in Fashion Merchandising Core (15 hours)**

BAD 270 Introduction to Fashion Merchandising (3)  
BAD 334 Retailing (3)  
BAD 371 Textiles (3)  
BAD 372 Visual Merchandising (3)  
BAD 373 Product Development and Assortment Planning (3)

**Accountancy/Business Administration Electives (9 hours)**

Nine semester hours of electives from accounting or business courses or from courses in other departments approved for business or accounting credit.

Bachelor of Business Administration in Health Care Management

**Business Major Core (24 hours – see above)**  
**Business Major Cognates (15-16 hours – see above)**

**Required HCM Practicum (3 hours required):**

BAD 386 Practicum (Internship) (3)

**BBA In Health Care Management Electives (12 credit hours required from the following):**

BAD 281 Health Care in the U.S. (3)  
BAD 381 Financing Health Care (3)  
BAD 383 Health Care Outcomes & Quality (3)  
PHIL 344 BioMedical Ethics (3)  
BAD 384 Health Care Law, Regulation, and Policy Setting (3)  
BAD 385 Health and Society; Introduction to Public Health (3)  
BAD 486 HCM Practicum II (Experiential Learning) (3)

**Accountancy/Business Administration Electives (9 hours)**

9 semester hours of electives from accounting or business courses or from courses in other departments approved for B AD credit.

Bachelor of Business Administration in Event Planning and Facility Management

(48 hours of Accountancy/Business Administration courses and 15-16 credit hours of cognate courses)

**Business Major Core (24 hours - see above)**  
**Business Major Cognates (15-16 hours - see above)**

**Event Planning Electives (15 hours required from the following):**

BAD 290 Event Planning Principles (3)  
BAD 333 Advertising and Promotion Management (3)  
BAD 342 Information Technology and Project Management (3)  
BAD 364 Facility Planning and Management (3)  
BAD 390 Event Production/Operations Management (3)  
BAD 391 Event Risk Management (3)  
BAD 392 Convention and Trade Show Operations (3)

**Accountancy/Business Administration Electives (9 Hours)**

9 Hours of electives from ACCT or BAD courses or from courses in other departments approved for B AD credit.

Accountancy/Business/Economics

Bachelor of Business Administration in Finance

(48 hours of Accountancy and Business Administration courses and 15-16 hours of cognates)

**Business Major Core (24 hours - see above)**

**Business Major Cognates (15-16 hours - see above)**

**Finance Electives (15 hours from these courses)**

ECON 301 Economics of Money and Banking (3)  
ECON 302 Money and Capital Markets (3)  
BAD 311 Investments and Securities Analysis (3)  
BAD 314 International Financial Management (3)  
BAD 410 Advanced Managerial Finance (3)  
BAD 413 Entrepreneurial Finance (3)

**Accountancy/Business Administration Electives (9 hours)**

9 hours of electives from accounting or business courses or from courses in other departments approved for finance credit.

Bachelor of Arts in Business Administration

(33 hours of Accountancy and Business Administration courses and 15-16 hours of cognates)

**Business Major Core (24 hours - see above)**

**Business Major Cognates (15-16 hours - see above)**

**Accountancy/Business Electives (9 hours)**

9 hours of electives from ACCT or BAD courses

Bachelor of Arts in International Business

(27 hours of Accountancy and Business Administration courses and 36 hours of cognates)

**International Business Core (27 hours)**

ACCT 203 Principles of Accounting I (3)  
ACCT 204 Principles of Accounting II (3)  
ACCT 305 Business Law (3)  
BAD 230 Marketing (3)  
BAD 241 Management (3)  
BAD 310 Managerial Finance (3)  
BAD 337 International Marketing (3)  
BAD 347 Management of Multinational Firms (3)  
BAD 449 Business Policy (3)

**International Business Cognate Core (28 hours)**

CIS 140 Business Applications for Computers (3)  
ECON 201 Principles of Microeconomics (3)  
ECON 202 Principles of Macroeconomics (3)  
ESS 104 Regional Geography (3)  
MATH 104 Finite Mathematics (3)  
MATH 204 Statistics (3)

Choose one of the following language sets (8 hours)

MLCF 201 and 204 French III and IV  
MLCG 201 and 202 German III and IV  
MLCS 201 and 202 Spanish III and IV

**International Business Cognate Electives (8 hours)**

Two courses from two departments selected from the following: ECON 319; HIST 101, 102, 203, 213, 221, 239, 305, 320; PSCI 315, 328.

In addition to the minimum requirements specified, international business majors are encouraged to take additional courses in one functional area of business (marketing, management or accounting) and to spend a summer or semester abroad in a foreign business internship or foreign language study program.

The International Business Major prepares future business persons and entrepreneurs for careers in international trade and business. The interdisciplinary program provides business training along with an understanding and appreciation of the cultural and environmental variables within which international business operates.

Minor and Associate Program Requirements

The Associate of Arts degree in Business requires a minimum of 27 semester hours including ACCT 203, 204, BAD 230, 241, CIS 140 and 12 additional hours of electives in accounting or business.

Students minoring in business administration will complete ACCT 203 and 204, BAD 230 and 241 and 9 semester hours of electives in accounting or business courses.

In addition to the following, courses in other departments may be approved for credit toward the degree in business administration. These other courses include ECON 301, 310, 317, 318 and 321.

Courses and Descriptions

The semesters listed after course descriptions indicate when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs.

Accountancy (ACCT)

**203. Principles of Accounting I (3).**

An introduction to financial accounting. Coverage includes understanding the business, processing transactions through the accounting cycle, preparing financial statements, and measuring and evaluating financial performance. (Prerequisite: MATH 101 or Math Placement Examination). Fall/Spring.

**204. Principles of Accounting II (3).**

A continuation of the study of accounting principles. This course emphasizes the usage of managerial accounting concepts. Coverage includes job-order costing, activity-based costing, process costing, cost-volume-profit relationships, differential analysis, master budgeting, flexible budgets and variance analysis. (Prerequisite: ACCT 203). Fall/Spring.

**301. Intermediate Accounting I (3).**

A detailed study of financial accounting and statement presentation, including the application of accounting theory and use of authoritative resources. Topics include the accounting system, revenue recognition, and short term, long term and intangible assets. There will be a research component and an emphasis on professional responsibilities and ethical standards. (Prerequisite: ACCT 204). Fall.

**302. Intermediate Accounting II (3).**

A detailed study of financial accounting and statement presentation, including the application of accounting theory and use of authoritative resources. Topics include financial instruments, liabilities, shareholders equity and earnings per share. There will be a research component and an emphasis on professional responsibilities and ethical standards. (Prerequisite: ACCT 301). Spring.

**305. Business Law I (3).**

Review of legal procedure, the judicial system; crimes and torts; intellectual property; internet law; contracts; forms of agreement and performance; the discharge and enforceability of contractual arrangements; analysis of sales of goods under the UCC; employment law and discrimination. (Prerequisite: BAD 242 or permission of instructor). Fall/ Spring.

**311. Managerial Cost Accounting (3).**

A detailed study of managerial accounting building on the foundational concepts learned in ACCT 204. Includes cost concepts and behavior, job costing, process costing, activity-based costing, cost analysis and estimation, budgeting, and performance measurement. Coverage emphasizes using Excel-based decisions in managerial accounting. (Prerequisite: ACCT 204). Fall.

**313. Federal Income Tax Accounting-Individuals and Sole Proprietors (3).**

Study of tax theory and application of federal tax laws for individuals and sole proprietors. Topics include gross income and expenses, itemized deductions, tax credits, depreciation, and capital gains and losses. This course will require tax return preparation and a research component. (Prerequisite: ACCT 204). Fall.

**350. Topics in Accountancy (3).**

In-depth theoretical and practical coverage of accounting concepts in a specialized area, with emphasis on use of the conceptual knowledge in planning and problem solving. Topics may include but are not limited to: advanced cost accounting, current issues involving ethics, health care accounting and corporate controllership. May be repeated with a different topic. (Prerequisite: instructor's permission). Offered as needed.

**406. Advanced Business Law (3)**

Legal problems of business enterprises, including principals and agents, partnerships and corporations, and government regulation of business such as securities and antitrust; creditors' and debtors' rights including bankruptcy; Uniform Commercial Code. Other topics potentially include real and personal property laws, environmental law, consumer law, and trusts and estates. (Prerequisite: ACCT 305) Offered once per academic year.

**412. Auditing (3).**

A detailed study of the audit environment and the financial statement audit, including professional standards, engagement planning, risk assessment and internal control evaluation, audit procedures, completion of the audit, and reporting. Coverage also includes professional ethics and an overview of sampling techniques. (Prerequisite: ACCT 302). Spring.

**414. Accounting Systems and Controls (3).**

The study of essential elements and activities in an accounting information system, including how information flows through the various accounting cycles. The course will emphasize the appropriate internal controls and risk assessment to ensure quality of financial information and prevention of fraud and theft. (Prerequisite: ACCT 204). Fall.

**416. Advanced Accounting (3).**

The study, analysis and recording of high-level, complex accounting transactions and business events, and related financial reporting for consolidated corporate groups, other business-entity combinations, partnerships, foreign business activities, governmental, non-profits, estates and trusts in accordance with FASB, GASB, and IFRS. SEC regulations and reporting requirements are also surveyed. (Prerequisite: ACCT 302). Fall.

**417. Professional Examination Review (3).**

A structured and detailed review of accounting theory, professional standards, ethics, technical pronouncements, financial reporting, disclosure and other aspects of the

professional practice of accountancy, for students who are planning to take the CPA, CMA and/or other professional certification examinations. (Prerequisites: instructor's permission and completion of 21 semester hours in accounting). Offered as needed.

*Graduate Courses in Accounting*  
*(Must be Admitted to Graduate Program)*

**506. Advanced Business Law (3)**

Legal problems of business enterprises, including principals and agents, partnerships and corporations, and government regulation of business such as securities and antitrust; creditors' and debtors' rights including bankruptcy; Uniform Commercial Code. Other topics potentially include real and personal property laws, environmental law, consumer law, and trusts and estates. (Prerequisite – graduate student status or permission of Department) Offered once per academic year.

**510. Corporate Financial Reporting (3).**

An examination of theory and practices for income measurement, balance sheet reporting and disclosure. Using case study, writing to learn and other methods, contemporary financial reporting practices in corporate annual reports in accordance with GAAP, IFRS and SEC requirements are studied in detail. (Prerequisite – graduate student status or permission of Department) Offered once per academic year.

**511. Controllership and Internal Auditing (3).**

Course examines the responsibilities and functions of the controller in the daily operations of a corporate setting. Topics will include study and analysis of internal control procedures, budget preparation, management of financial resources and liabilities, and reporting requirements under the controllership responsibility. Offered once per academic year.

**512. Advanced Auditing and Professional Ethics (3).**

Course builds upon the fundamentals of the undergraduate auditing class, whereby students research case studies to analyze auditing procedures, financial statement assertions, and decision outcomes. Course focuses on the professional roles of auditors and the ethical implications of accountant and auditor decisions. Research and presentation are primary components of the course. Offered once per academic year.

**513. Advanced Taxation (3).**

This course studies, at an advanced level, taxation theories and their practical application to individual taxpayers and also to corporate, partnership and non-profit entities. This is accomplished through detailed problems involving researching applicable tax law, compliance

issues and tax planning opportunities and applying this research appropriately. (Prerequisite: Graduate student status or permission of Department) Offered once per academic year.

**514. Advanced Accounting Systems and Controls (3).**

A study of Accounting Information Systems as it relates to system planning, analysis and design, implementation, operation and control. The course will also include information system security, data management concepts and auditing information technology. (Prerequisite: Graduate student status or permission of Department) Offered once each academic year.

**515. Financial Statement Analysis and Fraud Detection (3).**

Course studies analytical and other procedures on a business entity level pursuant to attestation engagements and fraud detection. Case studies exemplifying sound financial reporting fraud and embezzlement are studied. The roles of management and the professional responsibilities of the public accountant will be reviewed. (Prerequisite: Graduate student status or permission of Department) Offered once per academic year.

**516. Accounting Theory and Current Topics (3).**

Study of the evolution of accounting theory from the mercantile method of accounting to the present day. If focuses primarily on US GAAP but also includes applicable IFRS, Emerging issues and their incorporation into the GAAP Codification and financial reporting are surveyed, with selected timely topics studied in detail. (Prerequisite: Graduate student status or permission of Department) Offered once per academic year.

**518. Accounting for Governmental and Non-Profit Organizations (3).**

Study of the specialized accounting and financial reporting activities for governmental and other non-profit organizations as required by GASB, FASB, and IFRS. Case studies, simulations and writing to learn are employed to facilitate understanding CAFR's and annual reports for governmental and other non-profits. (Prerequisite: Graduate student status or permission of Department) Offered once per academic year..

**520. Advanced Analytics (3).**

Course emphasizes how financial statements are analyzed and interpreted, and results communicated. Models used by business analysts to reformat accounting information from the business-entity to an investor basis are studied. Their uses in establishing asset and business valuations and in financial planning and forecasting are also

studied. (Prerequisite – Graduate student status or permission of Department.) Offered once per academic year.

**523. Leadership and Communication. (3).**

Introduces students to the concept of leadership, explores leadership theory, and provides opportunities to develop leadership skills, relates leadership to ethics and values, and assist students in applying good leadership practice into their current and future roles and responsibilities. Cross listed with SAL 521. Students who have taken SAL 523 may not take this course for credit. (Prerequisite – graduate student status or permission of Department) Offered once per academic year.

*Business Administration (BAD)*

Finance

**310. Managerial Finance (3).**

The interpretation and utilization of financial information as used by corporate managers in the decision-making process. Coverage includes financial statement analysis, capital structure of corporations, debt and equity instruments, current asset management, operation and capital budgeting, time-value applications and financial forecasting methods. (Prerequisite: ACCT 204). Fall, Spring.

**311. Investments and Security Analysis (3).**

Introduction to the major security exchange markets and related regulatory agencies, techniques for valuation of equity securities, bond investments and financial statement analysis. Personal financial planning through portfolio development and analysis and industry and market research. (Prerequisite: B AD 310). Offered as needed.

**314. International Financial Management (3).**

Corporations that operate in an international environment face significant financial challenges. This course studies how to manage these challenges. Topics include exchange rate risks, hedging, foreign operation cost of capital, sovereign risks, capital budgeting and international taxation. (Prerequisite: B AD 310). Fall.

**410. Advanced Managerial Finance (3).**

Advanced study of major decision-making areas of managerial finance, including selected topics in financial theory and its practical application. These include leasing, mergers and acquisitions, joint ventures, corporate reorganizations, financial planning, cost of capital, capital structure and business valuation issues. (Prerequisite: B AD 310). Spring.

Marketing

**230. Marketing (3).**

The nature and significance of marketing, its functions and institutions; the market for consumer goods; consumer motivation and behavior; policies and practices, research, development, physical distribution, price and non-price competition; and governmental relationships to marketing activities. Coverage includes the commodity, functional and institutional approaches to the study of marketing, supplemented by case studies and computer problems. Fall, Spring.

**270. Introduction to Fashion Merchandising (3).**

An introduction to the fashion industry including apparel, footwear, and accessories. This overview provides a framework for the functions of merchandising both domestically and globally, theories of fashion, historical perspectives, movement and influences, marketing and retail environments, industry technology, current events, environmental effects, specific terminology, and career exploration.

**331. Marketing Research (3).**

Development of the skills necessary to specify and use market and buyer information in defining marketing problems and making marketing decisions. Applied marketing research problems are investigated through readings, case subjects and computer analysis using the SPSS system and an original marketing research project is undertaken. (Prerequisites: BAD 230 and MATH 204 or 304). Spring.

**332. Consumer Behavior (3).**

Theory and research related to consumer behavior, including such topics as the role of personality, motivational, perceptual, learning and attitudinal variables; family and cultural influences; and various decision-making models. (Prerequisite: BAD 230). Fall.

**333. Advertising and Promotions Management (3).**

Provides an understanding and evaluation of the advertising function within the modern business environment. Topics relate to the promotional mix from a manager's point of view, including decisions about promotional campaign design, budgeting, message and media selection and measurement of effectiveness. Special emphasis on social and ethical aspects of the advertising program. (Prerequisites: BAD 230 and BAD 339). Spring.

**334. Retailing (3).**

A comprehensive upper-level management view of retail decision making. The emphasis is on strategic, business-level and functional processes in the re- tail chain

system, applying marketing, management, finance and accounting principles in the retail environment. A group case analysis is required. (Prerequisite: BAD 230). Fall.

**335. Sales Management (3).**

The role of sales management in achieving strategic and marketing objectives. The emphasis is on account management, policy, structure, forecasting, territory design, quota setting, recruitment and selection, training, motivation and compensation system design. (Prerequisite: BAD 230). Spring.

**337. International Marketing (3).**

Methods of establishing and servicing foreign markets amid the complexities of differing cultural, legal and business environments. The emphasis is on pricing, promotion and channels of distribution. Coverage includes discussion of exporting, importing and tariff barriers. (Prerequisite: BAD 230). Fall, alternate years.

**338. Brand Management (3).**

The brand management course focuses on initiating, building and maintaining brand identity for start-ups, small companies and large organizations. Integrated marketing techniques used to build brands as well as the evolving role of the brand manager are covered. A team-based practicum on building a brand is included. (Prerequisite: BAD 230). Fall, Spring.

**339. Social Media Marketing (3).**

This course will provide an in-depth look at social media from a marketing perspective through a focus on social networks, social media platforms, online and mobile platforms as marketing tools. The role and impact of these venues will be studied via experiential learning activities. (Prerequisite: BAD 230 or permission of the instructor). Spring.

Management

**241. Management (3).**

The varied roles and skills required of the modern manager are examined in a framework of competing values - control vs. flexibility, and internal vs. external focus. Planning, delegation, power, motivation, teamwork and creativity are examined. Using personal assessment devices, students gain insights to their levels of skill and competency. Fall, Spring.

**242. Business and Professional Communication (3).**

Principles and practices of business and professional communication, paying particular attention to clear and effective transmittal of information. The course addresses different aspects of writing and speaking in professional environments, with emphasis on research techniques, periodicals, letters and reports. Open to

second-semester freshmen. (Prerequisites: ENGL 101 and at least one BAD course). Fall, Spring.

**342. Information Technology and Project Management (3).**

Issues of the information-age organization including the role of information and technology in creating and maintaining competitive advantage and managing projects. Explores the roles of the internet in creating new business models, including e-commerce, business-to-business computing and enterprise systems. (Prerequisites: BAD 241, CIS 140). Fall.

**343. Production and Operations Management (3).**

Quantitative and qualitative dimensions of problem solving and decision making for production and operations managers. Coverage includes planning, organizing and controlling conversion systems in both manufacturing and non-manufacturing industries, and integration of production and operations management tools and techniques with other functional areas of management decision making. (Prerequisites: BAD 241, MATH 204 or 304, CIS 140). Fall.

**344. Human Resource Management (3).**

Qualitative and quantitative methods of improving productivity and the quality of work life. Topics include government regulations influencing the work environment; human resource planning; recruitment, selection and development of the work force; motivation of individuals and groups; performance appraisal methods; and the nature and development of compensation programs. (Prerequisite: BAD 241). Fall, Spring.

**346. Social and Political Issues in Business (3).**

Topics include the social, legal, moral and ethical pressures exerted on business enterprises by the external environment; the rules and ethical responsibilities of business persons; corporate governance; and the assessment of social and ethical performance. (Prerequisite: BAD 241). Spring.

**347. Management of Multinational Firms (3).**

The development and functioning of the multinational firm, emphasizing and explaining the differences from the purely domestic enterprise. Topics include global strategic planning; international production, supply, personnel and contract negotiation; firm-host government relations; international trade and foreign investment; and foreign investment in the U.S. (Prerequisite: BAD 241). Fall, alternate years.

**371. Textiles (3)**

This course is a thorough study of the textile industry and its application to the apparel industry. Fibers, yarns, fabrics, prints, dyes, finishes, care, and textile legislation are studied. An additional emphasis includes the effects of the industry on the natural environment, sustainability, and life-cycle management. (Prerequisite: BAD 270)

**372. Visual Merchandising (3).**

This interactive approach to visual merchandising includes the study of display, principles of design, and their application to various retail environments using both space planning and display technology. Group and individual student projects are emphasized as well as how visual merchandising plays a role in the larger context of marketing. (Prerequisite: BAD 230 and BAD 270)

**373. Product Development and Assortment Planning (3).**

In this course students conduct an in-depth study of merchandising and marketing including line and product development, levels of quality, and costing and sourcing of materials. Assortment planning, control and supply chain management are articulated through the use of industry technology. Industry terminology is further developed. (B AD230, B AD270).

**348. Industrial/Organizational Psychology (3).**

See PSYC 348 for course description.

**443. Supply Chain Management (3).**

Examines the activities necessary for effective supply chain management. Topics include design strategy, forecasting, sourcing strategy, logistics, global issues, performance measurement and Enterprise Resource Planning. (Prerequisite: BAD 342 or 343). Spring.

**449. Capstone: Business Policy (3).**

The general management function and related strategic processes from the viewpoint of the chief executive officer. Cases, readings, lectures and simulation exercises help develop analytic skills and the ability to integrate important variables. (Prerequisite: completion of other business core requirements). Fall, Spring.

Event Planning and Facility Management

**290. Event Planning Principles (3).**

Overview of the event industry. The techniques and procedures necessary to execute variety of events including corporate, social, sport, cultural, entertainment, fundraising, and publicity applications. Introduction to the topics of program design and planning, site selection,

timeliness, logistical preparation, contracts, budgeting, staffing, and risk.

**390. Event Production/Operations Management (3).**

Each event creates unique production issues. Emphasis is placed on the decision-making necessary to produce successful and sustainable events. Concept development, proposals and agreements, budgeting, generating revenues and other objectives, coordination between multiple stakeholders and service providers, monitoring and post-event evaluation. (Prerequisite: B AD 290).

**391. Event Risk Management (3).**

Risk is inherent anytime people gather for an event. Risk factors are analyzed and strategies developed from both a proactive and post-crisis perspective to create and maintain a secure environment for all event stakeholders. An understanding of how each event venue requires its own risk management parameters are explored. (Prerequisite: B AD 290).

**392. Convention and Trade Show Operations (3).**

The study of the convention and trade show segment of event industry operations offers a unique marketing tool for organizations. Topics include facility selection, exhibit management, booth design, working with convention/trade show services personnel, budgeting and evaluation. (Prerequisite: B AD 290).

Health Care Management

**281. Health Care in the U.S. (3).**

This course introduces current methods of delivering health care. Topics include 1) medical service types and factors affecting need, access, and use, 2) financing health care, 3) factors affecting supply and distribution of health professionals/facilities 4) factors relating to cost and quality, and 5) patients as consumers of health care.

**381. Financing Health Care (3).**

This course examines the current systems of financing health care, the factors affecting them, and how they drive transformational change. It explores and analyzes pay-for-performance models, financial risk and sustainability, and governmental and private party payer management in a hyper-competitive health care environment. (Prerequisite: B AD 281).

**383. Health Care Outcomes & Quality (3).**

Course will address the manager's role and approaches to quality improvement in both patient care and management of services in healthcare organizations. Topics include: fundamentals of quality management, system thinking and decision making, improvement

theories, provider safety, data collection, statistical tools, medical errors and reporting, public perceptions, and organizational accountability. (Prerequisite: B AD 281).

**384. Health Care Law, Regulation, and Policy Setting (3).**

Introduces legal context of U.S. health care delivery, presenting legal/regulatory framework, models of governance, and licensing/regulation for providers. The conflict between provider duty and patient rights, and new legal issues presented by expanded sharing/analysis of patient data and risk-based reimbursement models are explored. (Prerequisite: B AD 281).

**385. Health and Society, Introduction To Public Health (3).**

Course introduces a population-based perspective on health and health care management. Students will consider costs and economic and social determinants of health as they affect health promotion and patient behavior, access to/use of delivery systems, insured vs. uncompensated care, food safety & nutrition, and care for the aged. (Prerequisite: B AD 281).

**386. Practicum I (Internship) (3).**

This course provides field experience in Health Care Management – aiming to help students develop job-related skills and bring them into contact with professionals in the area. It will be conducted with authorized organizations. The work will be defined by the organization and approved by HCM faculty and others, as appropriate. (Prerequisite: B AD 281).

**486. Practicum II (3).**

This is an experiential learning course built around problem solving projects for health care organizations. Each project is focused on developing an understanding of the current situation, identifying issues/opportunities, conducting research, analyzing findings, and developing alternative courses of action. Students will work in teams instructed and coached by HCM faculty. (Prerequisites: B AD 281 and approval of HCM faculty).

Sports Management

**261. Introduction to Sports Management (3).**

Introduction to academic and professional field of sports management. Develops a framework for understanding the business of sport including an in-depth analysis of the sport and sport-related industries; emphasis given to applying the rational decision making model in the manager's planning, organizing, leading, controlling decisions. Includes exploration of career opportunities. (Co-requisite: BAD 241).

**362. Sports Marketing (3).**

Application of marketing principles to sports, sports events, and sports products. Use of marketing strategies and techniques including public relations, sales, promotions and advertising for sports. Emphasis includes; sports as a marketing tool for other products, marketing of sports products; and emerging considerations in the sports marketing field. (Prerequisite: BAD 230).

**363. Legal & Ethical Issues in Sport (3).**

Survey of the legal and ethical issues in the sports industry. Topics may include negligence; liability; violence/crowd control; product liability; risk management; contracts; labor agreements; antitrust; gender equity. Explores and analyzes specific legal and ethical dilemmas. (Prerequisite: junior standing or permission of instructor). Fall.

**364. Facility Planning and Management (3).**

Explores the competencies necessary to manage and operate sport and other public event facilities. Topics include facility design, scheduling, security and supervision, housekeeping and maintenance, concessions and merchandise, risk management and insurance. Includes conceptual and technical aspects related to developing and operating sport-related events. (Prerequisite: BAD 241).

**369. Professional Sports Management Internship (3).**

Professional internship in sports management field involving direct experience in the management of; a sport facility, sports team, sports information for team/franchise, or marketing activities for team/franchise, or front-office experience. Internship experiences that include a significant coaching component do not qualify for credit in this degree program. (Prerequisite: junior or senior standing).

Entrepreneurial Studies

**250. Fundamentals of Entrepreneurship (3).**

Examines the role and develops the basic skill set of the entrepreneur in both start-up companies and more mature organizations. Topics covered include writing a prospectus/initial business plan, securing funding, developing new products/services, global sourcing and protecting intellectual property. Fall, Spring.

**351. The Entrepreneurial Experience (3).**

An experiential based course providing opportunities to apply and refine the fundamental skills of entrepreneurship. Cases, interaction with professional, experiential challenges and a major entrepreneurial project are the primary pedagogical approaches used in

this applied course. (Prerequisite: B AD 250). Fall, Spring.

**413. Entrepreneurial Finance (3).**

This course studies how entrepreneurs obtain and use financial resources. It focuses upon the integration of financial matters into the overall business plan for the venture; identification of required resources to launch a venture; detailed financial analysis supporting the business plan; business valuation issues; investor and financial institution relations. (Prerequisites: BAD 250, BAD 310).

**455. Entrepreneurial Practicum (3).**

This one semester supervised practicum in an approved entrepreneurial setting will connect and apply knowledge and techniques from multiple business, accounting and other courses to an entrepreneurial venture. The venue through which any practicum is offered may vary. (Prerequisites: BAD 351 and permission of instructor).

*Special and Advanced Courses*

**199. Exploratory Internship (1-3).**

**255. Field/Travel Experience (3).**

Includes a four- to five- day stay in a major metropolitan city in the U.S. or Canada. Students visit a variety of institutions such as security/commodity markets, international financial centers, advertising agencies, government centers and cultural exhibits, with free time also in which to experience the diverse flavors of a major city. Individual academic assignments relate the field/travel experience to the student's specific major. (Prerequisite: junior standing). Occasional May or Summer terms.

**299. Experimental Course (1-3).**

**350. Topics in Business Administration (3).**

In-depth theoretical and practical coverage of concepts in a specialized area of business administration, using the conceptual knowledge for planning and problem solving. Topics may include but are not limited to new product development, managing information, ethical considerations in decision making and cross-cultural business negotiations. May be repeated with a different topic. (Prerequisite: instructor permission). Offered as needed.

**399. Professional Internship (1-12).**

**451. Independent Study (1-3).**

(Prerequisite: departmental permission).

**499. Advanced Experimental Course (1-3).**

**Graduate Courses in Sports Administration and Leadership (SAL)**  
**(Must be Admitted to Graduate Program)**

**510. Sport Administration (3).**

This course is an overview of the nature and scope of the sport industry. This course is also designed to expand the student's understanding of various leadership and management theories, research, and their application to sport organization and administration.

**511. Sport Ethics (3).**

This course investigates moral and ethical issues in sport and judgments. This course will examine the concept of right and wrong behavior among athletes, coaches, spectators, as well as other ethical issues in sport such as cheating, sportsmanship, PED use and violence.

**512. Sport Sales (3).**

The purpose of this course is to promote critical examination of theory and practical application with regard to sales and promotion in sport. With the development of an understanding of foundational concepts, students will be challenged to examine theory and practice a variety of sales strategies and promotional tools.

**521. Sport Law (3).**

This course will examine legal issues including negligence, constitutional law, product liability, administrative law, and contract law as it applies to the sport industry.

**522. Sport Marketing (3).**

This course is designed to introduce students to all aspects of planning, organizing, marketing, evaluating and conducting special and sport events. Specifically, this course will examine the difference of marketing organizations such as the NBA versus individual athletes or events.

**523. Leadership and Communication (3).**

Introduces students to the concept of leadership, explores leadership theory and provides opportunities to develop leadership skills, relates leadership to ethics and values, and assists students in applying good leadership practice into their current and future roles and responsibilities. (Cross listed with ACCT 523. Students who have taken ACCT 523 may not take this course for credit.) (Prerequisites: Graduate student status or permission of Department) Offered once per academic year.

**532. Sport Event Planning and Management (3).**

This course is designed to introduce students to principles and practices of planning, funding, operating, and

evaluating events within the sport industry. This course includes actual hands on involvement with event planning and management.

**533. Sport and Gender (3).**

An effort to understand the role of women in sport, this course is designed to study concepts about cultural, social-psychological and physiological considerations associated with gender and transgender participation in sport and physical activity.

**536. Intercollegiate Sport (3).**

The intercollegiate athletics course will examine the development of athletics within American institutions of higher learning with an emphasis on prevailing issues affecting college athletics, including recruiting, realignment, pay for athletes, and reform.

**537. Youth Sport (3).**

This course will examine the development of youth athletics, little league to high school, within American institutions with an emphasis on the prevailing issues that underlie the developments and the major problems affecting youth athletics, including specialization and participation fees.

**542. Sport Facility Management (3).**

The course will examine different types of sporting facilities. The course will delineate the factors involved in the planning, design and management of each facility. At the conclusion of the course, the student will be able to identify the strengths and weaknesses of planning and operating a sport facility.

**550. Topics in Sport Administration and Leadership (3).**

This course will discuss the current trends and issues of importance to the practitioner in sport administration and leadership in professional sports, intercollegiate sports, and youth sports. The course may be repeated for credit with a different topic.

**569. Practicum (3).**

The student will do a supervised practical work experience in a sport organization that will be closely supervised by a faculty member. The practicum can be taken any time upon completion of the first year courses or with instructor permission.

**572. Thesis Preparation (3).**

The student will implement thesis research proposal, and prepare and complete literature review and research design with appropriate methods so that the student will be in a position to successfully complete and defend the thesis in the following semester.

**579. Thesis (3).**

The student will do a supervised thesis demonstrating quality research, analysis and writing ability. The thesis is to be completed during their second year, demonstrating skill to merit an M.A. in Sport Administration and Leadership.

**Economics**

*Mission Statement*

The study of economics provides a basis for diverse applications. For those seeking placement directly upon graduation, career opportunities exist in business and government involving management, administration, research, development and forecasting. Economics provides excellent preparation for graduate study in economics itself, or in business, law, public administration and other areas.

Minor (only) Program Requirements

To minor in economics, students must complete 21 credit hours including 9 credit hours of the ECON core (ECON 201, ECON 202, ECON 303) and 12 hours of ECON electives. A minor in Economics complements a major in many academic disciplines.

Economics

**201. Principles of Microeconomics (3). (SOCIAL SCIENCE).**

Introductory microeconomic theory emphasizes central goal of microeconomics: efficient decision making choices involving scarcity. The topics of markets, demand-supply relationships, role of government, choices made by consumers and firms, market structure, and factor markets are included. The lives and works of important economists are also studied. (Open to freshmen; may be taken before or after ECON 202). Fall, Spring.

**202. Principles of Macroeconomics (3). (SOCIAL SCIENCE).**

Introductory macroeconomic theory emphasizes stability of an economic system. The topics include national income determination, consumption, investment, savings, business cycles, prices and money, banking system, monetary and fiscal policy, international trade and growth. The lives and works of important economists are also studied. (Open to freshmen; may be taken before or after ECON 201). Fall, Spring.

**223. Economics of Developing Countries (3). (SOCIAL SCIENCE, NON-WESTERN).**

Economic conditions of developing countries and causes of their slow growth, including a survey of the theories

of economic development. The topics of the relationship of developing countries with developed countries, and with various international agencies such as the United Nations and the World Bank are included. (Open to freshmen). Fall, Spring.

**301. Economics of Money and Banking (3).**

Definition and role of money in the economy: classical, Keynesian and modern views will be covered. Brief discussion of how banking system creates money. Role and management of money in an international context. (Prerequisite: ECON 202).

**302. Money and Capital Markets (3).**

Money and capital markets are the mechanisms for converting people's savings into investments. The course provides a comprehensive view of how such markets function. It analyzes all major types of financial institutions and financial instruments. The course also focuses on how public policy issues and the economic environment interact with money and capital markets. (Prerequisite: ECON 202).

**303. Quantitative Methods in Economics (3).**

The course focuses on the basic mathematical and statistical concepts used in economic analysis, including various ways economic information can be graphed to show issues such as income and wealth distribution. The graphical analysis discussed in the two Principles courses will be covered in greater depth with added variables. (Prerequisites: ECON 201, ECON 202).

**305. Political Economy (3).**

Analysis of government from an economic perspective through the lens of public choice theory, with emphasis on rent-seeking behavior, market distorting effects of government regulation and inefficiencies in collective decision-making. Students who have taken PSCI 305 may not take this course for credit. (Prerequisite: one prior PSCI or ECON course). Offered as needed

**310. Public Finance (3).**

Topics include principles of fiscal development, countercyclical effectiveness of fiscal measures, budgeting, revenue generation and public expenditures, debt structure and management, and the incidence and effects of taxation. A fully developed flow chart model is used to trace the relationship between public finance and macroeconomic ideas. (Prerequisites: ECON 201, ECON 202). Spring of odd years.

**311. Topics in Economics (1-4).**

Special topics including but not limited to the economics of social welfare, contemporary economic issues and the economics of ethnic groups. Offered occasionally.

**315. Globalization (3).**

The structure and effects of global economic, political, and cultural integration, and the mechanisms of international governance. Students who have taken PSCI 315 may not take this course for credit. (Prerequisite: one prior PSCI or ECON course). Offered as needed.

**317. Collective Bargaining and Labor Problems (3).**

Economic factors involved in labor analysis and an examination of the topics of labor unrest, labor and management organizations and recent developments in labor relations. The course begins with a history of the labor movement and concludes with a consideration of modern labor legislation. (Prerequisites: ECON 201 and 202). Fall of odd years.

**319. International Economics (3).**

Topics include the balance of payments, comparative costs, general equilibrium theory, price elasticity, income absorption combined approaches to currency revaluation and devaluation problems, foreign exchange problems, and international trade and finance policy considerations. A fully developed flow chart model is used to trace the relationship between international trade and macroeconomic ideas. (Prerequisites: ECON 201, ECON 202). Spring of even years.

**320. Intermediate Macroeconomics (3).**

Aggregate economic theory of consumption, investment, savings, money, interest, price level and economic growth, and fluctuations of national income and employment. The course thoroughly investigates Keynesian and Classical economic ideas related to macroeconomic stability of a country. A fully developed flow chart model is used to develop major macroeconomic ideas. (Prerequisites: ECON 202). Fall even years.

**321. Intermediate Microeconomics (3).**

The focus of the course is efficient resource allocation using advanced analytical economic tools. Topics include price and market analysis, allocation of resources, theory of consumer preferences, general equilibrium and welfare economics, and distribution of income. (Prerequisites: ECON 201, 202) Fall of odd years.

**322. Econometrics (3).**

The construction of economic models using mathematical techniques for the purpose of testing economic theory

Accountancy/Business/Economics

empirically and forecasting economic events.  
(Prerequisites: ECON 320, 321, MATH 204).

**401. Capstone: Senior Research (2).**

Independent study on an economic topic approved by the department, requiring preparation of a well-researched paper, under the supervision of an economics department faculty member. For economics majors only. (Prerequisites: Completion of core courses, senior status). Fall, Spring.

*Special and Advanced Courses*

**199. Exploratory Internship (1-3).**

**299. Experimental Course (1-3).**

**399. Professional Internship (1-12).**

**451. Independent Study (1-3).**

Intensive study on an economic topic approved by the department, requiring preparation of a well-researched paper, under the supervision of an economics department faculty member. In addition, a number of current economics concepts will also be covered to prepare the economics student for professional work. For economics minors only. Offered as needed.

**499. Advanced Experimental Course (1-3).**

## Art and Design

### *Mission Statement*

The Department of Art and Design welcomes students into a close-knit, supportive community where creative and intellectual growth flourishes in the visual arts. At our core is an experienced group of accomplished artists dedicated to guiding students through the challenges of developing their own creative voices. Our faculty takes an individualized approach to teach students the skills necessary to become perceptive, analytical, and adaptive artists.

Our program includes Graphic Design, 2-Dimensional Design, 3-Dimensional Design, Drawing, Painting, Ceramics, Photography, Web Design, Video, Sculpture, Printmaking, and Art History. It also includes Art Education and Pre-Art Therapy. In the course of their study students develop an interdisciplinary view of making art. They are encouraged to experiment, practice, and learn through their own experience. This process helps to foster a sense of understanding and appreciation for all creative disciplines.

Students cultivate, through their passion for art, innovative approaches to problem solving. Their dynamic studio environment helps foster an understanding of their relationship to the world while guiding them toward being compassionate, responsible people. Our goal is to prepare artists for a global community where they can envision and bring about new opportunities to practice creativity and life-long learning.

### *Studio Art*

The studio program offers a foundation in artistic production and visual thinking. Studio majors are offered a wide range of experience in various media, introduced to the history of art and contemporary theory, and challenged to develop individual expressive languages.

There are three degree options in studio art. The Bachelor of Fine Arts degree is for students who wish to pursue careers in specialized art fields or graduate study (Master of Fine Arts) which would qualify them to teach at the college level. The Bachelor of Arts option provides a general level of experience and appreciation in art while allowing students to major or minor in another field of study. The Bachelor of Fine Arts with Teacher Certification is for students planning on art education careers.

Students majoring in Studio Art have pursued careers as game designers, graphic designers, web designers, art therapists, art directors, professional artists, arts administrators, educators, craft artists, product designers, multi-media artists, museum and gallery curators, art writers, video editors, video producers, professional photographers, make-up artists, illustrators, photo editors, art historians, animators, freelance artists, and many other

fields that demand a high degree of critical thinking, problem solving, software skills, and creative ability.

### *Course Fees*

A modest course fee will be charged to some Art courses in order to supplement the cost of supplies.

### Major Program Requirements

#### **Art and Design Core (13 hours)**

- ART 100 Three-Dimensional Design (3)
- ART 101 Two-Dimensional Design (3)
- ART 102 Digital Foundations (3)
- ART 103 Drawing from Life (3)
- ART 290 Art and Design Career Seminar (1)

#### **Art and Design Electives (15 Hours)**

Three studio courses at the 200 level.

Two studio courses at the 300 level.

#### **Senior Sequence and Capstone (10 hours)**

- ART 390 Senior Art and Design Studio I (3)
- ART 391 Senior Art and Design Studio II (3)
- ART 401 Senior Career Preparation I (2)
- ART 402 Senior Exhibition II (2)

### Bachelor of Arts in Studio Art

(38 hours of Art and Design and 9 hours of cognates)

#### **Art and Design Core (13 hours)**

#### **Art and Design Electives (18 Hours)**

#### **Art and Design Senior Sequence and Capstone (10 hours)**

#### **Art History Cognates - BA**

Nine hours of AHIS courses.

- AHIS 200 Global Art History
  - AHIS 201 Western Art History I or 202 Western Art History II
- Plus one additional AHIS (3)

### Bachelor of Fine Arts in Studio Art

(52-54 hours in Art and Design and 12 hours of cognates)

#### **Art and Design Core (13 hours)**

#### **Art and Design Electives (15 hours)**

#### **Art and Design Senior Sequence and Capstone (10 hours)**

#### **Art and Design BFA Electives**

- ART 250 Drawing and Illustration (3) or ART 303 Figure Studies (3)
- Additional 1 studio elective at 200 level (3)  
Additional 2 studio electives at 300 level (6)  
399 Professional Internship 2-4 credits (2-4)

## Art and Design

### **Art History BFA Cognates (12 hours of AHIS courses)**

AHIS 200	Global Art History
AHIS 201	Western Art History I or 202 Western Art History II (3)
AHIS 337	Contemporary Art History (3)
Plus one additional AHIS (3)	

All students majoring in studio art must participate in assessment critiques their junior year, first semester of the senior year, and during the senior exhibition in the spring semester. Senior exhibition is required. (ART 100, 101, 102 and 103 must be completed before the junior critique.) Students pursuing the BFA must be accepted into the program via the junior critique and must receive approval of the studio faculty by the end of their junior year.

### Bachelor of Fine Arts with Teacher Certification in Studio Art.

See the Teacher Education section of the catalog.

### Pre-Art Therapy

See Pre-Professional Programs in the Academics section of the catalog.

### Minor and Associate Program Requirements

Students wishing to receive an Associate of Arts degree in Art or Minor in Art must complete a total of 22 semester hours, including ART 100, 101, 102, and 103; ART 290; nine hours of art electives; and one AHIS cognate (3 hours).

### Courses and Descriptions

The semesters listed after course descriptions indicate when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs.

#### Studio

### **100. Three-Dimensional Design (3) (ARTS).**

Studio. The principles of organization in a variety of three-dimensional media, with emphasis on problem solving and the fundamentals of design. Fall, Spring.

### **101. Two-Dimensional Design (3) (ARTS).**

Studio. Design elements, principles, processes and media in two dimensions, in a variety of visual concepts in both black and white and color. Fall, Spring.

### **102. Digital Foundations (3) (ARTS).**

Studio. An introduction to the computer and industry standard software including Adobe Creative Suite. Students create a variety of digital images while applying creative solutions to design problems. Students will explore challenges and advantages of making art with a computer. Emphasis placed on developing creative thought processes and personal expression. Fall, Spring.

### **103. Drawing from Life (3) (ARTS).**

Studio. Emphasizes developing drawing, design and technical skills in a variety of black and white media by working from real objects and models in the studio. Fall, Spring.

### **106. Introduction to Ceramics (3) (ARTS).**

Studio. Basic ceramic methods for the non-art major, including construction techniques and wheel throwing. Consideration will be given to three-dimensional design elements and ideas. Fall, Spring.

### **201. Painting Foundations (3). (ARTS)**

Studio. Practice painting as a creative process employing drawing, design, color, and image. Emphasizes foundations, acrylic technique, structured experimentation, and organizing two-dimensional surface for successful composition and expression. Introduces historical and contemporary painting and its conceptual foundations as these relate to students' work. (Prerequisite: ART 101, ART 103 or instructor permission). Fall.

### **202. Painting Traditions (3) (ARTS)**

Studio. Gain experience with oil paint; compare strengths of oils and acrylics to choose best for each student. Practice alla prima painting and painting from life in addition to abstraction and contemporary approaches. Research historical and contemporary painting as these relate to students' work. (Prerequisite: ART 101, ART 103 or instructor permission). Spring.

### **203. Non-Acid Intaglio (3). (ARTS)**

Studio. Non-acid intaglio techniques on Plexiglas and metal etching plates, manipulation of point and crible` textures and vocabulary of nontraditional techniques. Creation of images using collage-based collagraph plates. (Prerequisite: one from ART 101, ART 102, ART 103, or instructor permission).

### **204. Relief Printmaking (3). (ARTS)**

Studio. Work in basic woodcut and linoleum printing techniques. (Prerequisite: one from ART 101, ART 102, ART 103, or instructor permission).

**205. Ceramics Hand Building (3). (ARTS)**

Studio. Introduction to ceramics hand building techniques. Skills explored will include basic hand constructed sculptures and vessels, experimentation with decorating and various firing techniques. (Prerequisite: ART 100 or instructor permission). Fall.

**206. Ceramics-Wheel Throwing (3) (ARTS)**

Studio. Introduction to the potter's wheel as a creative tool. Skills explored will include basic wheel thrown forms, experimentation with decorating and various firing techniques. (Prerequisite: ART 100 or instructor permission). Spring.

**208. Metals (3) (ARTS).**

Studio. The execution of objects in sterling silver and other metals, involving forming, cutting, soldering, stone setting, polishing and other processes. Emphasis is on application of design to the fabrication of jewelry and other decorative objects. (Open to freshmen).

**209. Weaving and Fiber Construction (3) (ARTS).**

Studio. The basic techniques of four-harness loom weaving and various methods of designing and constructing forms with fibers, including tapestry. Alternates with ART 210. (Open to freshmen). Fall.

**210. Textile Design (3) (ARTS).**

Studio. The decoration of fabric surfaces by means of dye and pigment, with special emphasis on design in the shibori, batik and screen-printing methods. Alternates with ART 209. (Open to freshmen). Fall.

**215. Beginning Photography (3) (ARTS).**

Studio. Beginning level of Digital Photography. Learn camera operation, digital image editing and techniques to improve skills as a photographer. While refining technical skill, there is also emphasis on developing aesthetic sensitivity and appreciation of the medium as a potent vehicle for communication. (Prerequisite: ART 102 or ART 101 or instructor permission). Fall, Spring.

**219. Typography (3) (ARTS)**

Studio. An introduction to lettering skills and the history and foundation of letterforms. Students explore the fundamentals of typography through typographic history, tools, terminology and techniques. Students learn to recognize and analyze basic letterforms while exploring the uses of contemporary typesetting tools. (Prerequisites: ART 102 or instructor permission). Fall.

**220. Sculpture I (3). (ARTS)**

Studio. A continuation of the media presented in ART 100 with a focus on sculpture. New techniques and media presented may include, woodcarving, earthwork, glass

casting, welding, life casting, assemblage, or paper sculpture. The class will culminate in a significant independent project. (Prerequisite: ART 100 or instructor permission).

**228. Introduction to Graphic Design (3). (ARTS)**

Studio. An introduction to the fundamentals and history of graphic design. Students generate concepts and effective communication within the context of graphic design using industry standard software. Topics include page layout, creation of logos, use of text and graphics, printing and postproduction, basic digital processes. (Prerequisite: ART 102 or instructor permission). Spring.

**250. Drawing and Illustration (3). (ARTS)**

Studio. Continued exploration of perceptual and expressive drawing, utilizing a variety of technical means and media, including color drawing and illustration projects. (Prerequisite: ART 103 or instructor permission).

**290. Sophomore Art and Design Career Seminar (1).**

This class will involve field trips or speakers, research and self-evaluation. With a variety of artists, discuss the issues of being an art and design professional. Documentation of artwork, portfolio/ resume preparation, gallery and exhibition experiences appropriate to the students' possible career directions will be identified and initiated. Fall. (Instructor permission)

**301. Advanced Painting (3).**

Studio. Continuing study of oil and/or acrylic painting, with increasing focus on the development of the student's unique personal aesthetic. Attention paid to conceptual foundations of a student's work. Customized research assignments. (Prerequisites: ART 201 or ART 202 or ART 250 or instructor permission).

**303. Figure Studies (3).**

Studio. Students draw and model in clay from figure and costume models. Course includes color drawing and a self-directed unit in student's focus medium (drawing, painting, sculpture, more). (Prerequisite: ART 102 or ART 250, in addition ART 205 Ceramics-Hand Building is preferred).

**305. Advanced Ceramics - Vessels (3).**

Studio. An advanced studio course including techniques for creating ceramics vessels. Scale, multiples, basic clay and glaze formulation, and more in depth understanding of technique, practice critique, and the field at large will be gained. (Prerequisite ART 205 or ART 206 or instructor permission).

**306. Advanced Ceramics – Sculpture (3).**

Studio. An advanced course outlining techniques for creating more involved and intricate sculpturally based ceramic works. Scale, multiples, basic clay and glaze formulation, and more in depth understanding of technique, practice critique, and the field at large will be gained. (Prerequisite ART 205 or ART 206 or instructor permission).

**315. Intermediate Photography (3).**

Studio. This course begins by exploring the craftsmanship of black and white, film based darkroom photography. Students will use multiple camera formats, including further digital camera work, to experience a variety of creative tools. In addition, this course continues to study the aesthetics of the photographic image. (Prerequisites: ART 215 or instructor permission).

**319. Creating a Website (3).**

Studio. Students will learn industry-standard software, such as Adobe Dreamweaver, to create and launch multifaceted, functional websites. This course includes building web galleries, user interactivity, video, and navigation systems.

**320. Sculpture II (3).**

Studio. Students develop a personal direction selected from experience with previous media and techniques and based on personal imagery and theoretical research. A series of works demonstrating a unique personal vision will be student produced. (Prerequisite: Art 220). Fall.

**325. Foundations of Art Therapy (2).**

Introduces foundational theories and traditional approaches of art therapy practice, emphasizing the psychodynamic roots of the field. Overview of history of the profession and examines contributions of key pioneers. Clinical applications are explored through case studies and studio experience. (Prerequisite: PSYC 100; PSYC 205 recommended).

**326. Approaches in Art Therapy (2).**

Explores alternative theories and techniques in the field of art therapy. Topics also include group and family art therapy practice. Applications are explored through case studies and studio experience. (Prerequisite: PSYC 100; ART 325 and PSYC 205 recommended).

**327. Community Art Therapy Practicum (1-2).**

Students experience & direct art activities for client organization, supervised by art therapist. Therapist assigns readings, research, activity preparation; prepares students for work with clients; teaches leading sessions/interacting effectively; assists students in

putting their observations/experiences into art therapeutic context. Can repeat. (Prerequisite or co-requisite ART 325 or ART 326, or instructor permission).

**328. Graphic Design-Print Media (3).**

Studio. This course is a continuation and further exploration of Graphic Design focusing in print design and production processes. Students will expand their skills in design through creatively solving real-world design problems. Attention and focus is given to problem solving and conceptual thinking. (Prerequisites: ART 219 and ART 228 or instructor permission).

**338. Graphic Design – Digital Media (3)**

Studio. This course is a continuation and further exploration of Graphic Design focusing in interactive and motion design. Students will expand their skills in design through creatively solving real-world design problems. Attention and focus is given to problem solving and conceptual thinking. (Prerequisites: ART 219 and ART 228 or instructor permission).

**355. Advanced Art of Light & Lens Based Media (3)**

Studio. In this course students learn advanced techniques for using digital photography and digital video tools as a means for persona expression. Emphasis on producing artworks using creative narrative techniques. Critical thinking, storytelling, artistic voice, and the interplay between artist and viewer will be explored. (Prerequisite: ART 215 or instructor permission).

**329. Video Art (3).**

Studio. In this course students will learn the tools of digital video production as a medium for creative expression. Students will learn pre-production planning, video techniques, lighting, sound, and postproduction editing with Final Cut Pro. There is also an emphasis on creative collaboration and the challenges of working in groups. (Prerequisite: ART 215 or instructor permission).

**390. Senior Art and Design Studio I (3)**

This multidisciplinary studio course is designed for advanced study in the student's medium or media of focus. Advanced art theory and practices will be explored as students work towards an independently designed body of work for their senior exhibition. Fall. (Instructor Permission, co-requisite ART 401).

**401. Senior Career Preparation (2).**

Majors graduating in the Spring, or December of the next year, write press releases and design publicity materials. They write resumes, artist statements, artist talks, letters of application, and pursue other professional practices.

## Art and Design

(Prerequisite: instructor's permission, co-requisite ART 390). Fall.

### Visual Arts Education

#### **105. Art for Elementary Teachers (3).**

The development of familiarity with various materials and techniques for use in the elementary classroom, working in paper-maché, mosaic, crayon, chalk, paint, basic printing processes and clay. (Open only to students pursuing the planned minor in elementary education or the early childhood minor). Fall, May term.

#### **200. Classroom Experience (1-2).**

Classroom experience observing and assisting an art teacher. Students must enroll concurrently in TED 204 Educational Psychology. Students are required to maintain journals of their experience. (Co-requisite: TED 204). Fall, Spring.

#### **330. Clinical Experience (1).**

Art classroom experiences parallel to the course TED 330 Teaching-Learning Processes (secondary). Must be taken concurrently with TED 330. (Co-requisite: TED 330). Fall.

#### **360. Methods for Elementary Art Teachers (3).**

Teaching art at the elementary and middle school levels, including advocacy, art education theory and interdisciplinary education models. Teaching and organizational challenges of art education and the problems of creating an age sensitive curriculum. (Co-requisite: Art 361. Prerequisites: acceptance in teacher education program, junior standing). Spring.

#### **361. Elementary Art Practicum (1).**

Field experience teaching art to elementary students. (Co-requisite: Art 360. With respect to teacher certification requirements, this can substitute for one hour of T ED 300). Spring.

#### **391. Senior Art and Design Studio II (3)**

This multidisciplinary studio course is designed for advanced study in the student's medium or media of

focus. Advanced art theory and practices will be applied as student create an independently designed body of work for their senior exhibition. Spring. (Instructor Permission, co-requisite ART 402).

#### **460. Methods for Secondary Art Educators (3).**

Art education theory, resources and classroom management related to secondary teaching. Development of lesson plans into whole units of study culminating in the creation of an entire curriculum and a written personal philosophy about the teaching of art. Additional field experience required. (Prerequisite: 360. Co-requisite: Art 461). Fall.

#### **461. Secondary Art Practicum (1).**

Field experience teaching art to secondary students. (Co-requisite: 460. With respect to teacher certification requirements, this can substitute for one hour of T ED 300). Fall.

#### **489. Senior Research in Art Education (2).**

Classroom discussions about the practices of teaching art. Research and reflective writings will prepare the pre-associate teacher by focusing on teaching diverse learners in diverse contexts, issues of curriculum and pedagogy, and school culture and art teaching (Co-requisites: ART 360, ART 460, or TED 400). Spring.

### Special and Advanced Courses

#### **199. Exploratory Internship (1-3).**

#### **299. Experimental Course (1-3).**

#### **399. Professional Internship (1-12).**

#### **451. Independent Study (1-3).**

Intended for Art and Design majors with a special need to study content beyond that offered in the normal course sequence. (Prerequisite: department permission).

#### **499. Advanced Experimental Course (1-3).**

## Art History

### *Mission Statement*

The Art History program combines study of visual art with study of world culture, providing students with a breadth of knowledge in world art history and depth of knowledge in contemporary art practice, philosophy, and theory. Essential to the liberal arts tradition, art history courses explore the development of cultures, evolution of ideas, and the diversity of people through examination of art and visual culture. Through rigorous courses that emphasize reading and writing, students develop visual literacy and critical thinking, learn to analyze material evidence and pose critical questions, and explore ways art historical information is produced. The program embodies the Ribbons of Excellence, including Caring for Humanity and the World, Learning throughout a Lifetime, Crossing Boundaries and Disciplines, Thinking Critically, and Developing Creativity.

### Art History Minor and Associate Program Requirements:

To minor in Art History, students must complete 23-24 hours including the Art History Core.

### **Art History Core (11-12 hours)**

AHIS 200	Global Art History (3)
AHIS 201	Western Art History I: Prehistory through Medieval (3)
AHIS 202	Western Art History II: Renaissance through Contemporary (3)
AHIS 401	Professional Studies in Art History (2-3)

### **Art History Electives (12 hours)**

AHIS 232	Representations of Gender in Art (3)
AHIS 301	Topics in Art History (3)
AHIS 303	Fortification to Reformation: The History of York, England to the 15 <sup>th</sup> Century (6)
AHIS 333	Gay and Lesbian Art History (3)
AHIS 334	Photography and Identity (3)
AHIS 335	Architectural Studies (3)
AHIS 336	History of Modern Art (3)
AHIS 337	Contemporary Art History (3)
AHIS 339	Art History: Reacting to the Past (3)

## Art History

### **200. Global Art History (3). (HUMANITIES, NON-WESTERN).**

Course that surveys art and architecture of Africa, Asia, Southeast Asia, pre-Columbian Americas, and the Middle East. Fall.

### **201. Western Art History I: Prehistory through Medieval (3). (HUMANITIES).**

First of two courses surveying 40,000 years of Western art history, including Prehistoric, ancient Greece and Rome, ancient Jewish and Christian, Byzantine, and Medieval art. (Prerequisite: CORE 101). Every other Spring.

### **202. Western Art History II: Renaissance through Contemporary (3). (HUMANITIES).**

Second of two courses surveying 40,000 years of Western art history, including Renaissance, Baroque, Rococo, Neoclassicism, Romanticism, 19<sup>th</sup> and 20<sup>th</sup> Century Modern, and Contemporary art. (Prerequisite: CORE 101). Every other Spring.

### **232. Representations of Gender in Art (3). (HUMANITIES).**

An introduction to gender theories in art. Examines connections between art, visual culture, gender, and sexual identities. Every other Fall.

### **301. Topics in Art History (3).**

In-depth study of topics in various fields and periods of art history. Topics may include contemporary theory, visual culture studies, Native American Art, and Arts of the United States. Course can be repeated with different topics. Offered as needed.

### **303. Fortification to Reformation: The History of York, England to the 15<sup>th</sup> Century (6).**

A five-week interdisciplinary course centered on York Minster. Readings/lectures cover Roman York, York and Northumbria, Anglo-Saxon York, Viking/Anglo-Scandinavian York, Norman York, Late Medieval York, Reformation York, and beyond. Includes response papers, a 10-page research project, a service learning experience with a reflection journal, and excursions to significant sites. May not be repeated for credit. (Prerequisite: Study Abroad Application Process). May/Summer.

### **333. Gay and Lesbian Art History (3). (HUMANITIES).**

Course examines important artists, traditions, and events in Gay and Lesbian Art History in the United States and Europe. Key concepts and theories include censorship, subjectivity, art activism, queer theory, and the visual

## Art History

rhetoric strategies used by gay and lesbian artists. Every other Spring.

### **334. Photography and Identity (3). (HUMANITIES).**

This course explores the rhetorical functions of photography in the construction of social identities in the works of photography and popular visual media. Feminist, queer, race, semiotic, and rhetoric theories will serve as critical frames for examining the development and changes within these media. Every other Spring.

### **335. Architectural Studies (3). (HUMANITIES).**

This course examines aesthetic theories and canon of Western architecture through a close reading of primary source literature, analysis of contemporary scholarship, and engagement in a service learning project. Every other Fall.

### **336. History of Modern Art (3). (HUMANITIES).**

Course explores art in Europe and the United States from the early 19th to the first quarter of the 20th century, including major ideas such as avant-garde, autonomy, commodity, and "Modernism". (Prerequisites: one prior art history course). Fall.

### **337. Contemporary Art History (3). (HUMANITIES).**

Movements and artists significant in the 20th and 21st centuries in the visual arts are studied. Careful attention given to key philosophical, theoretical, social and historical influences, especially to ideas such as "Postmodernism," identity, and the body. (Prerequisites: one prior art history course). Spring.

### **339. Art History: Reacting to the Past (3). (HUMANITIES).**

Students will play one art history Reacting to the Past game and write research papers on topics informed by the game experience. Every other Fall.

### **401. Professional Studies in Art History (2-3).**

In-depth study in topics in art history, with focus in research, museum work, curriculum development, or conference presentation. Participants write, develop, and present formal work in a public venue, including research papers, art history lesson plans, museum displays, or art historical literature for a service learning project. (Prerequisite: two prior art history courses). Offered as needed.

### **402. Senior Exhibition (2)**

Majors graduating in the Spring, or December of the next year, prepare exhibitions, install them in the Gallery, write press releases, design announcements. They write resumes, artist statements, artist talks, letters of application, and other professional practices. (Prerequisite: instructor's permission; co-requisite ART 391). Spring.

#### Special and Advanced Courses

### **199. Exploratory Internship (1-3).**

### **299. Experimental Course (1-3).**

### **399. Professional Internship (1-12).**

### **451. Independent Study (1-3).**

Intended for Art and Design majors with a special need to study content beyond that offered in the normal course sequence. (Prerequisite: department permission).

### **499. Advanced Experimental Course (1-3).**

## **Arts Management**

### ***Mission Statement***

The Arts Management program is designed to develop not only creative abilities and awareness in the fine arts areas but also business management skills to allow students to pursue careers in performance and institution management. Some of these careers may include operating art galleries and museums, managing groups and concert halls, and managing theatrical companies. This program leads to the Bachelor of Arts degree. All students in the program complete a core of courses that offers a broad overview of the various business functional areas, public relations, two-dimensional design, and an internship in fine arts management. Additionally, students will emphasize one area of the fine arts from art, music, or theatre; or the student may choose to emphasize two of the fine arts areas. Students should know that if they decide to emphasize two of the fine arts areas, careful planning of course schedules is necessary in order to meet graduation requirements in a timely fashion.

Candidates for the Bachelor of Arts degree will complete 30 hours of core courses and an additional 33-35 hours of art, music, or theatre courses if one fine arts area emphasis is chosen. If the student chooses to emphasize two fine arts areas, in addition to the 30 hours of core courses, the student will take 39-43 hours depending on the combination of fine arts areas chosen.

### **Bachelor of Arts in Arts Management**

(30 hours of core requirements and completion of major or minor area(s) of emphasis)

#### **Arts Management Core (24 hours)**

ACCT 203	Principles of Accounting I (3)
ACCT 305	Business Law (3)
ART 101	Two-Dimensional Design (3)
BAD 230	Marketing (3)
BAD 241	Management (3)
BAD 242	Business and Professional Comm. (3)
COMM 205	Public Relations I (3)
JRNL 238	Introduction to Journalism I (3)

#### **Professional Internship (6hours)**

Students must complete at least six hours of a department approved Professional Internship (399).

#### **Area(s) of Emphasis**

In addition, students are required to complete a major area of emphasis or two minor areas of emphasis, one of which must be Music or Theatre.

Requirements for major areas of emphasis are:

- A. Art (35 hours)

#### **Art and Design Core (10 hours)**

#### **Art and Design Emphasis Electives (15 hours)**

Choose one of the following: (3hours)

ART 205	Ceramics (3)
ART 209	Weaving & Fiber Construction (3)
ART 220	Sculpture I (3)

Choose two additional first level courses from the following: (6 hours)

ART 201	Painting (3)
ART 203	Non-Acid Intaglio Techniques (3)
ART 205	Ceramics (3)
ART 208	Metals (3)
ART 209	Weaving & Fiber Construction (3)
ART 215	Basic Photography (3)
ART 218	Digital Imaging (3)
ART 220	Sculpture I (3)

Choose one level II course from the following: (3 hours)

ART 301	Painting II (3)
ART 204	Relief Printing (3)
ART 305	Ceramics II (3)
ART 210	Textile Design (3)
ART 315	Intermediate Photography (3)
ART 319	Creating a Website (3)
ART 328	Graphic Design II & Web Design (3)

Three hours of advanced studio: (3 hours)

ART 351	Advanced Studio (1-15)
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## Arts Management

### **Studio or Senior Exhibition (2 hours)**

Need two additional hours of Advanced Studio (ART 351), either in studio or senior exhibition preparation. Participation in senior exhibition is required.

### **Art History Cognates (8 hours)**

Eight hours of Art history electives (AHIS).

## B. Music (33 hours)

### **Arts Management Music Emphasis Core (15 hours)**

MUS 101	Theory I (3)
MUS 102	Theory II (3)
MUS 103	Aural Skills I (2)
MUS 104	Aural Skills II (2)
MUS 341	Special Topics in Music (3)
6 hours of music history from:	
MUS 316	Music History Before 1750 (3)
MUS 318	Music History from 1750 to 1880 (3)
MUS 319	Music History After 1880 (3)

### **Applied Music (4 hours)**

4 semesters of applied music (MUS 220-249)

### **Ensemble (8 hours)**

8 semesters of ensemble or 6 semesters of ensemble and 2 hours of music activities.

### **Music Electives (6 hours)**

6 hours of electives in music

## C. Theatre (33 hours)

### **Arts Management Theatre Emphasis Core (24 hours)**

THRE 100	Theatre Workshop I (1, 1)
THRE 108	Acting I: Introduction to Acting (3)
THRE 207	Stagecraft (3)
THRE 300	Theatre Workshop II (1)
THRE 304	Play Directing (3)
THRE 312	Production Design: Scenery & Lighting (3)

or THRE 313 Production Design: Costume & Makeup (3)

THRE 315 Theatre History I (3)

THRE 316 Theatre History II (3)

THRE 419 Senior Research in Theatre (2)

THRE 421 Capstone: Senior Presentation in Theatre (1)

### **Theatre Electives (9 hours)**

9 additional hours of THRE courses.

Requirements for minor areas of emphasis are:

#### A. Art (23 hours)

ART 100 Three-Dimensional Design (3)

ART 103 Drawing from Life (3)

AHIS 209 World Art History I (4)

AHIS 210 World Art History II (4)

9 hours of electives in ART

#### B. Art History (20 hours)

20 hours of AHIS.

#### C. Music (20 hours)

MUS 101 Theory I (3)

MUS 102 Theory II (3)

MUS 103 Aural Skills I (2)

MUS 104 Aural Skills II (2)

MUS 107 Introduction to Music (3)

MUS 341 Special Topics in Music (3)

4 semesters of applied music (MUS 220-249)

4 semesters of ensemble or 2 semesters of ensemble and

2 hours of music activities.

#### D. Theatre (21 hours)

THRE 100 Theatre Workshop I (1, 1)

THRE 108 Acting I: Introduction to Acting (3)

THRE 207 Stagecraft (3)

THRE 300 Theatre Workshop II (1)

THRE 304 Play Directing (3)

9 additional hours of THRE courses.

## Biology

### *Mission Statement*

The Biology department seeks to develop students' ability to function as independent scholars. A combination of required and elective work allows students to develop an appreciation of nature and an understanding of the biological knowledge that will have a role in their lives when they graduate from Adrian College. We seek to foster the ability to critically assess information and communicate clearly in writing and verbally. When they graduate, our students should have confidence in their ability to teach themselves and to apply their knowledge and experiences in new situations.

The biology department is noted for its environmental and evolutionary programs, cellular and molecular biology studies, pre-health science preparation and taxonomic research. Facilities include a 48-acre natural science study area with forest and aquatic habitats; two 10-acre wildlife preserves; a biochemical genetics laboratory for DNA, protein and evolutionary research; an animal behavior and communication center utilizing radio telemetry, sonographic and video procedures; a tissue culture facility permitting the *in vitro* cultivation of animal and plant cells and related research; and reference collections of taxonomically important species. The department has prepared students for careers with the Department of Natural Resources, National Park Service, U.S. Interior Department, the U.S. Department of Agriculture and many academic, industrial and research institutions. Many other biology alumni are dentists, medical technologists, nurses, optometrists, physicians, podiatrists and teachers in elementary and secondary schools, colleges and universities.

Students majoring in biology earn a Bachelor of Arts degree. The department also offers the Associate of Arts degree and a minor in biology. Students are encouraged to acquire strong backgrounds in the supporting sciences, particularly chemistry, mathematics and physics. Those interested in careers requiring further education in professional or graduate schools may obtain specific program information from the Career Planning Office and the Institute for Health Studies.

### *Lab Fees*

A modest lab fee will be charged to lab courses in order to supplement the cost of laboratory supplies.

### Major Program Requirements

#### Bachelor of Arts in Biology

(31 hours of Biology and 12 hours of cognates)

#### **Biology Core (21 hours)**

BIOL 103	Plant Biology (4)
BIOL 104	Animal Biology (4)
BIOL 217	Principles of Ecology (3)
BIOL 221	Principles of Genetics (3)
BIOL 301	Junior Seminar (1)
BIOL 326	Microbiology (4)
BIOL 401	Capstone: Senior Seminar (2)

#### **Biology Electives (10 hours)**

#### **Biology Cognates (12 hours)**

CHEM 105	General Chemistry (3)
or CHEM 115	Principles of Chemistry (3)
CHEM 117	Introductory Chemistry Laboratory (1)
CHEM 246	Intermediate Inorganic Chemistry (3)
CHEM 248	Intermediate Inorganic Laboratory (1)
MATH 115	Pre-Calculus Mathematics (4)

Students are strongly urged to include a systematics course (BIOL 130, 212, 262, 364, or 366) within their program. A maximum of three credits of BIOL 451 and four credits of BIOL 199 or 399 may be counted toward the required 31 credits of biology. Students are required to take a biological knowledge assessment test during their final year, usually when taking their capstone course. Students are encouraged to take additional course work in chemistry

#### Bachelor of Arts with Teacher Certification in Biology

See the Teacher Certification section of the catalog.

#### Minor and Associate Program Requirements

Those who desire to earn the Associate of Arts degree in biology must complete a minimum of 16 semester hours in the department (including BIOL 103 and 104), 8 hours of chemistry and mathematics at or above the 101 level.

Students minoring in biology must complete at least 20 semester hours of biology, including BIOL 103 or 104; 221 or 326; and 301.

Students minoring in biology for Teacher Education Certification should see the Teacher Certification section of the catalog.

#### Departmental Honors

Students who wish to be considered for departmental honors should submit a letter indicating this to the biology department chairperson before beginning their senior year. To graduate with departmental honors in biology, a student must earn a 3.00 grade point average in science;

## Biology

complete two credits of Biology 450 or 451 associated with an approved research project; and prepare a paper for presentation to the biology faculty and majors or a professional group (a paper worthy of submission to a refereed journal will be viewed as meeting this requirement). Having met these criteria, the student qualifies for consideration for honors. Final selection is based on departmental evaluation.

### Courses and Descriptions

The semesters listed after course descriptions indicate when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs.

#### **101. Biology and Society (4) (NATURAL SCIENCE).**

A general biology course for non-science majors. Selected topics ranging from the level of the cell to the biosphere are covered. Does not count towards Biology elective credit for Biology majors or minors. Three hours of lecture and two hours of laboratory per week. Fall.

#### **103. Plant Biology (4) (NATURAL SCIENCE).**

The study of the morphology, anatomy, development, metabolism, physiology, classification, genetics, and evolution of plants, bacteria and fungi. Three hours of lecture and two hours of laboratory per week. Fall.

#### **104. Animal Biology (4).**

Primary emphasis is on the structure, development and physiology of animals. Their genetics and ecology are also examined. Three hours of lecture, two hours of laboratory per week. (Prerequisite: BIOL 101 or 103). Spring.

#### **130. Local Flora (3).**

A field course dealing with collection, identification and classification of wild flowers and trees of Michigan and other designated areas. Offered as needed.

#### **209. Human Nutrition (3).**

The fundamentals of nutrition and their applications in meeting nutritional needs during the life span. Emphasis is on the functions of essential food elements, health and the adequacy of dietary patterns. Does not count toward Biology elective credit for Biology majors or minors. (Prerequisite: BIOL 101, 103, or 104). Spring.

#### **212. Vertebrate Zoology (4).**

A survey of the major classes of vertebrates, including anatomy, behavior, ecology, distribution and taxonomy. Three hours of lecture, three hours of laboratory per week. (Prerequisite: BIOL 101 or 104). Fall.

#### **217. Principles of Ecology (3).**

The structure and function of living systems, including patterns of relationship between organisms and their environment. The study begins with populations and builds to the level of ecosystems and the biosphere. Three hours of lecture per week. See Biology 218 for a related laboratory experience. (Prerequisites: MATH 101 and 100 level BIOL or ESS). Fall.

#### **218. Ecology Laboratory (1).**

Laboratory and field exercises designed to illustrate principles discussed in BIOL 217. (Co-requisite: BIOL 217). Fall.

#### **220. Winter Ecology (4).**

An examination of the biological responses of organisms to the environmental conditions associated with winter. Additional emphasis on field studies of over-wintering organisms and the identification of the organisms in their winter condition. Two Saturday or Sunday field trips included. Three lectures, one 3-hour laboratory per week. (Prerequisites: BIOL 104 or 217. ENGL 101 when offered as a writing intensive course). Offered as needed.

#### **221. Principles of Genetics (3).**

Mechanisms and laws of inheritance, the nature of the genetic material, and the structure and function of genes and the regulation of their activity. Three hours of lecture. See BIOL 223 for a related laboratory experience. (Prerequisites: BIOL 104; CHEM 101; MATH 101). Fall.

#### **223. Genetics Laboratory (1).**

Laboratory exercises and experiments designed to illustrate principles discussed in BIOL 221. (Co-requisite: BIOL 221). Fall.

#### **237. Hematology and Serology (3).**

Methods used in the study of blood, including blood cell count, hematocrit value, blood cell morphology, hematologic changes in diseases and immunohematology. Designed for medical technology and other paramedical or premedical students. Two hours of lecture, two hours of laboratory per week. (Prerequisites: BIOL 104). Offered as needed.

#### **262. Invertebrate Zoology (4).**

The biology of invertebrates (excluding insects but including parasitic invertebrates) with reference to anatomy, ecology, taxonomy and physiology. Three hours of lecture, three hours of laboratory per week. (Prerequisite: BIOL 101 or 104). Fall.

## Biology

### **301. Junior Seminar (1).**

Required for all junior Biology majors. A course exploring critical issues in biology through selected readings, discussion and presentations (oral and written). (Prerequisites: Junior standing, BIOL 103 or 104, BIOL 221 or 326, and four additional hours of BIOL credits). Fall, Spring.

### **309. Topics in Biology (1-4).**

Investigations of advanced or specialized topics of current interest. Topics and coverage varies with semester and instructor. May be repeated. (Prerequisites vary with coverage). Offered as needed.

### **310. Neurobiology (4).**

An overview of neuroscience. Lectures and labs cover the key principles, methods, and concepts of the nervous system. Topics include: structural organization and functioning of the nervous system; disorders of the brain; and neural development. (Prerequisites: BIOL 103, 104, CHEM 224). Spring.

### **324. Conservation Biology (3).**

An examination of the genetic and ecological concepts important in developing plans for preserving species and habitats. Techniques designed to gather the required information will be examined. Case studies of work on selected species will be discussed. Three hours of lecture per week. (Prerequisite: BIOL 217 or 221; ENGL 101 when offered as a writing intensive course). Fall.

### **326. Microbiology (4).**

An introduction to microorganisms including bacteria, fungi and viruses. Cell structure, metabolism and genetics will be covered with an emphasis on current techniques used in medical and environmental studies. Laboratory work emphasizes microscopical, biochemical and molecular genetic identification of bacteria. Three hours of lecture, three hours of laboratory per week. (Prerequisite: BIOL 103 and 104). (Co-Requirement CHEM 246). Spring.

### **333. Biochemistry (3).**

The chemistry and biological significance of proteins, enzymes, lipids, nucleic acids, and porphyrins, including the generation of phosphate bond energy via metabolism and its use in biosynthesis. (Prerequisites: CHEM224 and instructors permission or CHEM225). Offered as needed.

### **334. Biochemistry Laboratory (1).**

Lab techniques for the study macromolecules. (Co-requisite: BIOL333). Offered as needed.

### **341. Cell and Tissue Culture (3).**

The theory and techniques of culturing in vitro cells, tissues and organs of plants and animals. Two hours of lecture, four hours of laboratory per week. (Prerequisite: BIOL 326). Offered as needed.

### **343. Molecular Cell Biology (3).**

The structure and functioning of eukaryotic cells, with emphasis on the control of gene expression. Molecular aspects of the control of development are also discussed. (Prerequisites: BIOL 221, CHEM224). Fall.

### **345. Methods in Molecular Biology (3).**

The basic techniques utilized in molecular biology are discussed. Students learn the techniques through a series of laboratory exercises with progressively more demanding protocols. One hour lecture and five hours of laboratory per week. (Prerequisites: BIOL 221 or 343 and permission of instructor). Spring.

### **352. Plant Ecology (4).**

The interaction of plants and their biotic and abiotic environment. Study of multiple levels of organization from individual-level traits to population dynamics, from communities of coexisting species to ecosystem function. A combination of 3 hours lecture, 3 combines hours of field and laboratory experience each week. (Prerequisite: BIOL103, BIOL217). Spring of even years.

### **355. Evolutionary Biology (3).**

The study of evolutionary processes and mechanisms, with consideration of deep evolutionary time, the fossil record, micro-evolutionary forces, including genetic drift, gene flow, mutation, and selection, as well as mechanisms of speciation and species concepts. (Prerequisite: BIOL 103 or 104, Sophomore standing, ENGL101 or CORE 101).

### **364. Entomology (4).**

The biology of insects with reference to anatomy, ecology, taxonomy and physiology, focusing on local species and medically important ones. Three hours of lecture, three hours of laboratory per week. (Prerequisite: BIOL 101 or 104). Offered as needed.

### **365. General Physiology (4).**

The structural and functional correlates of organismal biology; topics include membrane specializations, intermediary metabolism and homeostatic control mechanisms. Primary emphasis is on animals, usually vertebrates. (Prerequisites: BIOL 104, MATH 115, CHEM 224). Fall.

**366. Biology of Parasites (4).**

The biology of common parasites of humans and animals. Emphasis is on the study of evolutionary strategies of parasites and their vectors, the identification and life histories of common parasites and the methods used to analyze outbreaks and patterns of disease incidence. Three hours of lecture and three hours of laboratory per week. (Prerequisite: BIOL 101 or 104). Spring.

**369. Developmental Biology (3).**

Modern principles of gene regulation and biochemical control of plant and animal developmental processes, from embryo through senescence. Includes environmental signals, teratogens and cancer. Three hours of lecture, three hours of laboratory per week. (Prerequisites: BIOL 221, CHEM 224). Offered as needed.

**370. Immunology (3).**

Principles of immunology, including the structure of antigens and the regulation of cell-mediated and humeral immunity. Non-specific immunity and body defenses are also discussed. Recent papers on related topics are discussed. (Prerequisite: BIOL 221 or 326; Co-requisite: BIOL 333, or 341, CHEM 224 or CHEM 341). Spring.

**375. Animal Behavior and Communication (4).**

The behavior and communication of a variety of animals, particularly vertebrates, examined at the physiological, ecological and evolutionary levels. Both indoor and field laboratory experiences incorporate behavioral and communication instrumentation and computer-aided statistical analysis of results. (Prerequisite: 200 or higher level PSYC or BIOL). Spring.

**378. Ichthyology (4).**

The principles of classification, distribution, behavior and adaptation of fishes, within an ecological and evolutionary context. Includes laboratory and field identification, with emphasis on Michigan fauna. Three hours of lecture, three hours of laboratory per week. (Prerequisite: BIOL 212). May, Spring, or Summer.

**379. Herpetology (4).**

The principles of classification, distribution, behavior and adaptation of amphibians and reptiles, within an ecological and evolutionary context. Includes laboratory and field identification, with emphasis on Michigan fauna. Three hours of lecture, three hours of laboratory per week. (Prerequisite: BIOL 212). May or Summer.

**380. Ornithology (4).**

The principles of classification, distribution, behavior and adaptation of birds, within an ecological and

evolutionary context. Includes laboratory and field identification, with emphasis on Michigan fauna. Three hours of lecture, three hours of laboratory per week. (Prerequisite: BIOL 212). Spring, May or Summer.

**381. Mammalogy (4).**

The principles of classification, distribution, behavior and adaptation of mammals, within an ecological and evolutionary context. Includes laboratory and field identification, with emphasis on Michigan fauna. Three hours of lecture, three hours of laboratory per week. (Prerequisite: BIOL 212). Spring, May or Summer.

**401. Capstone: Senior Seminar (2).**

Student-led discussions of recent advances in biological research. One or two hours per week. (Prerequisites: BIOL 103, BIOL 104, and two of BIOL 217, 221, or 326; and departmental permission). Fall, Spring.

**455. Human Anatomy (3).**

Dissection and the anatomical exploration of the human body using cadavers. Two hours of lecture and two hours of laboratory per week. (Prerequisites: BIOL 104, Junior or Senior standing in Biology and/or permission of instructor). Spring.

*Special and Advanced Courses*

**199. Exploratory Internship (1-3).**

**299. Experimental Course (1-4).**

**399. Professional Internship (1-12).**

Previously approved internships include hospital observational experience and work at Kalamazoo Nature Center and Hidden Lake Gardens.

**450. Biological Research (1-2).**

Original research in biology requiring acceptance of a thesis proposal by the biology faculty prior to registration. Proposal must include literature survey, budget and time scale for completion of each segment. May be repeated. (Prerequisite: Permission of instructor). Fall, spring.

**451. Independent Study (1-3).**

Independent study in biology that is supervised by a biology faculty member. May be repeated. (Prerequisite: permission of instructor).

**499. Advanced Experimental Course (1-4).**

## Chemistry and Biochemistry

### *Mission Statement*

The study of Chemistry or Biochemistry firmly embraces all aspects of the Ribbons of Excellence. By researching and understanding the causes and effects of global problems (environmental issues, medicine, energy, and health related concerns) we develop methods for Caring for Humanity and the World. The Chemistry and Biochemistry coursework is designed to develop Critical Thinking Skills through rigorous coursework and laboratory exercises (both conceptual and computational). The integration of Chemistry and Biochemistry courses into multiple majors (CHEM, BIOL, GEOL, and PHYS) and the offering of contextually oriented non-majors courses, allows for the Crossing Boundaries and Disciplines. With the understanding that the fundamental basis of the study of science are that it evolves, gets updated and changes, Chemists must embrace Learning for a Lifetime. Through a research-based orientation of coursework and requirements, our students understand that they are moving into a field that requires the constant solution to new problems and therefore requires Developing Creativity.

The chemistry department offers programs leading to either a Bachelor of Arts in Chemistry, a Bachelor of Science in Chemistry, or a Bachelor of Science in Biochemistry degree. In addition the department offers a minor in chemistry which can be tailored to enhance other majors throughout the curriculum. Chemistry and Biochemistry majors traditionally have many career fields open to them including chemical or biochemical research, industrial chemistry, science writing, science policy making, biotechnology and medical fields. Students intending to enter graduate school are encouraged to earn the Bachelor of Science degree.

A student majoring in chemistry who plans to enter medical or dental school should contact the pre-health science advisor.

### **Lab Fees**

A modest lab fee will be charged to lab courses in order to supplement the cost of laboratory supplies.

### Major Program Requirements

A grade of C- or better is required in all prerequisite chemistry courses.

### Bachelor of Arts in Chemistry

(32 hours of Chemistry and 20 hours of cognates)

#### **Chemistry B.A. Core (32 hours)**

CHEM 105	General Chemistry (3)
or CHEM 115	Principles of Chemistry (3)
CHEM 117	Introductory Chemistry Laboratory (1)
CHEM 210	Computers and Data Processing in Chemistry (2)
CHEM 224	Organic Chemistry I (3)
CHEM 225	Organic Chemistry II (3)
CHEM 226	Organic Chemistry Laboratory I (1)
CHEM 227	Organic Chemistry Laboratory II (1)
CHEM 246	Intermediate Inorganic Chemistry (3)
CHEM 248	Intermediate Inorganic Chemistry Laboratory (1)
CHEM 303	Analytical Chemistry (3)
CHEM 304	Analytical Laboratory (2)
CHEM 321	Thermodynamics (3)
CHEM 322	Quantum Mechanics (3)
CHEM 325	Physical Chemistry Laboratory (1)
CHEM 401	Senior Seminar (1)
CHEM 470	Capstone: Interdisciplinary Chemistry (1)

#### **Chemistry B.A. Cognates (20 hours)**

MATH 115	Pre-Calculus Mathematics (4)
MATH 135	Calculus I (4)
MATH 205	Calculus II (4)
PHYS 101*	Introductory Physics I (3)
PHYS 102*	Introductory Physics II (3)
PHYS 103*	Introductory Physics Laboratory I (1)
PHYS 104*	Introductory Physics Laboratory II (1)

\* 8 hours of higher-level physics may be substituted for the Introductory Physics requirement

## Chemistry and Biochemistry

### Bachelor of Science in Chemistry

(39-41 hours of Chemistry and 23-24 hours of cognates)

#### **Chemistry B.S. Core (39-41 hours)**

CHEM 105	General Chemistry (3)
or CHEM 115	Principles of Chemistry (3)
CHEM 117	Introductory Chemistry Laboratory (1)
CHEM 210	Computers and Data Processing in Chemistry (2)
CHEM 224	Organic Chemistry I (3)
CHEM 225	Organic Chemistry II (3)
CHEM 226	Organic Chemistry Laboratory I (1)
CHEM 227	Organic Chemistry Laboratory II (1)
CHEM 246	Intermediate Inorganic Chemistry (3)
CHEM 248	Intermediate Inorganic Chemistry Laboratory (1)
CHEM 303	Analytical Chemistry (3)
CHEM 304	Analytical Chemistry Laboratory (2)
CHEM 321	Thermodynamics (3)
CHEM 322	Quantum Mechanics (3)
CHEM 325	Physical Chemistry Laboratory (1)
CHEM 341	Biochemistry I (3)
CHEM 401	Senior Seminar (1)
CHEM 404	Advanced Inorganic Chemistry (3)
CHEM 450	Research in Chemistry (1-3)
CHEM 470	Capstone: Interdisciplinary Chemistry (1)

#### **Chemistry B.S. Cognates (23-24 hours)**

MATH 115	Pre-Calculus Mathematics (4)
MATH 135	Calculus I (4)
MATH 205	Calculus II (4)
MATH 215	Calculus III (4)
or 3 hours of 300-level Mathematics	
PHYS 205	General Physics I, (3)
PHYS 206	General Physics II (3)
PHYS 209	General Physics I Laboratory (1)
PHYS 210	General Physics II Laboratory (1)

### Bachelor of Science in Biochemistry

(38-40 hours of Chemistry and 34 - 35 hours of cognates)

#### **Biochemistry B.S. Core (39-41 hours)**

CHEM 105	General Chemistry (3)
or CHEM 115	Principles of Chemistry (3)
CHEM 117	Introductory Chemistry Laboratory (1)
CHEM 210	Computers and Data Processing in Chemistry (2)
CHEM 224	Organic Chemistry I (3)
CHEM 225	Organic Chemistry II (3)
CHEM 226	Organic Chemistry Laboratory I (1)
CHEM 227	Organic Chemistry Laboratory II (1)
CHEM 246	Intermediate Inorganic Chemistry (3)
CHEM 248	Intermediate Inorganic Chemistry Laboratory (1)

CHEM 303	Analytical Chemistry (3)
CHEM 304	Analytical Chemistry Laboratory (2)
CHEM 321	Thermodynamics (3)
CHEM 325	Physical Chemistry Laboratory (1)
CHEM 341	Biochemistry I (3)
CHEM 342	Biochemistry II (3)
CHEM 344	Biochemistry Laboratory (1)
CHEM 401	Senior Seminar (1)
CHEM 411	Recent Advances in Biochemistry (1)
CHEM 450	Research in Chemistry (1-3)
CHEM 470	Capstone: Interdisciplinary Chemistry (1)

#### **Biochemistry B.S. Cognates (34 - 35 hours)**

BIOL 103	Plant Biology I (4)
BIOL 104	Animal Biology II (4)
BIOL221	Principles of Genetics (3)
BIOL 343	Molecular Cell Biology (3)
or BIOL 365	General Physiology (4)
MATH 115	Pre-Calculus (4)
MATH 135	Calculus I (4)
MATH 205	Calculus II (4)
PHYS 205	General Physics I (3)
PHYS 209	General Physics I Laboratory (1)
PHYS 206	General Physics II (3)
PHYS 210	General Physics II Laboratory (1)

#### **Biochemistry B.S. Elective (recommended)**

BIOL 223	Genetics Laboratory (1)
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### Master of Science in Chemistry

(71 hours of Chemistry and 48-49 hours of Cognates)

#### **Chemistry M.S. Core (71 hours)**

CHEM 105	General Chemistry (3)
or CHEM 115	Principles of Chemistry (3)
CHEM 117	Introductory Chemistry Laboratory (1)
CHEM 210	Computers and Data Processing in Chemistry (2)
CHEM 224	Organic Chemistry I (3)
CHEM 225	Organic Chemistry II (3)
CHEM 226	Organic Chemistry Laboratory I (1)
CHEM 227	Organic Chemistry Laboratory II (1)
CHEM 246	Intermediate Inorganic Chemistry (3)
CHEM 248	Intermediate Inorganic Chemistry Laboratory (1)
CHEM 280	Laboratory Safety and Regulation (1)
CHEM 303	Analytical Chemistry (3)
CHEM 304	Analytical Chemistry Laboratory (2)
CHEM 321	Thermodynamics (3)
CHEM 322	Quantum Mechanics (3)
CHEM 325	Physical Chemistry Laboratory (1)
CHEM 341	Biochemistry I (3)
CHEM 401	Senior Seminar (1)

## Chemistry and Biochemistry

- CHEM 470 Capstone: Interdisciplinary Chemistry (1)  
CHEM 510 Industrial Chemistry (3)  
CHEM 515 Intellectual Property and Patent Law (3)  
CHEM 521 Polymer Chemistry (3)  
CHEM 522 Polymer Chemistry Laboratory (1)  
CHEM 531 The Chemist's Relationship with  
Engineering (3)  
CHEM 541 Advanced Problems and Issues in  
Chemistry (3)  
CHEM 543 Supply Chain Management (3)  
CHEM 550 Research in Chemistry (5)  
CHEM 580 Capstone: Report on Research in  
Chemistry (2)  
CHEM 599 Professional Internship (6)  
• 3 hours of CHEM550 may be replaced by 2 hours of  
CHEM 451 Independent Study plus an approved  
Summer REU Program.

### M.S. Chemistry Cognates (48-49 Hours)ACCT 305

- Business Law (3)B AD 230 Marketing (3)  
B AD 241 Management (3)  
B AD 342 Information Technology and Project  
Management (3)  
B AD 343 Production and Operations Management  
(3)  
B AD 346 Social and Political Issues in Business  
(3)  
B AD 347 Management of Multinational Firms (3)  
PSCI 245 Environmental Politics (4)  
MATH 115 Pre-Calculus (4)  
MATH 135 Calculus I (4)  
MATH 205 Calculus II (4)  
MATH 215 Calculus III (4)  
or 3 hours of 300 level Mathematics  
PHYS 205 General Physics I (3)  
PHYS 206 General Physics II (3)  
PHYS 209 General Physics I Laboratory (1)  
PHYS 210 General Physics II Laboratory (1)

### Minor Program Requirements

A student minoring in chemistry will complete a minimum of 23 semester hours in the department, including CHEM 105 or 115, 117, 224, 225, 226, 227, 246, 248,303, and 304. With department permission up to 8 hours of chemistry classes above the 320 level may be substituted for the CHEM 224, 225, 226, and / or 227 courses.

Additional courses required for the minor are MATH 115 and PHYS 101, 102, 103, 104 or eight hours of equivalent higher-level physics courses.

### Departmental Honors

A student seeking to graduate with departmental honors in chemistry must maintain a minimum 3.0 grade point average in science courses and complete the Bachelor of Science program along with 5 additional hours of course work in the department, including either Chemistry 405 or 406.

### Courses and Descriptions

The semesters listed after course descriptions indicate when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs.

#### **101. The World of Chemistry (4) (NATURAL SCIENCE).**

Intended for the non-science major, this course will introduce concepts of chemistry by relating them to their daily uses. Hands-on learning is emphasized through classroom and laboratory activities, showing the interplay of theory and experiment, and how they relate to the scientific method. (Does not count toward Chemistry major or minor). Three lectures, one 3-hour laboratory per week. Offered as needed.

#### **102. Kitchen Chemistry (4) (NATURAL SCIENCE).**

Introduction of chemistry and biochemistry concepts based on food and beverages, including topics associated with chemical changes that occur during cooking and baking. Specific topics will vary by semester. (Does not count towards Chemistry major or minor). Three hours of lecture and three hours of laboratory per week. Offered as needed.

#### **105. General Chemistry (3).**

The first course in an introductory sequence in chemistry, with topics including units of measurement, physical properties of matter, atomic structure, chemical reactions an stoichiometry, aqueous solutions, acids and bases, chemical bonding, and Lewis structures. Three lectures and one discussion period per week. (Prerequisites: MATH 101, Co-requisite CHEM 117). Fall, Spring.

#### **115. Principles of Chemistry (3).**

An introductory sequence in chemistry. Topics include review of basic chemical concepts, quantum theory, electron configuration, atomic structure, energy, chemical bonding, physical properties, chemical equations and stoichiometry, aqueous solutions. Also includes discussions of current chemical research and an independent study of chemical literature. (Co-requisites: CHEM 117 and MATH 115). Fall.

**117. Introductory Chemistry Laboratory (1)  
(NATURAL SCIENCE).**

An introductory laboratory sequence for the chemistry program. Introduction to laboratory apparatus, lab skills, techniques, data collection, and note taking. One three hour laboratory per week. (Co-requisite: CHEM 105 or CHEM 115). The "N" distribution credit will only be given for students receiving a passing grade in BOTH CHEM 105 or 115 and CHEM 117. Fall, Spring.

**202. Issues in Science (3).**

Explores the human side of science (biographies, diversity, ethics, history). Enriches the students' perspective on the role of science and technology in shaping society and prepares them for careers as responsible scientists. Offered as needed.

**205. Environmental Chemistry (3).**

Application of basic concepts of chemistry to issues of air, water, and soil pollution. The chemistry of energy generation and its environmental implications are also discussed. Three lectures per week. (Prerequisite: CHEM 224 or 246). Offered as needed.

**206. Environmental Chemistry Laboratory (1).**

Laboratory to correspond to CHEM 205. Application of basic concepts of chemistry to issues of air, water, and soil pollution. The chemistry of energy generation and its environmental implications are also studied. One 3-hour laboratory per week. (Co-requisite CHEM 205). Offered as needed.

**210. Computers and Data Processing in Chemistry (2).**

This course will consider advanced PC software for the analysis of experimental data and the processing of information. In particular, the advanced capabilities of Minitab and Microsoft Excel, e.g., Goal Seek, Pivot Tables, Solver, Statistical functions and macros, as well as advanced graphics capability and molecular modeling will be considered. Fall.

**214. Chemical Demonstrations (1).**

The theory and practice of performing classroom demonstrations exhibiting chemical principles. Students are required to participate in a community outreach program as part of their final evaluation. (Prerequisite: One previous CHEM class). (May be repeated). Spring.

**222. Scientific Writing (3).**

Focuses on skills necessary for writing in the social and physical sciences. Students will read and create a variety of documents, including lab notes, reports, summaries, and abstracts. Significant library and internet research, which students will use to write technical descriptions,

literature reviews, instructions, and essays. (Prerequisite: ENGL 101 or CORE 102). Offered as needed.

**224. Organic Chemistry I (3).**

The first course of two-semester sequence focuses on the study of common organic functional groups including their structures, nomenclature, isomerism, stereochemistry, and reactivity. Introduction to organic reaction mechanisms such as addition, substitution, elimination, and free-radicals. Review of molecular orbitals, bonding, and acid-base chemistry is also included. (Prerequisites: CHEM 105 or CHEM 115 and CHEM 117. Co-requisite: CHEM 226). Open to freshmen. Spring.

**225. Organic Chemistry II (3).**

This course is a continuation of CHEM 224 and includes additional classes of organic compounds and their reactions. The chemistry of aldehydes, ketones, acetals, carboxylic acids and their derivatives, amines, and carbohydrates are covered. The principles of elucidation of organic compounds structures by IR, NMR, UV, and MS are also included. (Prerequisites: CHEM 224, and 226. Co-requisite: CHEM 227). Not open to Freshman. Fall.

**226. Organic Chemistry Laboratory I (1).**

The focus of this course is to introduce students to basic laboratory techniques of preparation, purification, and identification of organic compounds. Introduction to the use of instrumentation in organic laboratories (IR and GC) is also included. Four hours of laboratory work per week. (Prerequisite: CHEM 117, Co-requisite: CHEM 224). Spring.

**227. Organic Chemistry Laboratory II (1).**

The course focuses on qualitative organic analysis in which both classical and instrumental techniques (IR, NMR, and MS) are utilized to elucidate organic structure. Additional preparation, separation, and identification of organic compounds are also included. Four hours laboratory work per week. (Prerequisite: CHEM 226, Co-requisite: CHEM 225). Fall.

**246. Intermediate Inorganic Chemistry (3).**

Introduction to energetics and quantum mechanics of inorganic compounds. Topics to include thermochemistry, quantum mechanics, chemical equilibrium, titration, chemical rate laws, enthalpy & entropy, and electrochemistry. Three lectures and one discussion period per week. (Prerequisites: CHEM 105 or CHEM 115 and CHEM 117, Co-requisite CHEM 248). Spring.

**248. Intermediate Inorganic Chemistry Laboratory (1).**

Development of laboratory technique and skills including wet chemical methods, titrations, electrochemistry, experiment design, and writing laboratory reports. Topics will relate to material covered in CHEM 246 lectures. Once three hour laboratory per week. (Prerequisite: CHEM 117, Co-requisite: CHEM 246). Spring.

**273. Nuclear Weapons and Power (2).**

The science and politics of nuclear weapons and nuclear power, including the discovery of the atom, the Manhattan Project, the Cold War arms race, the prospects for nuclear terrorism, and the controversies over nuclear power and nuclear waste disposal. Students who have taken PSCI273 may not take this course for credit. (Prerequisite: ENGL101 or CORE 101). Offered as needed.

**280. Laboratory Safety and Regulation (1).**

Exploration of laboratory safety techniques, and regulation specific to the chemistry laboratory. General concepts, and specific concerns will be covered. (Prerequisite: CHEM 105 or 115). Offered as needed.

**303. Analytical Chemistry (3).**

The study of chemical stoichiometry and equilibria, including elementary principles of volumetric, gravimetric, spectrophotometric and potentiometric analysis as applied to chemical analysis. Three lectures per week. (Prerequisite: MATH 115, CHEM 246 and CHEM 248, Co-requisite CHEM 210). Fall.

**304. Analytical Chemistry Laboratory (2).**

Laboratory experiments to develop skills and learn applications within the analytical chemistry laboratory. Two 3-hour laboratory sessions per week. (Prerequisites: CHEM 303). Spring.

**309. Special Problems (1).**

An introduction to methods of chemical research. May be repeated. (Prerequisite: instructor's permission). Offered as needed.

**321. Thermodynamics (3).**

Equilibrium properties of chemical systems related to reactions in gas and solution phases, and heat and energy transfer. Studies will move from ideal conditions to non-ideal states to model the behavior of chemical systems. (Prerequisites: CHEM 304, MATH 135 and PHYS 101 or PHYS 205). Spring.

**322. Quantum Mechanics (3).**

Starting with a historical foundation into the deviations from Newtonian Physics, this course explores the quantum world and its relation to chemical systems. The behavior of systems with both wave and particle behavior and their importance in the development of modern spectroscopy and technology will be covered. (Prerequisites: CHEM 303, MATH 135 and PHYS 101, or PHYS 205). Fall.

**325. Physical Chemistry Laboratory (1).**

Experiments to demonstrate concepts learned in the realm of physical chemistry. Students will utilize instruments, analyze data, and write consistent with standards set by the chemistry community. Four hours of laboratory per week. (Prerequisites: CHEM 304 and 321). Spring.

**341. Biochemistry I (3).**

Coverage of the chemistry and biological significance of biological macromolecules including nucleic acids, proteins, lipids and carbohydrates. Special emphasis on macromolecular structure, function, and enzyme mechanisms and kinetics. (Prerequisites: CHEM 224 and CHEM 226). Fall.

**342. Biochemistry II (3).**

Coverage of the biosynthesis and metabolism of nucleic acids, proteins, cofactors, amino acids, lipids and carbohydrates. Special emphasis on cellular utilization of energy and the control of metabolism at the genetic and enzymatic level. (Prerequisite: CHEM 341). Spring.

**344. Biochemistry Laboratory (1).**

The study of biochemical lab techniques with emphasis on isolation, purification, and characterization of biological macromolecules, electrophoresis, and enzyme kinetics using purified proteins. (Prerequisite: CHEM 341).

**401. Chemistry Seminar (1).**

Students will continue research in a narrow focus and present the material in an oral presentation like one that would be found in a professional conference setting. Fall.

**404. Advanced Inorganic Chemistry (3).**

Chemical theories and laws and their applications to inorganic systems, including quantum theory, wave mechanics, the periodic table, chemical bonding, inorganic stereochemistry, coordination compounds, acids and bases, non-aqueous solvents and the chemistry of selected elements. Three lectures per week. (Co-requisite: CHEM 321). Spring.

**405. Advanced Physical Chemistry (3).**

Quantum mechanics and statistical thermodynamics with applications to chemical systems. Three lectures per

## Chemistry and Biochemistry

week. (Prerequisites: CHEM 322, MATH 215, and 303). Offered as needed.

### **406. Advanced Organic Chemistry (3).**

Advanced theories of molecular structure and reactivity of organic compounds with attention to reaction mechanisms and the methods by which information is obtained about molecules and reactions. Three lectures per week. (Prerequisites: CHEM 225). Offered as needed.

### **407. Instrumental Analysis (3).**

The theory of modern instrumental analysis techniques, including ultraviolet and visible spectrophotometry, emission, atomic absorption, infrared and nuclear magnetic resonance spectroscopy, gas chromatography and electrochemical methods. Three lectures per week. (Prerequisites: CHEM 303 and 304). Offered as needed.

### **410. Current Topics (1-3).**

Recent developments in the field of chemistry. May be repeated. (Prerequisite: instructor's permission). Offered as needed.

### **411. Recent Advances in Biochemistry (3).**

This course will focus on recent advances in biochemistry through detailed analysis of the current literature. Special emphasis will be placed on how biochemical discoveries improve our quality of life and how the study of biochemistry is used in the diagnosis and treatment of disease. (Prerequisite: CHEM 342). Offered as needed.

### **415. Advanced Topics in Chemistry (3).**

In-depth study of chemistry topics, which vary by semester and based on instructor. Topics include, but not limited to Forensics, Polymers, Medicinal, and Industrial chemistry. May be repeated for credit with different topic. (Prerequisite: Instructor permission).

#### *Special and Advanced Courses*

### **199. Exploratory Internship (1-3).**

### **299. Experimental Course (1-3).**

### **399. Professional Internship (1-12).**

### **450. Research in Chemistry (1-3).**

Laboratory research on a topic agreed upon by the student and the faculty research director. A formal report of results is required. May be repeated for a maximum of 6 hours. (Prerequisite: department permission).

### **451. Independent Study (1-3).**

A program of independent research. May be repeated for a maximum of 6 hours. (Prerequisite: department permission).

### **470. Capstone: Interdisciplinary Chemistry (1).**

The students will work on a group research project relating to a current topic in chemistry. Topics may change based upon student and faculty interest. Students will individually prepare for an oral exam by the faculty. (Prerequisite: CHEM 401). Fall,.

### **499. Advanced Experimental Course (1-3).**

## **Graduate Level Courses in Chemistry**

### **510. Industrial Chemistry (3).**

An introduction to the chemical and petrochemical process industries, this course explores the world-wide economic and social impact of the chemical industry. Includes a consideration of both commodity and specialty chemical manufacture and the primary chemical processes employed for their production. (Prerequisites: CHEM303;CHEM312; CHEM321; CHEM404; may be taken by undergraduate student in the chemistry B.S. program upon approval by the instructor of record). Offered as needed.

### **515. Intellectual Property and Patent Law (3).**

The intellectual property of a company is one of its most valuable and closely guarded areas. The criteria for patents, copyright and trade secrets are considered in depth, as well as the processes for implementation. (Prerequisites: B.S. in Chemistry or Acceptance into the Chemistry Graduate Program; B AD305). Offered as needed.

### **521. Polymer Chemistry (3).**

Polymer chemistry is one of the most important areas of industrial chemistry. This course addresses both organic and inorganic polymers, how they are manufactured and characterized, as well as their physical and chemical properties. (Prerequisites: B.S. in Chemistry or Acceptance into the Chemistry Graduate Program: CHEM303; CHEM312;CHEM321; CHEM404). Offered as needed

### **522. Polymer Chemistry Laboratory (1).**

The laboratory component of CHEM 521, it will involve the synthesis and characterization of various addition and condensation polymers, as well as their applications. (Prerequisite: B.S. in Chemistry or Acceptance into the Chemistry Graduate Program: Co-requisite: CHEM521). Offered as needed.

**531. The Chemist's Relationship with Engineering**

(3).

How does chemistry interface with engineering? Chemistry often takes place on the micro- (or smaller) scale, leading to the problems in scaling when moving a product from research to production. This course explores some of the skills possessed by engineers with whom the industrial chemist must effectively interface. (Prerequisites: B.S. in Chemistry or Acceptance into the Chemistry Graduate Program: CHEM510). Offered as needed.

**541. Advanced Problems and Issues in Chemistry**

(3).

This course incorporates discussion of current topics in chemistry and research reports. In addition, it allows student to assess the breadth of their chemical knowledge. Material from current chemistry topics such as the Nobel Prize in Chemistry, the Pauling Award, the Priestley Medal, and other relevant topics are discussed. (Prerequisite: B.S. in Chemistry or Acceptance into the Chemistry Graduate Program; may be taken by undergraduate student in the chemistry B.S. program upon approval by the instructor of record). Offered as needed.

**543. Supply Chain Management (3).**

Examines the activities necessary for effective supply chain management. Topics include design strategy, forecasting, sourcing strategy, logistics, global issues, performance measurement and Enterprise Resource Planning. (Prerequisite: B.S. in Chemistry or Acceptance into Chemistry Graduate Program: B AD343). Offered as needed.

**550. Research in Chemistry (1-3).**

Laboratory research on a topic agreed upon by the student and the faculty research director. A formal report of results is required. May be repeated in order to fulfill the requirement of 6 hours. (Prerequisite: B.S. in Chemistry or Acceptance into Chemistry Graduate Program: Department Permission). Offered as needed.

**580. Capstone: Report on Research in Chemistry**

(2).

In the capstone course for the Master's Degree in Chemistry, candidates will give an oral presentation based upon the graduate research project with a corresponding defense based upon questions by their Master's degree committee. (Prerequisites: B.S. in Chemistry or Acceptance into Chemistry Graduate Program: CHEM550). Offered as needed.

**599. Professional Internship (2-6).**

The graduate Professional Internship must be conducted with an authorized corporation in the chemical manufacturing industry. The project undertaken will be defined by the company and approved by the student's Master's degree Committee. The total credit hours required is 6. It may be repeated to achieve the required total. (Prerequisites: B.S. In Chemistry or Acceptance into Chemistry Graduate Program: CHEM550). Offered as needed.

## Communication Arts and Sciences

### *Mission Statement*

The Department of Communication Arts and Sciences seeks to develop the student's knowledge, spirit of inquiry and creative skills in the art of communication and to broaden and deepen the understanding of communication as it operates in a free society. A major in Communication Arts provides strong preparation for careers in digital media production, film criticism, radio broadcasting, video production, electronic journalism practices, public relations, and new media applications.

### Major Program Requirements

Students seeking a Bachelor of Arts degree with a major in Communication Arts and Sciences must complete a minimum of 42 semester hours in the department.

Communication 102 does not count in the 46-hour maximum limits on departments.

### Bachelor of Arts in Communication Arts and Sciences 42 hours of Communication Arts and Sciences

COMM 109 TV and Radio Announcing (3)  
COMM 110 Survey of Mass Communication (3)  
COMM 205 Public Relations I (3)  
COMM 210 Digital Media Production I (3)  
COMM 218 Introduction to Communication Theory (3)  
COMM 239 Digital Media Production II (3)  
COMM 280 Communication Ethics (3)  
COMM 307 Broadcast Operations (3)  
COMM 308 Mass Communication Criticism (3)  
COMM 309 Directing I (3)  
COMM 314 Public Relations II (3)  
COMM 316 Directing II (3)  
COMM 319 Film History (3)  
COMM 422 Capstone: Senior Experience in COMM Arts  
(3)

### Bachelor of Arts with Teacher Certification in Speech/Communication.

See the Teacher Education section of the catalog.

### Minor and Associate Program Requirements

Associate of Arts degree in Communication Arts and Sciences. Students must complete minimum of 22 semester hours in the department, including COMM 109, 110, 205, 210, 212, and 280; and 3 hours at the 200-level or higher.

Minor in Communication Arts and Sciences. Students must complete 22 semester hours in the department as follows: COMM 109, 110 and 280; and 12 hours at the 200-level or higher.

Minor in Public Relations. Students must complete 25 credit hours as follows: COMM 109, 110, 205, 218, 280, 302, 314; 330 or 342.

### Courses and Descriptions

The semesters listed after course descriptions indicate when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs.

### **102. Principles and Practices of Public Speaking (3) (COMMUNICATION).**

Introduction to public speaking. Students gain experience in their ability to develop critical insights on public address performance. Work with electronic media performance is included. Fall, Spring.

### **103. Interpersonal Communication (3) (HUMANITIES).**

Theoretical foundations for the development and maintenance of two-party relationships in American society. Offered as needed.

### **109. TV and Radio Announcing (3).**

The goal of this course is to introduce students to techniques used by television and radio talent. Assignments include studio and on air work with interview, news desk, musical, and talk show formats. Expected outcomes include both microphone and camera performance readiness. Fall, Spring.

### **110. Survey of Mass Communication (3) (HUMANITIES).**

Survey course with emphasis on the history of the mass media and its social, cultural, economic, ethical and political impact. Fall, Spring.

### **205. Public Relations I: Introduction to Public Relations (3).**

Introduction to contemporary public relations theory and practice. Emphasis on persuasion and public opinion analysis. Evaluation of publics and the roles of the media in opinion change. (Prerequisites: COMM 109, and 110). Fall.

### **210. Digital Media Production I (3).**

The goal of this course is to introduce students to production techniques used in digital, multimedia laboratories and studios. Students work on combined digital platforms to combine audio and then video for radio and television. Expected outcomes include beginning proficiency in production software usage. (Prerequisite: COMM 109). Fall.

**211. Media Activities I (1).**

Credit is earned for significant participation in Adrian College media operations, applicable in all areas of media operations and production. Does not count for elective credit in Communication Arts and Sciences. (Prerequisite: Instructor's Permission). Fall, Spring.

**212. Small Group Communication (3).**

The goal of this course is to acquaint students with techniques for increasing group effectiveness and to prepare them for practical group analysis/ consulting. Students participate in cooperative group activities, examinations, field research including group analysis, and both written and oral presentations. Expected outcomes include completion of group observation and efficacious group participation. (Prerequisite: COMM 102). Offered as needed.

**218. Introduction to Communication Theory (3).**

The goal of this course is to introduce students to theories and methods used in mass communication criticism. Students will learn to observe and write about communication artifacts in the media. Expected outcomes include increased knowledge regarding the mass media and critical methods in communication arts. (Prerequisite: COMM 110). Fall.

**239. Digital Media Production II (3).**

The goal of this course is to offer students advanced training production techniques used in digital, multimedia laboratories and studios. Students work on combined digital platforms to combine audio and then video for radio and television. Expected outcomes include advanced proficiency in production software usage. (Prerequisite: COMM 210). Spring.

**280. Communication Ethics (3) (HUMANITIES).**

Methods of understanding ethics as a process of critical reflection in human communication. Application to both contemporary and classical subject matter. Emphasis on both interpersonal and media influences. (Prerequisite: COMM 102). Fall.

**300. Argumentation and Debate (3) (HUMANITIES).**

Theory and practice of argumentation, with attention to organization, analysis and refutation. Emphasis on preparation for and participation conference situations. (Prerequisites: COMM 218, and COMM 280). Spring.

**302. Persuasion (3) (HUMANITIES).**

Study and application of communication principles. Theories of speech types, purposes, organization and composition, focusing on both emotional and logical appeals. Students are given opportunities to participate in

public speaking events outside the classroom. (Prerequisite: COMM 102). Spring.

**307. Broadcast Operations (3).**

Principles of radio and television broadcast operations. Emphasis on objectives, procedures and policies for radio and television. (Prerequisites: COMM 102, and COMM 109). Spring.

**308. Mass Communication Criticism (3).**

Major perspectives of mass communication theory. Emphasis on television and film theory. (COMM 218, and COMM 280). Fall.

**309. Directing I (3).**

The goal of this course is to provide students with basic training in script, schedule, and crew creation and management for a video production. Emphasis is on hands-on work in field and studio situations with small working units/groups. (Prerequisite: COMM 239). Fall.

**311. Media Activities II (1).**

Credit is earned for significant participation in Adrian College media operations, applicable in all areas of media operations and production. Does not count for elective credit in Communication Arts and Sciences. (Prerequisites: COMM 109, and COMM 211). Fall, Spring.

**314. Public Relations II: Mediated Corporate Communication (3).**

Principles and practices of corporate communication in an electronic and media influenced environment. Emphasis on communication using audio, video and computer-enhanced messages. (Prerequisite: COMM 205). Spring.

**316. Directing II (3).**

The goal of this course is to provide students with advanced training in script, schedule, and crew creation management for a video production. Emphasis is on hands-on work in field and studio situations with small units/groups. (Prerequisite: COMM 309). Spring.

**319. Film History (3).**

This course focuses on major film genres exploring their development, impact, and characteristics. (Prerequisite: COMM 110). Spring.

**330. Intercultural Communication (3).**

Examines the communication behaviors and patterns unique to a variety of cultures as well as those of gender, racial and ethnic-based subcultures, using a balance of theory and practical application. (Prerequisites: COMM 110, COMM 280). Offered as needed.

**342. Organizational Communication (3).**

This course focuses on the theories used to analyze communication within an organization such as business, industry and government. Examination of contemporary theoretical models and their implications. (Prerequisites: COMM 110, COMM 280). Offered as needed.

**416. Topics in COMM Arts (3).**

Examination of a particular topic of interest to faculty and students in COMM Arts. (Prerequisite: Permission of Instructor). Offered as needed.

**422. Capstone: Experience in COMM Arts (3).**

The goal of this course is to provide students with an opportunity to do independent research in Media Arts. Students will learn to choose and guide their own individual projects with minimal supervision. Expected outcomes include enhanced readiness for a career in radio and or TV (Prerequisite: COMM 316). Fall, Spring.

*Special and Advanced Courses*

**199. Exploratory Internship (1-3).**

Fall, Spring, May and Summer.

**299. Experimental Course (1-3).**

**399. Professional Internship (1-12).**

Fall, Spring, May and Summer (May Term offering limited to 4 credit hours; Summer Term offering limited to 6 credit hours).

**451. Independent Study (1-3).**

Supervised reading and research in a special interest area of argumentation and advocacy or mass mediated communication. (Prerequisite: department permission and instructor's approval of a written proposal that is submitted to the department prior to registration for the course). Fall, Spring, May and Summer.

**499. Advanced Experimental Course (1-3).**

## Computer Information Systems

### *Mission Statement*

The Computer Information Systems Program provides students from a broad spectrum of majors and disciplines the opportunity to develop basic skills necessary to design information delivery systems. Computer Information Systems minors prepare for this role by studying foundation-level skills in software applications, database design, computer programming, information architecture, user-interface design, and other relevant areas. Students with a high level of interest and motivation should be able to develop additional skills independently in relation to their major fields of interest.

### Minor (only) program requirements

To receive a Computer Information Systems minor, students must complete 21 credit hours, including CIS 106 or 108; 250, 390; and twelve hours of the following: CIS 104, 105, 120, 240, 251, 255, ART 218, ART 228, ART 319, or ESS 375.

### Courses and Descriptions

The semesters listed after course descriptions indicate when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs.

#### **104. Computer Design Fundamentals (3).**

The basics of computer design: how computers work and how hardware and software function together. Students learn design principles of modern computers, build a functioning computer, and develop problem-solving techniques related to computer systems. Fall.

#### **105. Operating System Fundamentals (3).**

The structure and functions of operating systems. Topics include the relationship of the operating system to hardware and software, memory management, data storage, networks, viruses, and data security. Practice and problem-solving related to operating systems. Spring.

#### **106. Computer Programming (3).**

Provides a working knowledge of Visual Basic, enables students to use computer facilities, and demonstrates some of the capabilities, limitations and applications of computers. Students design programs which incorporate sorts, two-dimensional arrays, subroutines and strings, and which evaluate elementary sample statistics. (Prerequisite: MATH 101 or Mathematics Placement Examination). Fall.

#### **108. Web-Based Programming (3).**

Programming concepts fundamental to the understanding of digital technology. Using a markup language and a client-side scripting language, students learn the fundamentals of computer programming (files, strings, variables, loops, network structure, documentation, good programming practices) in a web-based environment. Fall.

#### **120. Introduction to Digital Culture (3).**

The role of information and information technology in contemporary culture. What information do human beings need in the era of the Information Revolution? How is it organized and accessed? What social and technical problems are associated with access to information? What intellectual property issues are involved? Spring.

#### **140. Business Applications for Computers (3).**

A practical course in business problem solving, decision making and presentation of information utilizing microcomputer technology. Through business problem simulations the student will actively solve problems while learning about microcomputer hardware configuration, operating systems, and common business microcomputer software including spreadsheets, data base management systems, and business graphics. (Prerequisite: MATH 101. Preference given to students who have completed or are currently enrolled in an accounting or business administration course. Cannot apply toward Computer Information Systems minor). Fall, Spring.

#### **240. Relational Databases (3).**

Relational database theory and structure, the development of relationships and queries. (Prerequisite: CIS 106 or 108). Spring.

#### **250. Advanced Web-Based Programming (3).**

The use of advanced programming techniques, using server-side software to develop dynamic web pages. Discussion of relevant human interface issues. (Open to freshmen. Prerequisite: CIS 106 or 108). Spring.

#### **251. Data Structures in Object-Oriented Languages (3).**

Study of data structures (such as recursion, lists, trees, heaps, hashing) relevant to programming in object-oriented languages such as C++ and Java. (Prerequisite: CIS 250). Offered as needed.

#### **255. Interfacing with Technology (3).**

Techniques of interfacing computers and networks with digital and analog devices such as scientific and musical instruments. Development of projects for

## Computer Information Systems

collecting, storing, and disseminating information electronically and controlling external objects through programming. (Prerequisite: CIS 106 or 108). Offered as needed.

### **270. Topics (1-3).**

Study of a language or topic not covered elsewhere in the curriculum. May be repeated for credit with different topics. Offered as needed.

### **390. Advanced Project (3).**

Identification of and solution to a web-based programming problem related to the student's major. A formal presentation is made to the department, including a description of the problem, a description of the solution, user-interface questions, a well-written program, and an explanation of how the program solves the problem. (Prerequisite: department permission). Offered as needed.

### Related Courses in Other Departments

ART 218	Digital Imaging (3)
ART 228	Graphic Design (3)
ART 319	Creating a Website (3)
ART 328	Graphic Design II and Web Design (3)
ESS 375	Geographic Information and Positioning Systems (4)

### Special and Advanced Courses

### **199. Exploratory Internship (1-3).**

### **299. Experimental Course (1-3).**

### **399. Professional Internship (1-12).**

### **451. Independent Study (1-3).**

### **499. Advanced Experimental Course (1-3).**

## **Common Core**

### ***Mission Statement***

The Department of Core teaches first-year courses providing the foundational knowledge and practice in reading, writing, speaking, thinking, and research skills required to prepare students to participate in a variety of academic, professional, and civic discourses. These courses are formulated around questions that are central to students' daily lives, exploring how various disciplines have addressed those questions. Students will read and analyze these diverse approaches, thereby cultivating their critical thinking skills as they cross boundaries and disciplines. By focusing on Adrian College's proud abolitionist history and reading about the ongoing campaign to end human trafficking, Core seeks to inspire students to care for humanity and the world, and create a foundation for a lifetime of learning and inquiry.

### **Courses and Descriptions**

The semesters listed after course descriptions indicate when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs.

#### **101. Academic Foundations I (3).**

CORE 101 provides the foundational knowledge and practice in reading, writing, speaking, thinking, and research skills required to prepare students to participate in a variety of academic, professional and civic discourses. Fall, Spring.

#### **102. Academic Foundations II (3).**

CORE 102 builds on the foundational knowledge and practice in reading, writing, speaking, thinking, and research skills introduced in CORE 101. This course also features a Reacting to the Past game, which allows students to demonstrate the skills they've learned all year. Fall, Spring.

#### **Core Policy (Effective 8/24/15)**

Core 101 and Core 102 are required for all incoming students to graduate from Adrian College. Students transferring in the equivalent of English or Composition are required to take CORE 102 ONLY. If they do not have credit for an equivalent English or Composition course; in that case, they will be required to take both 101 and 102.

## English

### *Mission Statement*

The program in English studies teaches students to become critical and creative thinkers who interpret and produce a variety of literary and non-literary texts. Drawing from the disciplines of literature, writing studies, creative writing, and English language and linguistics, the English degree is interdisciplinary and provides students with a foundation in English studies.

English majors are prepared for a diversity of careers that include not only teaching, professional writing, editing, and publishing, but also careers in marketing, public relations, information technology, or any field requiring superior communication skills, making it an excellent choice for a minor as well. The English degree also serves as an outstanding pathway to graduate and professional programs, including medical and law school. Exceptional reading and writing skills are the foundation for success in any advanced areas of study or professions.

By providing a wide range of courses in literature and writing, our program engages students in the creative and analytical production of texts while introducing theoretical and historical frameworks of literature, writing, language, and literacy.

Within English studies, we promote excellence in researching and writing strategies that will serve students throughout a lifetime of learning. We approach writing and literature as a means to developing creativity through artistic expression, as well as the means of practicing critical thinking and taking action in the world. We understand genre and language as key media through which to evaluate and influence the forces shaping human experience. By crossing textual and disciplinary boundaries through the study of literature and writing, we invite our students to identify and produce new ways of caring for humanity and world.

Students majoring in English studies will complete an individually customized curriculum from a variety of literature and writing courses that culminates in an original capstone project during the senior capstone seminar.

### Major Program Requirements

English courses numbered 081 through 101 and 119, 120 and 190 do not count in the 46-hour limitation on departments.

### Bachelor of Arts in English with Emphasis in Literature (36 hours)

#### **Literature Core (15 hours)**

ENGL 230	Methods of Literary Study (3)
ENGL 231	Issues in Writing Studies (3)
ENGL 260	Classical Western Literature (3)
ENGL 332	English Language (3)
ENGL 352	Shakespeare (3)
ENGL 402	Capstone (3)

#### **Literature Electives (21 hours)**

One course from ENGL 350, 351 (3)  
One course from ENGL 353,354,355 (3)  
One course from ENGL 363,364,365 (3)  
One course numbered ENGL 350-365 (3)  
Two literature, writing, special topics, or experimental courses in English (6)

### Associate of Arts in English Literature (21 hours)

ENGL 230	Methods of Literary Study (3)
ENGL 260	Classical Western Literature (3)
ENGL 332	English Language (3)
ENGL 352	Shakespeare (3)
Two courses from 350, 351, 353, 354, 355 (6)	
One course from 363, 364, 365 (3)	

### Minor in English Literature (18 hours)

ENGL 230	Methods of Literary Study (3)
ENGL 260	Classical Western Literature (3)
ENGL 332	English Language (3)
Two courses from 350, 351, 352, 353, 354, 355 (6)	
One course from 363, 364, 365 (3)	

### Bachelor of Arts in English with Emphasis in Writing (36 hours)

#### **Writing Core (21 hours)**

ENGL 201	Intermediate Writing (3)
ENGL 203	Creative Writing (3)
ENGL 230	Methods of Literary Study (3)
ENGL 231	Issues in Writing Studies (3)
ENGL 303	Advanced Writing (3)
ENGL 332	English Language (3)
ENGL 402	Capstone (3)

#### **Writing Electives (15 hours)**

Two courses from: ENGL 304, 305, 306, 310 (6)  
One additional 300-level writing course or 399 internship (3)  
Two literature, writing, special topics, or experimental courses in English (6)

## English

### Associate of Arts in English Writing (21 hours)

ENGL 201 Intermediate Writing (3)  
ENGL 203 Creative Writing (3)  
ENGL 231 Issues in Writing Studies (3)  
One more 200-level writing intensive (W) course (3)  
ENGL 303 Advanced Writing (3)  
ENGL 332 English Language (3)  
One course from 304, 305, 306, 310 (3)

### Minor in English Writing (18 hours)

ENGL 201 Intermediate Writing (3)  
ENGL 203 Creative Writing (3)  
ENGL 231 Issues in Writing Studies (3)  
ENGL 303 Advanced Writing (3)  
Two courses from 304, 305, 306, 310, 332 (6)

### Bachelor of Arts with Teacher Certification in English

See the Teacher Education section of the catalog.

#### Courses and Descriptions

The semesters listed after course descriptions indicate when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs.

#### *Literature*

#### **230. Methods of Literary Study (3).**

Methods, terminology and library resources useful to students of literature, including investigation of the history and ethical implications of literary criticism and practice in writing about literature. (Prerequisite: a grade of C or better in CORE 102). Fall, Spring.

#### **250. Special Topics in Literature (3) (HUMANITIES).**

A study of literature and cultural contexts designed around a theme or topic. The course will have significant writing and research components. (Open to freshmen). Offered as needed.

#### **255. Studies in Non-Western Literature (3) (HUMANITIES, NON-WESTERN).**

Literary works outside the traditions of European and American literature. The works studied may vary greatly from year to year. (Open to freshmen). Offered as needed.

#### **260. Classical Western Literature (3) (HUMANITIES).**

A selection of major Greek and Roman literary works in translation and selected books of the Bible. (Open to freshmen). Offered as needed.

#### **285. Literature in Focus (1-2).**

A reading and discussion course typically concentrating on one long work of literature, such as Tom Jones, Middlemarch or Ulysses. May be taken four times with different subjects. (Open to freshmen). Offered as needed.

#### **347. Children's Literature (3).**

Poetry and prose selected especially for children, including both classic and recent works, with attention to notable illustrators and publishers. Designed for students preparing for elementary teaching or library work, the course is credited toward a planned minor but not toward a departmental major or minor. Spring.

#### **348. Adolescent Literature (3).**

Poetry and prose selected especially for adolescents, including both classic and recent works. Designed for students preparing for secondary teaching or library work. Does not satisfy the requirement for a 300-level literature course for the English major. Offered as needed.

#### **350. Medieval Literature (3) (HUMANITIES).**

Seventh to fifteenth century English literature. Works may include Beowulf and Anglo-Saxon poetry in translation, Arthurian romances, medieval religious texts, and works by Chaucer. (Prerequisites: a grade of C or better in any Writing Intensive course). Offered as needed.

#### **351. Renaissance Literature (3) (HUMANITIES).**

Major developments in poetry, prose and drama during the English Renaissance. May include works by Wyatt, Surrey, Sidney, Marlowe, Spenser, Donne, and Milton. (Prerequisite: a grade of C or better in any Writing Intensive course). Offered as needed.

#### **352. Shakespeare (3) (HUMANITIES).**

A selection of Shakespeare's plays including comedies, tragedies, histories and or romances. (Prerequisite: a grade of C or better in any Writing Intensive course). Offered as needed.

#### **353. Restoration and Romantic Literature (3) (HUMANITIES).**

Major authors and literary developments from the Restoration and Romantic periods in England. May include works by Behn, DeFoe, Fielding, Swift, Pope, Wollstonecraft, Wordsworth, Austen, Byron, Keats, and

## English

the Shelley's. (Prerequisite: a grade of C or better in any Writing Intensive course). Offered as needed.

### **354. Victorian Literature (3) (HUMANITIES).**

Literature from the Victorian period in England. Authors may include the Brontes, Tennyson, Browning, Rosetti, Eliot, Dickens, Hardy, and Wilde. (Prerequisite: a grade of C or better in any Writing Intensive course). Offered as needed.

### **355. Modern & Contemporary British Literature (3) (HUMANITIES).**

Major British authors and works from the Twentieth and Twenty-First centuries. (Prerequisite: a grade of C or better in any Writing Intensive course). Offered as needed.

### **363. American Literature to 1860 (3) (HUMANITIES).**

American literature from the oral traditions of the first Americans to the Civil War. Includes works in various genres by various authors, including Bradstreet, Wheatley, Melville, Equiano, Douglass, Thoreau, Emerson, Dickinson, and Whitman. (Prerequisite: a grade of C or better in any Writing Intensive course). Offered as needed.

### **364. American Literature from 1860 to 1914 (3) (HUMANITIES).**

American literature from 1860 to 1914. Includes works in various genres by various authors, including James, Crane, Gilman, Howells, Dreiser, Dunbar-Nelson, Cable, Chopin, Train, and our own Asa Mahan. (Prerequisite: a grade of C or better in any Writing Intensive course). Offered as needed.

### **365. Modern and Contemporary American Literature (3) (HUMANITIES).**

American literature from the Modern Period to the present. Includes works in various genres by various authors, including Hemingway, Faulkner, Hughes, Crane, Frost, DeLillo, Morrison, Kingston, Dove, Collins, and Franzen. (Prerequisite: a grade of C or better in any Writing Intensive course). Offered as needed.

### **402. Capstone (3).**

Examination and practice of research and project design in English Studies. Students will present their senior project to the department at the end of the term. (Prerequisite: ENGL 230, 231 and one 300-level English course). Fall, Spring.

## Writing

### **200. Literature and Writing (3) (HUMANITIES).**

A writing-intensive course focusing on the ways readers and writers use literature to think about complex issues. In addition to various formal and informal writing assignments, the course will include a significant research component wherein students will conduct library research and produce an appropriately documented paper. Topics will vary. (Prerequisites: CORE 102 and sophomore standing). Offered as needed.

### **201. Intermediate Writing (3).**

Writing experience and study of professional texts, focused on effective handling of fundamental issues: focus of exploration, topic selection, genre selection, technical concerns and audience. (Prerequisite: a grade of C or better in CORE 102). Offered as needed.

### **203. Creative Writing (3).**

The writing of poetry, fiction, or plays at an introductory level. The course offers coaching about craft issues and includes study of professional texts. Course will include small-group workshops and conferences with instructor. (Prerequisite: CORE 102). Fall, Spring.

### **231. Issues in Writing Studies (3).**

An introduction to the theories and issues of writing studies, including rhetoric, language, literacy, and professional writing. (Prerequisite: a grade of C or better in CORE 102 ). Offered as needed.

### **240. Special Topics in Writing (3).**

An exploration of different topics in writing. (Prerequisite: CORE 102). Offered as needed.

### **303. Advanced Writing (3).**

Advanced writing experience focusing on the genre of creative nonfiction. Includes coaching, writing experience and the study of professional texts. Students will revise toward professional-level performance. Includes small group writing workshops and conferences with instructor. (Prerequisites: ENGL 201, 230, and 231). Offered as needed.

### **304. Advanced Creative Writing: Poetry (3).**

Advanced writing experience focusing on poetry. Includes coaching, writing experience and the study of professional texts. Students will revise toward professional-level performance. Includes small-group writing workshops and conferences with instructor. (Prerequisite: ENGL 203). Offered as needed.

### **305. Advanced Creative Writing: Fiction (3).**

Advanced writing experience focusing on fiction. Includes coaching, writing experience and the study of

## English

professional texts. Students will revise toward professional-level performance. Includes small-group writing workshops and conferences with instructor. (Prerequisite: ENGL 203). Offered as needed.

### **306. Advanced Creative Writing: Drama (3).**

Advanced writing experience focusing on drama. Includes coaching, writing experience and the study of professional texts. Students will revise toward professional-level performance. Includes small-group writing workshops and conferences with instructor. (Prerequisite: ENGL 203). Offered as needed.

### **310. Teaching Writing (3).**

Designed for all prospective elementary teachers and secondary teachers of English. Offers study of prominent teaching philosophies and methods in the field of writing. Provides a writing workshop experience demonstrating such methods. Includes experience working with students from local schools, and individual conferences with instructor. (Prerequisites: ENGL 201 and 231). Fall.

### **402. Capstone (3).**

Examination and practice of research and project design in English Studies. Students will present their senior project to the department at the end of the term. (Prerequisite: ENGL 230, 231 and one 300-level English course). Fall, Spring.

### English Language

### **332. English Language (3).**

A study of the form, structure and history of English. Topics may include grammar, syntax, language acquisition, sound and structure changes, the influence of migration and the political implications of language. (Prerequisites: ENGL 230 and 231). Offered as needed.

### Special and Advanced Courses

### **199. Exploratory Internship (1-3).**

### **299. Experimental Course (3).**

### **399. Professional Internship (1-12).**

### **451. Independent Study (1-3).**

Advanced study in areas beyond regular course offerings. (Prerequisite: departmental permission).

### **499. Advanced Experimental Course (3).**

### Skills Courses

Students completing skills courses ENGL 081 or 090, will receive institutional credit for the computation of financial aid and grade point average. Students completing ENGL 119, 120, or 190 will receive institutional and graduation credit.

### **081. College Reading and Critical Thinking (1).**

Using a strategic, content-based approach, students learn to apply questioning techniques, writing strategies and critical thinking skills to their college reading. Students should be concurrently enrolled in a heavy-reading content course. May be repeated with permission of instructor. Fall, Spring.

### **090. Study Skills I (1).**

Personal and academic growth through the application of learning principles to college study. Students assess their learning styles and analyze current learning theory to develop effective study strategies. Emphasis is placed on applying strategies to individual learning goals and monitoring effectiveness. May be repeated with permission of instructor. Fall, Spring.

### **119. Speed Reading (1).**

Improve reading rate with paced/ timed exercises. Through eye pattern training, the eyes make fewer fixations. This effective technique will decrease the amount of time reading while improving comprehension. Fall.

### **120. Research Paper Writing (1).**

Systematic explanation of the process of research writing. Students develop the necessary technical skills for the completion of a polished research paper. Offered as needed.

### **190. Reading Preparation for the GRE, LSAT, and MCAT (1).**

Identification and application of the critical reading and test-taking skills required by pre-professional exams such as the GRE, LSAT, and MCAT. Class time is spent critically analyzing reading passages, developing vocabulary and analogous reasoning capabilities, developing appropriate reading strategies and practicing test-taking skills. Instruction is individualized and test specific. Spring.

## Environmental Studies/ Science Program

### *Mission Statement*

The environmental professions are a diverse assemblage of multidisciplinary fields, each of which provides an important role in protecting human health and the environment. Those individuals working as environmental professionals or academicians have a broad range of educational specializations but all share a fundamental background in the environmental sciences. The Environmental Studies/Science program provides students a strong foundation in the environmental sciences, as well as experiential learning in the field and laboratory setting, and through the Senior Research capstone requirement, all of which will prepare them for careers as environmental professionals and for graduate studies in both technical and non-technical fields. The program offers the degrees of Bachelor of Arts in Environmental Science and Bachelor of Arts in Environmental Studies. The Environmental Science degree is recommended for those students desiring to pursue a technical environmental career or graduate study in the natural sciences. The Environmental Studies degree is recommended for those students desiring to pursue a non-technical environmental career or graduate study in the humanities or social sciences. Both degrees offer core and cognate programs that build strong backgrounds in environmental science and the natural sciences, which are fundamental to all the environmental professions. Recognizing that environmental careers require skills developed in other academic areas, students pursuing either the Environmental Science or Environmental Studies degree are required to complete a second major in another academic field. Related internships are strongly recommended.

### Lab Fees

A modest lab fee will be charged to lab courses in order to supplement the cost of laboratory supplies.

### Major Program Requirements

#### Bachelor of Arts in Environmental Studies

(36 hours total). **Requires a second major.** Second Major Options:

Business Administration, Criminal Justice, English, International Studies, Political Science.

#### **Environmental Studies Core (17 hours)**

- ESS 110 Introduction to Environmental Science (3)
- ESS 205 Environmental Geology (4)
- ESS 325 Environmental Problems and Solutions (3)
- ESS 375 Geographic Information and Positioning Systems (4)

- ESS 400 Capstone: Senior Research (2)
- ESS 401 Capstone: Research Presentation (1)

#### **Environmental Studies Cognates (19 hours)**

- GEOL 101 Physical Geology (4)
- MATH115 Pre-Calculus Mathematics (4)
- AND

One course from each of the following three categories:

#### **Biology:**

- BIOL 101 Biology and Society (4)
- OR BIOL 103 Plant Biology (4)

#### **Chemistry:**

- CHEM105 OR 115 and CHEM 117 College or General Chemistry & Introductory Chemistry Laboratory (3+1)

#### **Political Science or Religion and Philosophy:**

- PSCI 245 Environmental Politics (3)
- OR RELG 340 Religion of Environmental Ethics (3)

#### Bachelor of Arts in Environmental Science

(41 hours total from within this and allied majors).

**Requires a second major.** Second major options:

Biology, Business Administration, Chemistry, Criminal Justice, Geology, International Studies, Physics, Political Science.

#### **Environmental Science Core (13 hours)**

- ESS 110 Introduction to Environmental Science (3)
- ESS 325 Environmental Problems and Solutions (3)
- ESS 375 Geographic Information and Positioning Systems (4)
- ESS 400 Capstone: Senior Research (2)
- ESS 401 Capstone: Research Presentation (1)

#### **Environmental Science Cognates (28 hours)**

##### **Biology (8 credits)**

- BIOL 103 Plant Biology (4)
- BIOL 217 Principles of Ecology (3)
- BIOL 218 Principles of Ecology Laboratory (1)

##### **Chemistry (8 credits)**

- CHEM 105 General Chemistry I (3)
- OR CHEM 115 Principles of Chemistry I (3)
- CHEM 117 Introductory Chemistry Laboratory (1)
- AND Either:
  - CHEM 224/226 Organic Chemistry I (3) AND Organic Chemistry Lab (1)
  - OR CHEM 246/248 Intermediate Inorganic Chemistry (3) AND Intermediate Inorganic Laboratory (1)

##### **Geology (8 credits)**

- GEOL 101 Physical Geology (4)
- AND Either
  - ESS 205 Environmental Geology (4)
  - OR Any 4-credit 300 level Geology Course (4)

## Environmental Studies/Science Program

Mathematics (4 credits)

MATH 115 Pre-Calculus Mathematics (4)

Statistics (MATH 204) is also recommended.

### Courses and Descriptions

The semesters listed after course descriptions indicate when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs.

#### **104. Regional Geography (3).**

An introduction to the geographic regions of the world.

Topics include the physical and cultural characteristics of world regions, with discussion of current trends and future outlook. Does not count towards ESS elective credit for ESS majors or minors. Fall of alternate years.

#### **110. Introduction to Environmental Science (3).**

Introductory overview of topics in environmental science and studies, exploring the intersection of people and their biotic and abiotic environment. Topics may include biodiversity and conservation, weather and climate, air and water pollution, agriculture and energy, among others. Students will engage in active learning approaches, including writing, speaking and discussion. Spring.

#### **201. Weather and Climate (3).**

Introduces the nature and causes of weather and climate patterns. Topics include: temperature, humidity and precipitation; pressure and wind; weather prediction; hurricanes, tornadoes and thunderstorms; effect of human activities on weather and climate; and interrelationship between climate and ecosystems (Does not satisfy the laboratory science requirement). Spring of alternate years.

#### **205. Environmental Geology (4).**

The interaction between natural systems and society, including the effects of volcanic activity, earthquakes, landslides, mineral and energy resources, soil contamination, surface and ground water pollution, waste management, and climate change. Two lectures, one 3-hour laboratory per week. (Prerequisite: GEOL101). Fall of alternate years.

#### **325. Environmental Problems and Solutions (3).**

An investigation of current environmental problems and possible solutions offered from different perspectives. Students will prepare a proposal dealing with a possible solution to an environmental problem. The proposal will reflect the academic interest and perspective of each student (their minor or major) and will serve as preparation for ESS 400. (Prerequisites: ESS 125 and sophomore standing). Spring.

#### **375. Geographic Information and Positioning Systems (4).**

Historical perspective of how maps are made and global positions determined and the current means of employing computer and satellite technology using geographic information systems (GIS) and global positioning systems (GPS). Three hours lecture, three hours laboratory per week. (Prerequisites: GEOL 101, MATH 115 and a 200-level BIOL or GEOL course). Offered as needed.

#### **400. Capstone: Senior Research (2).**

Original capstone research designed and carried out by student. Data gathered will be used in second semester of Capstone Experience, ESS 401. (Prerequisite: ESS 325). Fall.

#### **401. Capstone: Research Presentation (1).**

Analysis, write up and presentation of results of research carried out in ESS 400. (Prerequisite: ESS 400). Spring.

### *Special and Advanced Courses*

#### **199. Exploratory Internship (1-3).**

Does not count toward a departmental major.

#### **299. Experimental Course (1-3).**

#### **399. Professional Internship (1-12).**

#### **451. Independent Study (1-3).**

A program of supervised reading, research or work in an area of special interest to the student. (Prerequisite: departmental permission).

#### **499. Advanced Experimental Course (1-3).**

## Exercise Science and Athletic Training

### *Mission Statement*

The departmental mission for all of our undergraduate students is to develop creativity and critical thinking skills required of responsible professionals in order to develop and improve the health and wellness of those in the local and global communities. By incorporating academic disciplines from across campus and hands-on experiences both in and out of the classroom, the department prepares students with a blend of academic diversity and practical application.

The Department of Exercise Science and Athletic Training (ESAT) offers undergraduate majors in exercise science and physical education, as well as a graduate degree track in athletic training via the exercise science major. Within the exercise science major there are three tracks: exercise science, pre-professional (intended for graduate school preparation), and the exercise science/pre-athletic training which leads to the graduate program in athletic training.

The Exercise Science major is designed for students that are interested in utilizing their degree immediately upon graduation. All students earning this degree are required to complete a minor. While it should be understood that recipients of this degree track may need further educational preparation for graduate school, a minor will assist with marketability and job placement. Additionally, students should consider earning outside certifications (ACE, ACSM, CSCS, etc.), which will improve their opportunities upon graduation.

The Exercise Science/Pre-Professional major is designed for students pursuing future careers in the research and/or clinical fields. With the proper pre-requisite courses, students may apply to physical therapy, occupational therapy, physician assistant or medical school. Additionally, students will also be prepared for advanced degrees (Master or Doctorate) in fields such as exercise physiology, sports psychology, pedagogy, or biomechanics. The Pre-Professional major is designed to ensure that the student has most, if not all, of the required courses to enter a graduate program upon completion of the BS degree. As each graduate program requires slightly different entry requirements, students are strongly encouraged to work with their advisor to ensure that all requirements are completed upon graduation. Students should identify potential graduate schools by the end of their sophomore year to ensure adequate time to complete required courses.

The Physical Education major offers two options. The non-teaching major prepares highly effective and reflective young professionals with instructional techniques

and skills to work with all age groups. Students graduating from this program are prepared to seek careers in youth activity programs, recreation, corporate fitness and sport-related commercial fields.

Adrian College's Physical Education (K-12 teacher certification) major prepares highly effective and reflective young professionals with extensive professional field experience and instructional techniques to work with diverse multiage students in K-12 classrooms. Students will develop the knowledge, skills, and personal social skills to be effective, reflective movement educators pursuing healthy active lifestyle education throughout a lifetime.

The combined B.S. in Exercise Science / Pre-Athletic Training & M.S. in Athletic Training degree programs combine requirements from the Exercise Science major and Athletic Training major for the completion of two degrees in five years. Athletic trainers are board certified allied health care professionals who specialize in preventing, recognizing, managing and rehabilitating injuries that result from physical activity. Students who want to become athletic trainers must earn a degree from an accredited athletic training curriculum and pass a comprehensive National Exam administered by the Board of Certification. Years one and two of the Athletic Training Program comprise the Candidacy Phase, and then students apply to be retained in the Professional Phase of the degree. By the end of the fifth year of study, students will have earned a B.S. in Exercise Science / Pre-Athletic Training, an M.S. in Athletic Training, and be eligible to sit for the Board of Certification (BOC) exam.

Students graduating from the ESAT department have pursued careers in: teaching (a) (K-12), coaching, personal training, health promotion, and sports administration, (b) graduate study in areas including, adapted physical education, biomechanics, coaching, exercise physiology, growth and motor development, sport psychology, sport sociology, and sport administration; and (c) professional study in medically-related fields such as medicine (allopathic or osteopathic), physician assistant, physical therapy, athletic training, and occupational-therapy.

## Exercise Science and Athletic Training

### Major Program Requirements – Exercise Science

All students majoring in Exercise Science must complete the core and cognate courses for the desired major. The options are:

Three Tracks

B.S. Exercise Science

B.S. Exercise Science / Pre-Professional

B.S. Exercise Science / Pre-Athletic Training

### **Bachelor of Science in Exercise Science**

(Must complete Exercise Science core, Exercise Science Cognates, Exercise Science Electives, and a minor from another department.

#### **Exercise Science Core (28 hours)**

ESAT 103	Foundations & Careers in ESAT (2)
ESAT 115	Care and Prevention of Athletic Injuries (3)
ESAT 201	First Aid & Emergency Care (2)
ESAT 225	Anatomy (3)
ESAT 240	Introduction to Research (1)
ESAT 250	Human Physiology (3)
ESAT 300	Kinesiology (3)
ESAT 311	Exercise Physiology (3)
ESAT 339	Principles of Strength and Conditioning (3)
ESAT 350	Laboratory Experiences in Exercise Physiology (3)
ESAT 404	Capstone: Senior Seminar (2)

NOTE: Students may waive ESAT 201 if they show current CPR/AED (Equivalent to BLS) AND First Aid certifications Please see Department Chair for the appropriate courses.

#### **Exercise Science Cognates (10 hours)**

BIOL 101	Biology and Society (4)
or BIOL 103	Plant Biology (4)
or BIOL 104	Animal Biology (4)
BIOL 209	Human Nutrition (3)
or ESAT 312	Sport Nutrition (3)
PSYC 100	General Psychology (3)

**Note: Students must complete 4 credits of Chemistry OR Physics**

CHEM 101	The World of Chemistry (4)
or CHEM 102	Kitchen Chemistry (4)
or CHEM 105	General Chemistry (3)

or CHEM 115 Principles of Chemistry (3)  
And CHEM 117 Introductory Chemistry Lab (1)

**OR**

PHYS 101 Introductory Physics (3)  
PHYS 103 Introductory Physics Lab (1)

#### **Exercise Science Electives (6 hours)**

Students must complete a minimum of 6 credits from the following list (work with your advisor to determine the best options)

ESAT 226	Human Anatomy Lab (1)
ESAT 256	Human Physiology Lab (1)
ESAT 390	Topics Class (1-3)
ESAT 328	Medical Terminology (2)
ESAT 370	ECG Interpretation (3)
ESAT 399	Professional Internship (1-3)

#### **Bachelor of Science in Exercise Science: Pre-Professional**

(Must complete Pre-Professional Core, Pre-Professional Cognates, and Pre-Professional Electives)

#### **Pre-Professional Core (25 hours)**

ESAT 103	Foundations & Careers in ESAT (2)
ESAT 115	Care and Prevention of Athletic Injuries (3)
ESAT 201	First Aid & Emergency Care (2)
ESAT 225	Anatomy (3)
ESAT 240	Introduction to Research (1)
ESAT 250	Human Physiology (3)
ESAT 300	Kinesiology (3)
ESAT 311	Exercise Physiology (3)
ESAT 350	Laboratory Experiences in Exercise Physiology (3)
ESAT 404	Capstone: Senior Seminar (2)

#### **Pre-Professional Cognates (33-34 hours)**

PSYC 100	General Psychology (3)
PSYC 211	Statistics for Psychology (3)
or MATH 204	Elementary Statistics (4)
MATH 115	Pre-Calculus (4)
BIOL 101	Biology and Society (4)
or BIOL 103	Plant Biology (4)
or BIOL 104	Animal Biology (4)
BIOL 209	Human Nutrition (3)
or ESAT 312	Sport Nutrition (3)
CHEM 101	The World of Chemistry (4)
or CHEM 102	Kitchen Chemistry (4)
or CHEM 105	General Chemistry (3)
or CHEM 115	Principles of Chemistry (3)
And CHEM 117	Introductory Chemistry Lab (1)
CHEM 246	Intermediate Inorganic Chemistry (3)
And CHEM 248	Intermediate Inorganic Chemistry Lab (1)

## Exercise Science and Athletic Training

or CHEM 224	Organic Chemistry I (3)
And CHEM 226	Organic Chemistry Lab (1)
PHYS 101	Introductory Physics (3)
PHYS 103	Introductory Physics Lab (1)
PHYS 102	Introductory Physics II (3)
PHYS 104	Introductory Physics Laboratory II (1)

NOTE: Students should research other electives required by the graduate school to which they are applying.

### **Pre-Professional Electives (3 hours)**

Students must complete a minimum of 3 credits from the following list (work with your advisor to determine the best options)

ESAT 226	Human Anatomy Lab (1)
ESAT 256	Human Physiology Lab (1)
ESAT 390	Topics Class (1-6)
ESAT 328	Medical Terminology (2)
ESAT 370	ECG Interpretation (3)
ESAT 399	Professional Internship (1-3)

### **Five Year Combined B.S. in Exercise Science and M.S. in Athletic Training**

This degree program combines requirements from the Exercise Science major and Athletic Training major for the completion of both a B.S. in Exercise Science/Pre-Athletic Training and an M.S. in Athletic Training in five years.

Athletic trainers are board certified allied health care professionals who specialize in preventing, recognizing, managing and rehabilitating injuries that result from physical activity. Students who want to become athletic trainers must earn a degree from an accredited athletic training curriculum.

For students interested in majoring in Athletic Training, years one and two comprise the Candidacy Phase, and then students apply to be retained in the Professional Phase of the degree. By the end of the fifth year of study, students will have earned a B.S. in Exercise Science / Pre-Athletic Training, an M.S. in Athletic Training, and be eligible to sit for the Board of Certification (BOC) exam.

### **Master of Science in Athletic Training Graduation Requirements**

- Completion of B.S. degree program in Exercise Science / Pre-Athletic Training from Adrian College.
- Completion of required courses listed below (see retention and probation criteria for more specific information).

**Note:** Students who have completed the undergraduate requirements for Exercise Science / Pre-Athletic Training

who opt not to continue with Master's level Athletic Training courses may earn a B.S. in Exercise Science/Pre-Athletic Training upon completion of the capstone course ESAT 404.

### **Athletic Training Professional Phase Retention/Probation Criteria:**

#### Retention Application:

After the Candidacy Phase (typically after the second year of study), students must apply to be formally reviewed for retention in the Athletic Training Professional Phase. Retention in the exercise science / pre-athletic training major is competitive, and will be based on students' performance in the following areas:

- Minimum cumulative GPA of 2.75
- Minimum major GPA of 2.75
- Completion of the following courses with a grade of C or better: ESAT 100, 115, 145, 201(or proof of certifications), 225, and 250, PSYC 100, completion of the biology requirement, and the physics or chemistry requirement (see exercise science cognates)
- Interview with athletic training faculty/staff
- Completed Retention Application

Prior to enrolling in professional phase athletic training clinical coursework (ESAT 345, 346, 445, 446, 545, and 546) students must have the following on file:

- Signed technical standards
- Proof of current CPR/BLS(or equivalent), certification and first aid training
- Proof of immunization review
- Proof of blood-borne pathogen training
- Signed Communicable Disease Policy
- Proof of HIPAA/FERPA training

#### Professional Phase Retention:

• After students have applied for retention in the Professional Phase, student performance will be evaluated each semester thereafter, and retention will be based on the following criteria:

Undergraduates Must:

- Maintain a minimum cumulative GPA of 2.75
- Maintain a minimum major GPA of 2.75
- Complete athletic training required coursework with a grade of C or better

#### Graduate Students Must:

- Maintain a minimum cumulative GPA of 3.0
- Complete athletic training required coursework with a grade of C or better

#### Probation:

With the exception of clinical experience courses, students who do not meet minimum retention criteria will

## Exercise Science and Athletic Training

be placed on probation, and will have a maximum one year from the original probation date (from the date of the first offense, only) to rectify the deficiency. If deficiencies are not corrected within the one year period, the student may be dismissed from the athletic training program.

Students who do not earn the minimum grade requirements in athletic training clinical skills courses (ESAT 345,346,445,446, or 545) will not be allowed to move on to subsequent clinical skills course. If students do not meet the minimum criteria at the time of completion of the B.S. in Exercise Science/Pre-Athletic Training, they will not be allowed to continue Master's level coursework.

### Transfer Students:

Information regarding Adrian College's transfer policies can be found in the Academic Catalog, under the Admissions section. Students wishing to transfer into the Athletic Training program will be held to the Professional Phase retention standards listed in this catalog. Students wishing to transfer into the Athletic Training program must do so during the Candidacy Phase (year 1 or 2). Students should be aware that certain athletic training coursework may not transfer. Transfer acceptance is contingent on space availability, and performance level in the stated criteria.

### **BS in Exercise Science / Pre-Athletic Training and M.S in Athletic Training**

(Must Complete Exercise Science core, Exercise Science cognates, Athletic Training Core, Athletic Training cognates, Athletic Training Graduate Core).

**Exercise Science Core (25 hours)** (ESAT 240 and 404 waived)

**Exercise Science Cognates (10 hours)**

**Exercise Science / Pre-Athletic Training Core (31 hours)**

ESAT 145	Clinical Observation and Orthoses (2)
ESAT 145L	Orthoses Lab (1)
ESAT 325	Orthopedic Assessment I (2)
ESAT 325L	Orthopedic Assessment I Lab (1)
ESAT 326	Orthopedic Assessment II (2)
ESAT 326L	Orthopedic Assessment II Lab (1)
ESAT 330	Therapeutic Modalities (2)
ESAT 330L	Therapeutic Modalities Lab (1)
ESAT 425	Orthopedic Rehabilitation (2)
ESAT 425L	Orthopedic Rehabilitation Lab (1)
ESAT 426	General Medical Conditions (2)
ESAT 426L	General Medical Conditions Lab (1)
ESAT 345	Athletic Training Clinical Skills I (2)
ESAT 347	Clinical Skills I Seminar (2)
ESAT 346	Athletic Training Clinical Skills II (2)
ESAT 348	Clinical Skills II Seminar (1)
ESAT 445	Athletic Training Clinical Skills III (2)
ESAT 447	Clinical Skills III Seminar (1)
ESAT 446	Athletic Training Clinical Skills IV (2)
ESAT 448	Clinical Skills IV Seminar (1)

### **Exercise Science / Pre-Athletic Training Cognates (12 hours)**

#### *Students must choose 4 credits of Chemistry or Physics:*

CHEM 101	The World of Chemistry (4)
or CHEM 102	Kitchen Chemistry (4)
or CHEM 105	General Chemistry (3)
or CHEM 115	Principles of Chemistry (3)
And CHEM 117	Introductory to Chemistry Lab (1)
OR	
PHYS 101	Introductory to Physics (3)
And PHYS 103	Introductory Physics Lab (1)
AND	
PSYC 211	Statistics for Psychology (4)
PSYC 265	Research Methods for Majors (4)

### **Athletic Training Graduate Core (32 hours)**

ESAT 500	Biomechanics (3)
ESAT 501	Athletic Training Administration (3)
ESAT 515	Advanced Therapies (3)
ESAT 530	Therapeutic Interventions (3)
ESAT 545	Advanced Clinical Skills I (4)
ESAT 546	Advanced Clinical Skills II (4)
ESAT 547	Exam Prep (1)
ESAT 590	Advanced Topics in Athletic Training (3)
ESAT 595	Capstone Course: Thesis (8-12)

### **Major Program Requirements – Physical Education**

#### **Non-Teaching Bachelor of Arts in Physical Education**

##### **Major Non-Teaching Track (34-36 Hours)**

ESAT 218	Rhythmic Activities (1)
ESAT 222	Instructional Methods in Physical Education (3)
ESAT 225	Anatomy (3)
ESAT 230	Motor Learning and Development (3)
ESAT 236	Sports Techniques I (2)
EPSE 237	Sports Techniques II (2)
ESAT 238	Sports Techniques III (2)
ESAT 250	Human Physiology (3)
ESAT 303	Outdoor Pursuits (2)
ESAT 304	Teaching Program Design of Strength and Conditioning (2)
ESAT 333	Adapted Physical Education (3)
ESAT 402	Administration of Physical Education and Sports (3)
TED 337	Teaching Physical Education in Middle and Secondary Schools (2)
ESAT 399	Professional Internship (3-5)

**CERTIFICATE REQUIREMENT:** Must have current certification in CPR/AED for adult and child, First Aid upon graduation.

#### **Choose one additional certification to be completed before graduation.**

Swimming (Lifeguard Training or WSI)  
Archery Certification  
Aerobic Instructor  
Personal Training  
Strength and Conditioning  
CPR/First Aid Instructor Trainer

#### **Bachelor of Arts with Teacher Certification in Physical Education.**

**See the Teacher Education section of the catalog.**

#### **Minor and Associate Program Requirements**

The department also offers an Associate of Arts degree and a minor in physical education. A student minoring or pursuing an Associate of Arts degree in physical education must complete a total of 33 semester hours, including: ESAT 103, 133, 201, 218, 222, 230, 236, 237, 238, 250, 333, and 402.

#### **Courses and Descriptions**

The semesters listed after course descriptions indicate when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs.

##### **100. Principles of Fitness (2) (FITNESS DEVELOPMENT).**

The basic principles of fitness, with emphasis on development of a wellness concept. Various physical assessments are used to determine a student's level of fitness and individual programs are explored for the purpose of establishing room and laboratory experience. Required of all students, recommended for out-of-season athletes. Fall, Spring.

##### **101. Physical Education Activities (1).**

The fundamental skills and techniques of various activities which students may select. May be repeated once with different activities. Additional fees for equestrian classes will apply. Fall, Spring.

##### **103. Foundations and Careers in ESAT and AT (2).**

Relationships among physical education, sport and recreation through history, including principles, objectives and programs. Various philosophies are explored as a basis for developing a personal philosophy relating to each area. Fall, Spring.

##### **115. Care and Prevention of Athletic Injuries (3).**

Designed for students interested in majoring in exercise science, physical education and athletic training, this course will cover basic injury prevention, emergency care, assessment and treatment for the physically active. Fall, Spring.

**145. Clinical Observation and Orthoses (2).** This course is for students interested in pursuing the Master's degree in athletic training. Students will develop entry level knowledge on injury recognition, evaluation, and treatment. Students will also gain practical experience via clinical observations (Co-requisite, ESAT 145L). Fall and Spring.

##### **145L. Clinical Observation and Orthoses Lab (1).**

Laboratory experiences will review, practice and assess basic athletic training practice. Emphasis will be placed on injury prevention, evaluation and treatment skills including palpation and the fabrication and application of orthoses.

**201. First Aid and Emergency Care (2).**

Development of knowledge and skills in first aid, CPR, airway obstruction and rescue breathing. Upon satisfactory completion, students earn nationally recognized certifications in First Aid and CPR. Open to freshmen. Fall, Spring

**218. Rhythmic Activities (1).**

The development of rhythmic movement principles taught in the elementary and secondary schools. Designed for elementary and secondary teachers. Open to freshmen. Fall.

**222. Instructional Methods in Physical Education (3).**

Designed to provide experiences which will assist physical education majors and minors select developmentally appropriate motor activities, develop instructional materials, develop assessment techniques and management skills. Fall.

**225. Human Anatomy (3).**

An introduction to gross anatomical structure. Designed for exercise science/physical education majors and students in related fields of interest. Fall and Spring.

**226. Human Anatomy Lab (1).**

A one semester survey of the structures of the human body, including dissections and discussions of cells, tissues, organs and systems. Offered as needed

**230. Motor Learning and Development (3).**

Examination of motor skill acquisition and application to skill performance. Factors influencing motor learning such as growth and development, neural mechanisms, and optimal teaching strategies are explored. Fall.

**236. Sports Technique I (2).**

Based on the Michigan Department of Education framework for invasion games and target games. (i.e. soccer, lacrosse, basketball, softball, golf, disc golf, ultimate) teacher candidates will acquire motor skills, knowledge and practical experiences working toward teacher certification. Open to freshmen. Spring.

**237. Sports Technique II (2).**

Based on the Michigan Department of Education framework for net wall games (i.e. volleyball, pickle ball, tennis, badminton) teacher candidates will acquire motor skills, knowledge and practical experiences working toward teacher certification. Open to freshmen. Fall.

**238. Sports Technique III (2).**

Based on the Michigan Department of Education framework for rhythmic activities and fitness activities. (i.e. tumbling, fitness, bowling) teacher candidates will acquire motor skills, knowledge and practical experiences working toward teacher certification. Open to freshmen. Spring.

**240. Introduction to Research (1).**

Nature and role of scientific research in exercise science and in the practice of librarianship and information management will be reviewed. Data collection and analysis techniques will be explored. Students will be expected to report and critically evaluate research. (Prerequisite: ESAT 103). Fall and Spring.

**250. Human Physiology (3).**

Introduction to physiological mechanisms which govern systemic organ function. Fall, Spring.

**256. Physiology Lab (1).**

A one-semester survey of physiological concepts and functions via experimentation. Offered as needed.

**300. Kinesiology (3).**

The theory and practical application of basic facts, laws, principles and concepts of biomechanical movement, with attention given to the physiological and anatomical study of muscles. (Prerequisites: ESAT 225, 250). Fall and Spring.

**303. Outdoor Pursuits (2).**

Prepares students to participate, design, implement, and assess knowledge and lifelong skills (i.e. archery, outdoor exploring, fishing activities, technical navigation). Coursework is based on Michigan Department of Education Physical Education Framework. (Prerequisite: T ED 330 or permission of instructor).

**304. Teaching Program Design of Strength and Conditioning (2).**

Candidates will design, implement and instruct a functional strength and conditioning class for high school. Skills to be acquired: organizational set up and structure, pre-activity functional movements, proper dynamic and static flexibility, weight training techniques including Olympic movements and safety. (Prerequisite: T ED 330 or permission of instructor).

**309. Theory and Practice (1).**

Practical application of methods and techniques of teaching physical education activities. Students teach in the required exercise science physical education

## Exercise Science and Athletic Training

program. (Prerequisite: Permission of instructor). As needed.

### **311. Exercise Physiology (3).**

A physiological examination of how the body responds and adapts to exercise. (Prerequisite: ESAT 250). Spring.

### **312. Sports Nutrition (3).**

The study of the metabolic and physiological responses of the body to diet including the acute and chronic effects of sports nutrition and supplementation on physical performance. (Prerequisite: BIOL 101, 103 or 104). Fall

### **316. Health and Physical Education for the Classroom Teacher (3).**

This course will provide elementary classroom teachers with the opportunity to develop the functional knowledge, skills and behaviors to enhance students' current health and physical activity as well as to develop life-long healthy lifestyles. Fall.

### **325. Orthopedic Assessment I (2).**

Classroom experience will cover intermediate level orthopedic evaluation techniques. Course content will include the theory of basic injury evaluation skills, with emphasis on posture and range of motion evaluation, along with the practice and assessment of special tests. (Prerequisites: ESAT 115, 145, 225, and 250, Co-requisition ESAT 325L, Acceptance in professional phase of athletic training). Fall.

### **325L Orthopedic Assessment I Lab (1)**

Laboratory experiences will practice and assess basic injury evaluation skills, with emphasis on posture and range of motion evaluation, and special tests (Co-requisite ESAT 325). Fall

### **326. Orthopedic Assessment II (2).**

Classroom experience will cover advanced level orthopedic evaluation techniques. Course content will include reviewing basic injury evaluation skills, with emphasis on advanced special tests and neurological evaluation. (Pre-requisite: ESAT 325, Co-requisites ESAT 326L). Spring.

### **326L Orthopedic Assessment II Lab (1)**

Laboratory experiences will review, practice and assess basic injury evaluation skills, with emphasis on advanced special tests and neurological evaluation (Co-requisite: ESAT 326) Spring

### **328. Medical Terminology (2).**

Medical terms will be translated by learning the meanings of suffixes, prefixes and finally the word root. This medical terminology course will provide the medical language needed to advance to graduate program in the

health sciences. (Prerequisite: Completion of Writing Intensive requirement). Fall and Spring.

### **330. Therapeutic Modalities (2).**

This course explores the theory behind, and the principles of use of therapeutic modalities including proper application techniques including indications, contraindications, and safe operating procedures will be covered. (Prerequisites: ESAT 115, 225, 250, Co-requisite ESAT 330L, Acceptance in professional phase of athletic training). Fall.

### **330L Therapeutic Modalities Lab (1)**

Laboratory experiences will practice and assess proper application techniques while emphasizing evidence based practice for safe and effective treatment procedures (Co-requisite ESAT 330). Fall

### **333. Adapted Physical Education (3).**

The course is a theoretical and practical approach to the instruction of physical activity to special populations. Effective instruction, accommodation of developmentally appropriate activities, equipment and instructional materials for special populations are taught through lecture and laboratory experiences. (Prerequisite: ESAT 222).

### **339. Principles of Strength and Conditioning (3).**

Integrates scientific principles, concepts, and theories of exercise to improve the condition of the physically active. Topics include scientific basis of training and conditioning, testing and assessment methods, exercise technique, periodization, and issues related to organization and administration of programs. This course provides preparatory information for various exercise certifications. (Prerequisites: ESAT 225, and 250). Spring.

### **345. Athletic Training Clinical Skills I (2).**

Students will be assigned to an approved clinical site and preceptor to gain practical clinical experience. Clinical skills taught in pre-requisite coursework will be assessed in the practical setting. Clinical experiences will be supervised by the Clinical Education Coordinator (Prerequisites: ESAT 115, 145, Co-requisite, 345L, Acceptance in professional phase of athletic training). Fall.

### **347. Clinical Skills I Seminar (2)**

This course will supplement the associated athletic training clinical skills course. Emphasis will be placed on professional socialization, ethics and the perfection of the application of emergency medicine protocols (Co-Requisite: ESAT 345). Fall

**346. Athletic Training Clinical Skills II (2).**

Students will be assigned to an approved clinical site and preceptor to gain practical clinical experience. Clinical skills taught in pre-requisite coursework will be assessed in the practical setting. Clinical experiences will be supervised by the Clinical Education Coordinator (Prerequisites: ESAT 325, 330, 345, Co-requisite 346L). Spring.

**348 Clinical Skills II Seminar (1)**

This course will supplement the associated athletic training clinical skills course. Emphasis will be placed on professional socialization, ethics and the perfection of the application of the appropriate level of athletic training knowledge and skills (Co-requisite ESAT 346). Spring

**350. Laboratory Experiences in Exercise Physiology (3).**

Statistical methods and assessment techniques applied to physical education and exercise science. Criteria for selecting tests, statistical techniques, and tools for assessing fitness, skills and attitudes will be examined. (Prerequisite: ESAT 311). Fall, Spring.

**360. Exercise and the Brain (2).**

The effects of exercise on cognitive function, energy balance, addiction, mood disorders and neurodegenerative diseases (Prerequisite: ESAT 250).

**370. Electrocardiogram (ECG) (3).**

The course examines cardiac anatomy, electrophysiology and basic cardiac rhythms with an emphasis on the recognition and interpretation of cardiac dysrhythmias. (Prerequisite: ESAT 225).

**390. Topics in Exercise Science. (1-6).**

An in-depth study of a special topic, which varies from semester to semester depending on specialties of the professor teaching the course. May be repeated with a different topic. Offered as needed.

**402. Capstone: Administration of Physical Education and Sport (3).**

Capstone class for the physical education major emphasizes administration, program and curriculum design of physical education and physical activity programs including collaborative partnerships within the public schools and surrounding communities. (Prerequisites: ESAT 222, T ED 337). Spring

**404. Capstone: Senior Seminar (2).**

Each student develops a research project, uses the appropriate methods and statistical tools, and analyzes data. The student will present the material in an oral

presentation. (Prerequisites: ESAT 240 Co-requisites: ESAT 300, 350). Fall, Spring.

**425. Clinical Orthopedic Rehabilitation (2).**

The course will study the components of therapeutic exercise. Emphasis is placed on evidence based practice and effective rehabilitation of athletic injuries. (Prerequisites: ESAT 326, Co-requisite ESAT 425L). Fall.

**425L Orthopedic Rehabilitation Lab (1)**

Laboratory experiences will review, practice and assess psychomotor rehabilitation skills and emphasize practical application and return to activity considerations (Co-requisite ESAT 425). Fall

**426. General Medical Conditions (2).**

Classroom experience will explore general medical considerations for the athlete. Students will understand the theories supporting evidenced based practice and effective evaluation and treatment of such conditions. (Prerequisites: ESAT 425, Co-requisite ESAT 426L). Spring.

**426L General Medical Conditions Lab (1)**

Laboratory experiences will review, practice and assess psychomotor skills related to the evaluation and treatment of general medical conditions (co-requisite ESAT 426). Spring

**445. Athletic Training Clinical Skills III (2).**

Students will be assigned to an approved clinical site and preceptor to gain practical clinical experience. Clinical skills taught in pre-requisite coursework will be assessed in the practical setting. Clinical experiences will be supervised by the Clinical Education Coordinator. (Prerequisite: ESAT 326,346, Co-requisite ESAT 447). Fall.

**447 Clinical Skills III Seminar (1)**

This course will supplement the associated athletic training clinical skills course. Emphasis will be placed on professional socialization, ethics and the perfection of the application of the appropriate level of athletic training knowledge and skills (Co-requisite ESAT 445). Fall

**446. Athletic Training Clinical IV (2).**

Students will be assigned to an approved clinical site and preceptor to gain practical clinical experience. Clinical skills taught in pre-requisite coursework will be assessed in the practical setting. Clinical experiences will be supervised by the Clinical Education Coordinator (Prerequisite: ESAT 445, Co-requisite ESAT 448). Spring.

**448. Clinical Skills IV Seminar (1)**

This course will supplement the associated athletic training clinical skills course. Emphasis will be placed on professional socialization, ethics and the perfection of the application of the appropriate level of athletic training knowledge and skills (Co-requisite ESAT 446).  
Spring

**Special and Advanced Courses**

**199. Exploratory Internship (1-3).**

Does not count toward a departmental major.

**299. Experimental Course (1-3).**

**399. Capstone: Professional Internship (1-12).**

The professional internship will provide an opportunity for students to test their career interests and develop job-related skills through college-approved work experiences and to bring them in contact with professionals in the field. Students will make a formal presentation following the conclusion of the internship.

**451. Independent Study (1-3).**

A program of supervised reading, research or work in an area of special interest to the student. (Prerequisite: departmental permission).

**481. Internship Seminar (1).**

Course to be taken with ESAT 399, this course is designed to maximize the experiences learned through the ESAT 399 professional internship. Additional projects include a research proposal, culminating in an end of the semester presentation. (Co-requisite: ESAT 399).

**499. Advanced Experimental Course (1-3).**

**Athletic Training Graduate Courses**

**500. Biomechanics (3).**

This laboratory driven course involves the study of the mechanical principles, analytical methods, and instrumentation systems involved in the analysis of human movement. (Prerequisite: Entrance into the Graduate Program in Athletic Training).

**501. Athletic Training Administration (3).**

Organizing and administering an athletic training program and facility, with emphasis on program management, human resources, budget planning, facility design, record keeping, liability, and legal considerations. (Prerequisite: Entrance into the Graduate Program in Athletic Training).

**510. Athletic Health Symposium (3).**

This course is designed to examine various topics of an athlete's health. Topics of sports medicine, nutrition and conditioning will be the emphasis. The course targets undergraduates, as well as allied health professionals, physical educators, coaches and nurses. This course is for academic credit as well as professional continuing education.

**515. Advanced Therapies (3).**

Classroom and laboratory experiences involving advanced therapeutic techniques. Topics may include, but are not limited to muscle energy, massage, and acupuncture techniques. (Prerequisite: Entrance into the Graduate Program in Athletic Training).

**520. Advanced Exercise Physiology (3).**

Acute and chronic effects of exercise on various body systems. Principles of training, exercise prescription, and the role of physical activity in health and disease. Physiological and biochemical basis of exercise responses and adaptations will be explored, as well as, how they relate to exercise testing and/or prescription. (Prerequisite: Entrance into the Graduate Program in Athletic Training).

**530. Therapeutic Interventions (3).**

This course provides a basis for making clinical decisions regarding the pharmacologic and psychosocial management of commonly occurring physical and mental health problems of physically active patients. (Prerequisite: Entrance into the Graduate Program in Athletic Training).

**545. Advanced Clinical Skills I (4).**

Laboratory and practical experience to review and evaluate the advanced clinical skills taught in previous coursework. Professional development for the entry level professional will be emphasized. (Prerequisites: Successful Completion of B.S. in Exercise Science / Pre-Athletic Training, ESAT 501, ESAT 530).

**546. Advanced Clinical Skills II (4).**

Laboratory and practical experience to review and evaluate the advanced clinical skills taught in previous coursework. Professional development for the entry level professional will be emphasized. (Prerequisite: ESAT 545).

**547. Athletic Training Exam Prep (1).**

A preparation course for the athletic training Board of Certification Exam. Spring

**551. Independent Study (1-3).**

## Exercise Science and Athletic Training

A program of supervised work in an area of special interest to the student. Graduate students may take up to three credits toward graduation. This course may be used as elective credit, but may not be used in place of required courses.

### **590. Advanced Topics in Athletic Training (1-3).**

This course will cover contemporary topics in athletic training and related fields. (Prerequisite: Entrance into the Graduate Program in Athletic Training).

### **595. Capstone Course: Thesis (1-12).**

Design and performance of research leading to an MS degree in Athletic Training.

## Geology

### *Mission statement*

The Geology program provides students with a strong foundation in geology that will prepare them for jobs in industry, graduate school, or K-12 education. The program encompasses strong field and laboratory components that enhance classroom learning experiences. Experiential learning in the field allows students to apply principles learned in the classroom and provides them with the background to better understand the world around them. The laboratory component provides the opportunity for creative problem solving and critically evaluating current issues in the geosciences. An integrated capstone course encompasses all of the above components and allows students to integrate geologic research with other related math and sciences fields. The geology program provides students the ability to address current geoscience issues from the scientific, environmental and political perspective as well as the ability to carry on a lifetime of learning.

### **Lab Fees**

A modest lab fee will be charged to lab courses in order to supplement the cost of laboratory supplies.

### **Major Program Requirements**

#### Bachelor of Arts in Geology

(35 hours and 10-12 hours of cognates)

#### **Geology B. A. Core (35 hours)**

GEOL 101	Physical Geology (4)
GEOL 102	Historical Geology (4)
GEOL 301	Mineralogy (4)
GEOL 302	Petrology (4)
GEOL 307	Structural Geology (4)
GEOL 314	Sedimentology and Stratigraphy (4)
GEOL 316	Paleontology (4)
GEOL 318	Field and Laboratory Methods (4)
GEOL 400	Senior Research I (2)
GEOL 401	Capstone: Senior Research II (1)

#### **Cognates (10-12 hours)**

CHEM 105 General Chemistry I (3)  
 or CHEM 115 Principles of Chemistry (3)  
 CHEM 117 Introductory Chemistry Laboratory (1)

and two courses from the following:

MATH 115	Pre-Calculus Mathematics (4)
MATH 135	Calculus I (4)
MATH 204	Statistics (3)
MATH 205	Calculus II (4)
CIS 106	Computer Programming (3)
ESS 375	Geographic Information and Positioning Systems (4)
PHYS 101	Introductory Physics I (3)

and PHYS 103	Introductory Physics Laboratory I (1)
PHYS 102	Introductory Physics II (3)
and PHYS 104	Introductory Physics Laboratory II (1)
PHYS 205	General Physics I (3)
and PHYS 209	General Physics Laboratory I (1)
PHYS 206	General Physics II (3)
and PHYS 210	General Physics Laboratory II (1)
CHEM 246	Intermediate Inorganic Chemistry (3)
and CHEM 248	Intermediate Inorganic Chemistry Laboratory (1)

Bachelor of Arts candidates who plan professional geology careers are strongly encouraged to include in their degree programs the following courses, which are usually required for entry into graduate school: PHYS 101, 102 and MATH 115.

#### Bachelor of Science in Geology

(35 hours of Geology and 32 hours of cognates)

#### **Geology B.S. Core (35 hours)**

GEOL 101	Physical Geology (4)
GEOL 102	Historical Geology (4)
GEOL 301	Mineralogy (4)
GEOL 302	Petrology (4)
GEOL 307	Structural Geology (4)
GEOL 314	Sedimentology and Stratigraphy (4)
GEOL 316	Paleontology (4)
GEOL 318	Field and Laboratory Methods (4)
GEOL 400	Senior Research I (2)
GEOL 401	Capstone: Senior Research II (1)

#### **Geology B.S. Cognates (32 hours)**

CHEM 105	General Chemistry I (3)
or CHEM 115	Principles of Chemistry (3)
CHEM 117	Introductory Chemistry Laboratory (1)
CHEM 246	Intermediate Inorganic Chemistry (3)
CHEM 248	Intermediate Inorganic Chemistry Laboratory (1)
ESS 375	Geographic Information and Positioning Systems (4)
MATH 115	Pre-Calculus Mathematics (4)
MATH 135	Calculus I (4)
MATH 205	Calculus II (4)
PHYS 205	General Physics I (3)
PHYS 206	General Physics II (3)
PHYS 209	General Physics Laboratory I (1)
PHYS 210	General Physics Laboratory II (1)

Computer Information Systems is recommended. Many graduate schools require a summer field course that is available at several field camps operated by major universities.

## Geology

### Bachelor of Arts in Environmental Geology (34 hours and 18-19 hours of cognates)

#### **Environmental Geology Core (31 hours)**

GEOL 101	Physical Geology (4)
GEOL 102	Historical Geology (4)
ESS 205	Environmental Geology (4)
GEOL 307	Structural Geology (4)
GEOL 314	Sedimentology and Stratigraphy (4)
GEOL 318	Field and Lab Methods (4)
GEOL 321	Contaminated Soil and Groundwater: Assessment and Remediation (4)
GEOL 400	Senior Research I (2)
GEOL 401	Capstone: Senior Research II (1)

#### **Geology Electives (3-4 hours)**

##### **Cognates (18-19 hours)**

CHEM 105	General Chemistry I (3)
or CHEM 115	Principles of Chemistry (3)
CHEM 117	Introductory Chemistry Laboratory (1)
CHEM 224	Organic Chemistry I (3)
and CHEM 226	Organic Chemistry Laboratory (1)
or CHEM 246	Intermediate Inorganic Chemistry (3)
and CHEM 248	Intermediate Inorganic Chemistry Laboratory (1)
CIS 106	Computer Programming (3)
ESS 375	Geographic Information and Positioning Systems (4)
MATH 115	Pre-calculus (4)
or MATH 204	Statistics (3)

Bachelor of Arts candidates who plan to pursue a graduate degree are encouraged to take CHEM 246 and CHEM 248 which are usually required for entry into graduate school.

### Minor and Associate Program Requirements

#### **Associate of Arts in Geology** (18-20 hours of Geology)

GEOL 101	Physical Geology (4)
GEOL 102	Historical Geology (4)
And	
10-12 hours of 300-level GEOL course credits.	

#### **Minor in Geology** (18-20 hours of Geology)

GEOL 101	Physical Geology (4)
GEOL 102	Historical Geology (4)
And	
10-12 hours of 300 level GEOL course credits.	

#### Courses and Descriptions

The semesters listed after course descriptions indicate when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs.

#### **101. Physical Geology (4) (NATURAL SCIENCE).**

An introduction to the Earth: its physical characteristics and processes. Topics include formation and history of the Earth, rocks and minerals, subsurface and surficial Earth processes, and natural resources, including how humans and society utilize resources and the consequences and benefits related to such use. Laboratory required. Fall, Spring.

#### **102. Historical Geology (4) (NATURAL SCIENCE).**

An introduction to Earth's history, as recorded in the rock and fossil record. Topics include the origin of the Earth, the major events in the physical development of Earth through time, the origin of life, and the development of life through time. Laboratory required. Spring.

#### **107. Geology of National Parks (4) (NATURAL SCIENCE).**

An overview of the geology of U.S. National Parks. Unifying geological principles emphasized. Major topics: sandstone parks, volcanic parks, hot springs and geothermal areas, caves and limestone parks, reefs and fossilized reefs, rivers and erosion, ice and glaciers, mountain building and mountain ranges. Three lectures, one 2-hour laboratory per week. Fall of alternate years.

#### **108. Natural Disasters (4) (NATURAL SCIENCE).**

An examination of the causes, effects, and options available to mitigate natural disasters, such as earthquakes, volcanic eruptions, landslides, subsidence, coastal erosion, flooding, severe weather, and wildfires. Three lectures, one 2-hour laboratory per week. Spring.

#### **301. Mineralogy (4).**

Crystallography, atomic structure and bonding, phase equilibria and crystal chemistry, and the megascopic identification and descriptive mineralogy of nonsilicate and silicate minerals. Two lectures, one 3-hour laboratory per week. (Prerequisites: CHEM 105 or 115 and 117). Fall of even years.

#### **302. Igneous and Metamorphic Petrology (4).**

An introduction to the physical and chemical properties related to the formation of igneous and metamorphic rocks in different tectonic regimes. Laboratory study utilizes hand specimens and thin section analysis to interpret the origin of rocks. Two lectures, one 3-hour

## Geology

laboratory per week. (Prerequisite: GEOL 301). Spring of odd years.

### **307. Structural Geology (4).**

The behavior of rocks under various kinds of force, with analysis of resulting structural features, including folds, joints and faults, and the nature of the forces that produced them. These concepts are applied to understanding the basic structural and tectonic framework of North America. Two lectures, one 3-hour laboratory per week. (Prerequisite: GEOL 101). Spring of even years.

### **314. Sedimentology and Stratigraphy (4)**

The use of sedimentary rocks and sequences to interpret depositional environments and evaluate the evolution of sedimentary basins. Topics include sedimentary petrology and petrography, sedimentary processes and environments, sedimentary structures, lithostratigraphy, and biostratigraphy. A field trip is required. Two hours lecture; three hours lab. (Prerequisites: GEOL 101). Spring of odd years.

### **316. Paleontology (4)**

Fossils: their geologic occurrence, identification, relationship to modern organisms, and usage in interpreting the age of geologic units and paleoenvironments. Topics include paleontological and evolutionary principles and major invertebrate taxa. A field trip is required. Two hours lecture; three hours lab. (Prerequisites: GEOL 101 and 102). Fall of odd years.

### **318. Field and Laboratory Methods (4).**

An introduction to geological field and laboratory techniques and the fundamentals of collection and interpretation of geologic data in field and laboratory settings. Topics include field instruments, aerial photography, maps, stratigraphic columns, provenance, analytical equipment, and geochemistry. Field trip required. (Prerequisites: GEOL 317, GEOL 313). Fall of even years.

### **319. Plate Tectonics (3).**

A global study of plate tectonics as a unifying solid-earth theory. Includes scientific development, geophysical evidence and application of plate tectonic processes to explain tectonic evolution of the Earth. Two lectures, one 2-hour laboratory per week. (Prerequisite: GEOL 307). Fall of even years.

### **320. US Geology Field Experience (1).**

Students will research, give an oral presentation, and write an abstract on a specific geologic location in the US.

Abstracts will be compiled as a field guide for a required field trip to these locations over Spring Break. May be repeated one time for credit. Offered as needed.

### **321. Contaminated Soil and Groundwater: Assessment and Remediation (4).**

Principles of contaminant behavior in soil and groundwater systems and the application of assessment and remedial techniques to address environmental problems. Application of course and laboratory content in term-long site assessment-remediation project. (Prerequisite: ESS 205). Spring of even years.

### **322. Petroleum Geology (3).**

Lecture and laboratory exercises concerning the origin, migration, and accumulation of oil and natural gas in the Earth's crust and the techniques for surface, subsurface, and geophysical exploration of petroleum resources. Two lectures, one 2-hour laboratory per week. (Prerequisite: GEOL 307 or 318). Fall of odd years.

### **400. Senior Research I (2).**

Original research, including data collection and analysis, on a geological or environmental geology topic. An abstract will be written summarizing the results. Fall, Spring.

### **401. Capstone: Senior Research II (1)**

Scientific writing, graphical methods, and oral presentations in the geological sciences. Student will write a formal paper and prepare an oral presentation using data collected in GEOL 400. A formal presentation is required. (Prerequisite: GEOL 400). Fall, Spring.

#### *Special and Advanced Courses*

### **199. Exploratory Internship (1-3).**

### **299. Experimental Course (1-3).**

### **399. Professional Internship (1-12).**

### **451. Independent Study (1-3).**

A program of independent study supervised by a departmental faculty member. The work may be theoretical, experimental or a field problem. May be repeated. (Prerequisite: departmental permission).

### **499. Advanced Experimental Course (1-3).**

## History

### *Mission Statement*

The History program at Adrian College gives students tools not only for analyzing the past, but also for understanding the developments and challenges of the present and future.

By exploring diverse regions of the world, developing their abilities to think critically, and challenging themselves to develop logical arguments supported by material evidence, students gain an understanding of world history that prepares them for post graduate education and gives them the research and critical thinking skills for work in any field.

The History curriculum supports all of the Ribbons of Excellence in a variety of ways. It most comprehensively fosters critical thinking, but it also routinely crosses boundaries and disciplines by making connections between historical events and arts and culture, for example. Various courses emphasize the development of creativity, particularly the capstone course, which requires students to develop their own original research question and think creatively about finding the necessary sources. The History curriculum also emphasizes caring for humanity and the world in its focus on diverse cultures and peoples, fostering an appreciation of – and hopefully care for – the larger world. Finally, the History faculty exemplifies the learning throughout a lifetime ribbon for their students through their own continued pursuit of scholarship and inquiry.

History classes are interactive, are based on rigorous discussions, and employ group projects, various media, and field trips. In addition, the History professors at Adrian College help students become better communicators by teaching students how to write and speak more effectively. The faculty prepares students for diverse careers requiring skills in research, communication and analysis in professional fields such as teaching, law, business, journalism, museum studies and information management.

### Major Program Requirements

#### Experiential Course:

All Students majoring in History must complete a department approved experiential component. This is fulfilled through either an internship, external academic experience or through a college-approved Study Abroad experience.

#### Bachelor of Arts in History

(36 credit hours of History and 3-credit-hour cognate in Art History)

#### **History Core (12 hours)**

HIST 295	Historical Theories and Methods (3)
HIST 395	Historical Writing and Development (3)
HIST 408	Research Preparation (3)
HIST 409	Senior Research Capstone (3)

#### **History Electives (24 credit hours \*at least 12 credits must be at the 300/400 level)**

6 hours from Non-Western Courses:

HIST 111	Islamic Civilization (3)
HIST 130	Chinese History I (3)
HIST 131	Chinese History II (3)
HIST 132	Japanese History I (3)
HIST 133	Japanese History II (3)
HIST 221	History of Japanese Women (3)
HIST 232	Asia and Africa in World History I
HIST 239	Cultural History of Japan (3)
HIST 314	History of the Modern Middle East (3)
HIST 350	History of Chinese Philosophy (3)
HIST 355	History and Memory of the Atomic Bombings (3)

6 hours from European Courses:

HIST 103	Western Civilization I (3)
HIST 104	Western Civilization II (3)
HIST 213	Topics in Modern European Women's History (3)
HIST 215	Medieval Europe (3)
HIST 224	Slavery and Abolition in Comparative Perspective (3)
HIST 273	The Big Picture: From Big Bang to Now (3)
HIST 305	History of the Soviet Union (3)
HIST 321	Perspectives on Nazi Germany (3)

6 hours from American courses:

HIST 161	U.S. History to 1850 (3)
HIST 162	U.S. History 1850 to 1945 (3)
HIST 163	U.S. History since 1945 (3)
HIST 224	Slavery and Abolition in Comparative Perspective (3)
HIST 261	Women in the United States (3)

## History

HIST 262	American Indian History (3)
HIST 263	African American History (3)
HIST 361	The "American Century" (3)
HIST 362	American Foodways (3)
HIST 363	Topics in American Social History (3)

### 6 additional hours from any area

#### Art History Cognate (3 hours)

AHIS Any course in Art History (3)

#### Bachelor of Arts with Teacher Certification in History

See the Teacher Education section of the catalog.

#### Minor and Associate Program Requirements

#### (27 Credit Hours)

HIST 295 Historical Theories and Methods (3)

6 credit hours from Non-Western

6 credit hours from European courses

6 credit hours from American courses

6 additional hours at the 300/400 level

Majors and minors are encouraged to take additional courses in the arts and humanities, the natural sciences and mathematics, and the behavioral and social sciences that complement and enrich their educational and career goals. The departmental faculty members will assist students in choosing such courses through academic advising. Students planning graduate work in history should acquire a reading knowledge of one or more foreign languages and/or a basic knowledge of statistics relevant to their specific program of study.

#### Courses and Descriptions

The semesters listed after course descriptions indicate when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs.

#### Introductory Courses

#### **103. Western Civilization I (3) (HUMANITIES).**

An introduction to the history and culture of Europe from 3000 BCE to 1650 CE, emphasizing ancient civilizations, medieval Europe, the Renaissance, and the Reformation. May be used toward fulfillment of the European History requirement. Fall.

#### **104. Western Civilization II (3) (HUMANITIES).**

An introduction to the history and culture of Europe from 1715 to the present, emphasizing the Enlightenment, the French Revolution, industrialization, nationalism,

imperialism, fascism, World Wars I and II, the Cold War, and contemporary intellectual, political and social changes. May be used toward fulfillment of the European history requirement. Spring.

#### **111. Islamic Civilization (3) (NON-WESTERN).**

An introduction to the history and culture of Islamic societies starting with Muhammad and culminating with the great Ottoman and Safavid empires. (May be used toward fulfillment of the non-western history requirement). Fall.

#### **130. Chinese History I (3) (HUMANITIES, NON-WESTERN).**

An introduction to the history and culture of China from its beginnings through the Tang Dynasty, including highlights of philosophy, literature, religion, science and technology, political, economic and social life. Fall.

#### **131. Chinese History II (3) (HUMANITIES, NON-WESTERN).**

An introduction to the history and culture of China from the Song Dynasty to the present, including highlights of philosophy, literature, religion, science and technology, political, economic and social life. Spring.

#### **132. Japanese History I (3) (HUMANITIES, NON-WESTERN).**

An introduction to the history and culture of Japan from its beginnings to 1600, including highlights of philosophy, literature, religion, science and technology, political, economic and social life. Fall.

#### **133. Japanese History II (3) (HUMANITIES, NON-WESTERN).**

An introduction to the history and culture of Japan from 1600 to the present, including highlights of philosophy, literature, religion, science and technology, political, economic and social life. Spring.

#### **161. U.S. History to 1850 (3) (HUMANITIES).**

An introduction to the history and culture of America from 1600 to 1850, including colonization, the formation of the American republic, race and gender relations, social reform, industrialization, and foreign relations.

#### **162. U.S. History 1850-1945 (3) (HUMANITIES).**

An introduction to the history and culture of America from 1850 to 1945 including the Civil War and Reconstruction, urbanization, social reform, World Wars I and II, the Great Depression, and race and gender relations.

## History

### **163. U.S. History since 1945 (3) (HUMANITIES).**

An introduction to the history and culture of America from 1945 to the present, including the Cold War, suburbanization, Vietnam, Watergate, the modern Civil Rights and other social movements, foreign affairs, the rise of conservatism, and 9/11.

### **245. Reacting to the Past (3) (HUMANITIES).**

Students will play two complementary Reacting to the Past games and then conclude by comparing their common themes. A minimum of 15 pages of graded writing will be assigned.

### **286. Introductory Topics in History (1-3).**

Introductory topics in history covers historical topics at a sophomore level rather than junior level or higher. Examples of topics include: Women in American Popular Culture, Japanese History Through Monsters. Open to freshman.

#### *Advanced Topics in History*

### **205. The Novel as History (1).**

A study of a particular novel as it relates to the historical events in which it is set. The novel studied will change regularly. (May be repeated for a total of three semester hours). Fall, Spring.

### **233. Asia and Africa in World History (3).**

Major themes in world history with special emphasis on Asian and African societies. Some coverage of South America as well. Among topics covered are major empires, the expansion of hemispheric interaction, the rise of world religions, the age of revolutions, and globalization. Political, cultural, social, and economic history will be considered. Open to freshmen.

### **240. Experiential Museology (3).**

Students will read about issues in Museum Studies and then create an exhibit at the Lenawee County Historical Museum. Offered occasionally.

### **295. Historical Theories and Methods (3) (HUMANITIES).**

An introduction to historiography and historical methods for history majors and minors. (Prerequisite: one previous HIST course). Fall.

### **301. Topics in History (3).**

In-depth study of topics in various fields and periods of history. Topics may include History of Medicine and the French Revolution. (Prerequisite: HIST 295). Fall, Spring.

### **303. Fortification to Reformation: The History of York, England to the 15<sup>th</sup> Century (6).**

A five-week interdisciplinary course centered on York Minster. Readings/lectures cover Roman York, York and Northumbria, Anglo-Saxon York, Viking/Anglo Scandinavian York, Norman York, Late Medieval York, Reformation York, and beyond. Includes response papers, a 10-page research project, a service learning experience with a reflection journal, and excursions to significant sites. May not be repeated for credit. (Prerequisite: Study Abroad Application Process). May/Summer.

### **327. Women's and Gender Studies Leadership Seminar (3).**

Through examination of feminist and gender theories in regards to community engagement and through faculty-guided service learning, this course will immerse students in feminist theory and practice. For the service learning component, students will plan, develop, and implement a community service learning project. (Prerequisites: CORE 101 and WGS 129). Offered as needed.

#### *European History*

### **213. Topics in Modern European Women's History (3) (HUMANITIES).**

Various topics in the modern European women's history including women and the Enlightenment, women and war, and post-communist transformation. Fall.

### **215. Medieval Europe (3) (HUMANITIES).**

Between 500 CE and 1500 CE the three roots of Western Civilization first came together (Judeo-Christian, Greco-Roman, and Germanic). This happened in Western Europe, where we will concentrate on England and France. Open to freshmen. Fall.

### **224. Slavery and Abolition in Comparative Perspective (3) (HUMANITIES).**

A comparison of American Slavery, Russian Serfdom, and contemporary international human-trafficking that focuses on unfree labor systems, justifications for bondage, emancipation movements. Can be used for US or European designation for majors and minors. Open to freshmen.

### **273. The Big Picture: From Big Bang to Now (3).**

The Big Picture is a science-based history of the universe organized around seven thresholds of complexity: big bang, galaxies, stars, planetary systems, life, humans, civilization, and modernity. Open to freshmen.

## History

### **305. History of the Soviet Union (3).**

Rise and fall of the Soviet Union. Topics include revolutions, wars, economic and cultural transformation, Stalinism, reform, dissent. (Prerequisite: HIST 295). Spring.

### **321. Perspectives on Nazi Germany (3).**

An advanced history course examining Nazi Germany. An emphasis on historiographical debates and theoretical perspectives. (Prerequisite: HIST 295).

#### *Non-Western History*

### **221. History of Japanese Women (3) (HUMANITIES, NON-WESTERN).**

Topics in the history of Japanese women and gender including family life, culture, sexuality, politics, work, and education. Open to freshmen.

### **239. Cultural History of Japan (3) (HUMANITIES, NON-WESTERN).**

Cultural history of Japan through the early modern and modern periods. Various forms of popular culture, including drama, painting, literature, cartoons, and film, will be used to investigate social and political developments in Japan. Open to freshmen.

### **302. Studies in Eastern Religion (3) (NON- WESTERN).**

Intensive study of the history of one of the cultures or religious traditions of Asia. This course is usually team-taught and cross-listed as RELG 302. (Prerequisite: HIST 295). Spring.

### **314. History of the Modern Middle East (3) (NON- WESTERN).**

Political, economic, social and cultural developments in the Islamic world from the time of the Ottoman Empire and the Safavid Empire to the present will be used to explore the issue of Arab/Islamic culture and power in relation to Western culture and power. (Prerequisite: HIST 295 or PSCI 355). Spring.

### **350. History of Chinese Philosophy (3) (NON- WESTERN).**

Chinese philosophy is one of the great streams of philosophy: Indian, Chinese and Western (European and Islamic). The three dominant systems of ideas and values in Chinese philosophy (Confucianism, Daoism, and Buddhism) will be examined in terms of Chinese values and in comparison with Western philosophy. (HIST 295). Fall.

### **355. History and Memory of the Atomic Bombings (3) (NON-WESTERN).**

Readings and discussions of the development, use, and legacy of the first atomic bombs. Particular attention paid to comparing the social, cultural and political impact in Japan and the U.S. (Prerequisite: HIST 295 or Instructor's permission).

#### *American History*

### **261. Women in the United States (3) (HUMANITIES).**

Women in American history, with a focus on how differences of class, race, region and ethnicity have shaped women's experiences as Americans. Assuming sufficient enrollment, students will play a Reacting to the Past game focusing on some aspect of women's history. Open to freshmen.

### **262. American Indian History (3) (HUMANITIES, NON-WESTERN).**

An examination of various tribal cultures and their histories. Assuming sufficient enrollment, students will play a Reacting to the Past game featuring American Indian issues. Topics may include cultural practices, relations with non-native peoples, removal and resistance, and the reformation of Indian identity across various tribal groups. Open to freshmen.

### **263. African American History (3) (HUMANITIES).**

The varied experiences of Africans and people of African descent in America. Topics include: slavery, Reconstruction, Jim Crow, the Great Migration, and the Civil Rights movement and beyond. Assuming sufficient enrollment, students will play a Reacting to the Past game featuring African-American issues. Open to freshmen.

### **361. The "American Century" (3).**

An examination of the postwar American response to the prospect of living in an uncertain world, including political and cultural perspectives. Focuses on historiographical debates on the post-war period. (Prerequisite: HIST 295).

### **362. American Foodways (3).**

An exploration of the history and significance of American foodways: what Americans have eaten, how they cook it, and how they eat it. Topics include changes in foodways over time, the relationship of food to cultural, racial, and gender identity, and the impact of food on historical events. (Prerequisite: HIST 295).

## History

### **363. Topics in American Social History (3).**

Examines the forces that shaped the lives of average Americans during various decades. Includes such topics as sexuality, family, popular culture and labor. (Prerequisite: HIST 295).

#### *Special and Advanced Courses*

### **199. Exploratory Internship (1-3).**

### **245. Reacting to the Past (3) (HUMANITIES).**

Students will play two complementary Reacting to the Past games and then conclude by comparing their common themes. A minimum of 15 pages of graded writing will be assigned.

### **286. Introductory Topics in History (1-3)**

Introductory Topics in History covers historical topics at a sophomore level rather than junior level or higher. Examples of topics include: Slavery and Abolition in Comparison, sports and U.S. Culture, Michigan History, Women in American Popular culture, Japanese History Through Monsters.

### **299. Experimental Course (1-3).**

### **303. Fortification to Reformation: The History of York, England to the 15<sup>th</sup> Century (6).**

A five-week interdisciplinary course centered on York Minster. Readings/lectures cover Roman York, York and Northumbria, Anglo-Saxon York, Viking/Anglo Scandinavian York, Norman York, Late Medieval York, Reformation York, and beyond. Includes response papers, a 10-page research project, a service learning experience with a reflection journal, and excursions to significant sites. May not be repeated for credit. (Prerequisite: Study Abroad Application Process). May/Summer.

### **395. Historical Writing and Career Development (3).**

Students will compile portfolios, assess their academic progress, and formulate plans for future academic growth during the first half of the semester. The second half of the semester will focus on exploring career options and locating internships. (Prerequisite: HIST 295).

### **399. Professional Internship (1-12).**

### **408. Senior Research Preparation (3).**

Each student will produce and defend a senior thesis prospectus, and will produce an exhaustive annotated bibliography to support senior research. (Prerequisite: HIST 395).

### **409. Senior Research Capstone (3).**

Research seminar on selected problems in American, Asian, European or Comparative History. Required of history majors. (Prerequisite: HIST 408). Fall.

### **451. Independent Study (1-3).**

Individual work under faculty supervision, involving readings, reports and research.

### **499. Advanced Experimental Course (1-3).**

## Honors Program

### Honors Program

#### *Mission Statement*

The purpose of the Adrian College Honors Program is to provide students who are both talented and motivated with the chance to challenge themselves intellectually. The curriculum is inspired by the Adrian College Mission statement and focuses on the ideals expressed there: truth, human dignity, excellence, and justice.

#### Admissions

Incoming students must have a 3.6/4.0 high school GPA and a composite ACT of 25. The deadline for applications is July 1.

Students already enrolled at Adrian College may apply for acceptance in the Honors Program. They must have achieved a 3.5 cumulative GPA at Adrian College. The deadline is March 1. Applications for current Adrian College Students are available on the Honors Program website:

[http://www.adrian.edu/academics/HONR/application\\_current.php](http://www.adrian.edu/academics/HONR/application_current.php).

#### Retention Criteria

In order to be retained students must met the following criteria:

A minimum cumulative GPA of 3.5

Satisfactory progress toward fulfilling course requirements

#### Probation and Expulsion

If a student has gone for more than two semesters without taking an honors course, he/she will be placed on probation and must sign up for an honors class for the following semester in order to be retained in the program.

Students whose cumulative GPA is between 3.00-3.49 will be placed on probation. In order to be retained in the program, they must bring their cumulative GPAs up to a 3.5 by the end of the semester in which they receive their probation notice letters.

Students with a cumulative GPA that is below 3.00 will be dropped from the program without a probationary period.

#### Appeals Process

If a student is making steady progress towards rectifying deficiencies in his or her academic record and needs more time than the one semester of probation to fully meet the retention criteria, the student may appeal to the Honors Director within 30 days following the notice of removal from the Honors Program. In order to register an appeal, the student must write a letter to the Honors Director that includes the following information:

Any special circumstances that help to explain the student's performance (illness, family emergency, etc.)

The student's plan for improving his or her academic performance.

#### Honors Program Requirements

(7-11 hours)

##### **Honors Colloquia (3 hours)**

HONR 101 Honors Colloquium (1)

HONR 201 Reacting to the Past (1)

One additional hour of HONR 101 or 201

##### **Advanced Scholarship (1-4 hours)**

HONR 390 Pre-Professional Scholar (2-4)

or HONR 301 Advanced Colloquium (1)

##### **Pre-approved Off Campus Experience (Study Abroad or Professional Internship)**

Off-campus experience (3 or 4)

##### **Four Honors Options Courses**

HONR 499 Honors Option (0)

##### **Maintenance of a 3.5 GPA**

#### Courses and Descriptions

The semesters listed after course descriptions indicate when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs.

#### **101. Honors Colloquium (1).**

Combines academic and experiential learning and emphasizes academic excellence and respect for human dignity. The theme of the class varies, but students are required to read, write, and take part in experiential learning through a trip to Chicago or through a service learning project in Adrian or elsewhere. (Prerequisite: admission to Honors Program. May be taken up to eight times for credit). Fall, Spring.

#### **201. Reacting to the Past (1).**

In this class, students are assigned roles as historical characters and immersed in a significant moment in history. Different games will be chosen approximately every other year. (Repeatable for credit up to 3 times. 200-level course open to freshman). Spring.

#### **301. Advanced Honors Colloquium (1).**

A seminar that draws on readings from the great books of western and non-western civilization as well as more recent work. It allows students to consider some of the big questions raised by the key concepts of our mission statement such as "What is Justice?" and "What is

## Honors Program

Truth?" (Prerequisite: admission to Honors Program. Junior or Senior standing). Fall, Spring.

### **390. Pre-Professional Scholar (1-4).**

Student will work directly with, and be mentored by, a professor on research or other scholarly activity, culminating with a presentation. The amount of credit will be determined by the level of involvement of the project as agreed upon by the student and professor. Each credit hour should correspond to 40 hours of work. (Prerequisite: admission to Honors Program). Fall, Spring.

### **499. Honors Option (0).**

This course will be taken with a College course in which the student is choosing to perform the Honors Option. The Honors Option courses must be at least 200 level and are typically chosen from within the student's major(s). (Prerequisite: admission to Honors Program. Junior or Senior standing). Fall, Spring.

For example, if a student is currently planning on taking MATH 204, he or she must discuss the Honors Option with the professor, come to an agreement about the additional assignments to be performed, and then add HONR 499 the semester that MATH 204 is on his or her schedule. This will take some planning as HONR 499 needs to be added in the same manner as all other classes within the College's add/drop timeframe. Prior to adding the course, it must be approved by both the Honors Director and the professor of the course to which the Honors Option will be applied.

Forms for these Honors Options, as well as forms for HONR 290 and 499 are available from the Honors Program webpage:

## Interior Design

### *Mission Statement*

A Liberal Arts education is the best preparation for students in a changing world. We must cultivate in students the ability to think critically and creatively and to develop the ability to make sound judgments based on valid information and concern for the health, safety and welfare of people through education and research. Applying interdisciplinary knowledge from users and experts in other disciplines promotes both team collaboration and good design solutions.

This degree program is based on the guidelines of the Council for Interior Design Accreditation. It is structured to produce a highly qualified graduate with the professional ability to enter directly into the interior design profession. Students develop a strong liberal arts background with emphasis on the principles of design and the history of architecture and interiors, designed to enable them to express creative concepts and ideas. An internship experience with an interior design or architectural firm is highly recommended to provide exposure to the available resources and to enhance future employment opportunities. An active Interior Design Organization provides additional opportunities as student members in professional organizations. Interior design majors may complete the program on campus or elect to spend a semester or summer studying abroad.

Portfolio reviews are required at the end of the sophomore year and each semester of the junior and senior years.

### Major Program Requirements

#### Bachelor of Science in Interior Design

(45 hours of Interior Design and 12 hours of cognates)

#### **Interior Design Core (45 hours)**

INTD 100	Applied Theory (3)
INTD 118	Architectural Drafting (3)
INTD 130	Freshman Studio (3)
INTD 221	Interior Design Materials (3)
INTD 222	History of Architecture and Interiors I (3)
INTD 200	Sophomore Studio (3)
INTD 224	History of Architecture and Interiors II (3)
INTD 226	Auto CAD for Interior Design (3)
INTD 323	Residential Design I (3)
INTD 327	Commercial Design I (3)
INTD 330	Residential Design II (3)
INTD 331	Commercial Design II (3)
INTD 401	Senior Studio (3)
INTD 351	Advanced Studio (3)
INTD 408	Prof. Practices for Interior Designers (3)
INTD 430	Capstone: Senior Seminar (3)

#### **Interior Design Cognates (12 hours)**

ART 102 Digital Foundations (3) and  
ART 228 Introduction to Graphic Design (3)

Choose one each from:

AHIS 209 World Art History I (3) or  
AHIS 210 World Art History II (3)  
BAD 230 Marketing (3) or  
BAD 241 Management (3)

#### Pre-Architecture Program

Adrian College offers a Pre-Architecture program for students who plan on attending graduate school for Architecture and pursuing a career as an Architect. Students will graduate from Adrian College with a BS degree in Interior Design. They will also complete the following additional course work: ART 100,101, HIST 103, 104, MATH 135, PHYS 101 and PHIL: 105. An option is available to attend Washington University your senior year

#### Courses and Descriptions

The semesters listed after course descriptions indicate when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs.

#### **100. Interior Design Theory (3).**

This studio course explores the basic theories of interior design related to human factors, the elements and principles of design, color theory, spatial relationships, programming, universal design and way-finding. Studio will incorporate 2-dimensional and 3-dimensional projects relative to practical application in interior design. Fall.

#### **118. Architectural Drafting (3).**

A studio course introducing and applying drafting techniques, and contract documentation including lettering, field measurements, floor plans, elevations and sections and schedules. Fall, Spring.

#### **130. Freshman Studio (3).**

A studio course concentrating on drawing, sketching and rendering perspectives. Drawing elevations and cabinet sections. Beginning basic computer aided drawing programs. Spring.

#### **200. Sophomore Studio (3).**

A studio course giving special attention to the design process, research, writing, programming and presentation. (Prerequisites: INTD 100, 118, 130, CORE 100) Fall.

## Interior Design

### **221. Interior Design Materials (3).**

Definition, environmental attributes, application, specification, and installation techniques of interior materials and textiles. (Prerequisite: INTD 118). Spring.

### **222. History of Architecture and Interiors I (3).**

The history of Architecture and Interiors from Antiquity through the 18th Century. Fall.

### **224. History of Architecture and Interiors II (3).**

History of Architecture and Interiors from the 19th Century through today. Spring.

### **225. AutoCAD Architectural Basics (3).**

An introduction to computer aided drafting and design or non-interior design majors, applicable for facilities management, engineering, construction management and landscape design. (Prerequisite: MATH 101). Offered as needed.

### **226. AutoCad (3).**

An introduction to computer aided drafting and design specifically for the interior designer through the use of Auto CAD. (Prerequisite: INTD 118) Spring.

### **323. Residential Design I (3).**

A studio course designed around residential client needs. Consideration for human factors, lighting and space planning for general residential design with a concentration in Kitchen and Bath design. (Prerequisites: INTD 200, 220,222, and 224). Fall.

### **327. Commercial Design I (3).**

A studio course designed around commercial client needs. Application of human factors, lighting, space planning programming documentation and presentation with a concentration in Office and Institutional Design.(Prerequisite: INTD 118, 200, 226).

### **330. Residential Design II (3)**

A studio course designed around residential client needs. Consideration for human factors, lighting and space planning for specific residential design needs. Areas will include aging in place, universal design, in-home entertainment spaces etc. (Prerequisites: INTD 323, 327) Spring.

### **331. Commercial Design II (3)**

A studio course designed around commercial client needs. Application of human factors, lighting, space planning programming documentation and presentation with a concentration in Healthcare, Hospitality and Retail Design. (Prerequisites: INTD 323, 327) Spring.

### **350. Special Topics in Interior Design (3).**

An interdisciplinary and collaborative class exploring a topic related to the built environment. Methods will include research, programming, and a variety of presentation styles. Rotating topics may include, but not limited to design needs of specific facilities, historic preservation and sustainability. Offered as needed.

### **401. Senior Studio (3).**

A studio course applying research and production of a project that will showcase all aspects of the design needs and requirements for a specific facility. Both residential and commercial spaces will be included. (Prerequisite : INTD 330). Fall.

### **408. Professional Practices for Interior Designers (3).**

Business practices and ethics in the field of interior design. (Prerequisites: INTD 327 and 400). Spring.

### **430. Capstone: Senior Seminar (3).**

A lecture course based on demonstrating the research, knowledge and programming used for the NCIDQ certification exam. (Prerequisites: INTD 401, 408).

#### *Special and Advanced Courses*

### **199. Exploratory Internship (1-3).**

### **299. Experimental Course (1-3).**

### **399. Professional Internship (1-12).**

### **451. Independent Study (1-3).**

Designed for Interior Design and Pre-Architecture majors with a special need to study content beyond that offered in the normal course sequence. (Prerequisite: department permission).

### **499. Advanced Experimental Course (1-3).**

## International Studies

### *Mission Statement*

The international studies program was created in 1988 to address a growing need in our society. Because the world is increasingly a “global village,” it becomes more important for each of us to develop an understanding of the other nations who share our planet and of our interdependence with them.

The international studies major, which leads to the Bachelor of Arts degree, provides an opportunity for students who wish to study a variety of societies, cultures and nations and the relationships among them. The diversity within the program makes it possible for students to develop a portion of their major in terms of their personal interests and goals.

All students in the program complete a core of courses that offers a broad overview of the world, along with an individually designed area of emphasis. Possible areas of emphasis include Asia, Comparative Twentieth-Century Studies, East-West Relations, Europe, International Thought and U.S.-Russian Relations.

Because of the interdisciplinary nature of the international studies major, faculty members represent many academic departments, including Art, Business Administration, GEOL, Economics, English, Modern Languages and Cultures, History, Philosophy and Religion, Political Science, and Teacher Education. In determining an area of emphasis, students work with the director of the international studies program.

### Major Program Requirements

Bachelor of Arts in International Studies  
(36-37 hours, 3 hours of cognates and 300-level fluency in a second language)

#### **International Studies Core (6 hours)**

INTL 101 International Studies (3)  
INTL 407 Seminar in International Studies (3)

#### **International Studies Electives (29 hours)**

ECON 223 Economics of the Developing Countries (3)  
PSCI 328 Politics in the Third World (4)  
PSCI 335 International Relations (4)  
18 hours of Area of Emphasis Courses (see list below)

#### **Cognates (3-4 hours plus 300-level fluency in a second language)**

ESS 104 Regional Geography (3)  
MLCF 204 French IV (4)  
MLCG 202 German IV (4)  
MLCS 215 Professional Spanish (4)

12 hours of the non-cognate courses must be at the 300 level or above.

### Minor Program Requirements

Students minoring in international studies will complete 21 semester hours in the program, not including the language requirement. Of these 21 hours, 6 must be at the 300 level or above. The 21 required hours will include: INTL 101 and 407; 9 hours from the specified core courses; and 6 hours in the area of emphasis, not to include courses taken to satisfy distribution requirements. ESS 104 is also required.

Majors and minors will complete at least one 300-level language course (2-4 semester hours) or its equivalent. Prerequisites are 12 semester hours (or the equivalent) in French, German or Spanish or comparable requirements in other modern languages. Prerequisites may be waived through placement exams.

Completion of study or an internship abroad is highly desirable and strongly encouraged.

### **Area of Emphasis Courses**

These courses will be chosen in consultation with the advisor and with the approval of the International Studies Committee. The area of emphasis should be identified by the end of the sophomore year.

Majors will complete 18 semester hours from the following courses; minors will complete 6 semester hours. Courses used to fulfill the core requirement will not count toward the area of emphasis. (For course descriptions, see the appropriate department sections elsewhere in this catalog.)

AHIS 209	World Art History I (4)
AHIS 210	World Art History II (4)
BAD 337	International Marketing (3)
BAD 347	Management of Multinational Firms (3)
ECON 223	Economics of Developing Countries (3)
ECON 319	International Economics (3)
ENGL 255	Studies in Non-Western Literature (4)
HIST 101	East Asian Civilization I (4)
HIST 102	East Asian Civilization II (4)
HIST 103	Western Civilization I (4)
HIST 104	Western Civilization II (4)
HIST 320	Germany in the 20th Century (4)
All other Modern Language courses at the 200 level or above.	
PSCI 328	Politics in the Third World (4)
RELG 102	Religions of the West (3)
RELG 105	Religions of the East (3)
RELG 302	Studies in Eastern Religion (3)
TED 473	Comparative International Education (3)

## International Studies

### Courses and Descriptions

The semesters listed after course descriptions indicate when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs.

**101. International Studies (3) (SOCIAL SCIENCE).**

Historical, cultural, political and economic relationships among the diverse peoples of the world. Offered as needed.

**407. Seminar in International Studies (3).**

Research and discussion of selected topics related to students' areas of emphasis. Each student will complete an individual research project culminating in a formal paper. Offered as needed.

## Journalism

### *Mission Statement*

The journalism program synthesizes the conceptual and theoretical foundations of journalism as well as the professional skills needed for success.

Through a series of required courses and the completion of a personal portfolio, the student studies a variety of areas spanning community journalism, narrative journalism, social media journalism and the First Amendment, all of which engage students' critical thinking and writing skills and support life-long learning. The journalism faculty and program provide a nurturing community within which the student is encouraged to achieve academic and professional excellence. The journalism program at Adrian College is designed to produce students with the ability to adapt to the changing world of media and communication by developing the ability to interview, collect and interpret information using a variety of media and develop a breadth of knowledge in various fields informing journalism such as science, politics, economics and social issues as well as developing an ethical framework and understanding of the journalism field.

### **Minor in Journalism (21 hours)**

To minor in Journalism, students must complete 21 hours in the Journalism Core plus one cognate, American Federal Government.

### **Journalism Core (21 hours)**

JRNL 212	Beginning Newspaper (1)
JRNL 238	Introduction to Journalism (3)
JRNL 290	History and Future of Journalism (3)
JRNL 306	Community Journalism (3)
JRNL 308	Women in Journalism (3)
JRNL 312	Intermediate Newspaper (1)
JRNL 408	Journalism in the Digital World (3)
JRNL 412	Advanced Newspaper (1)
JRNL 415	Focus on Journalism (3)

### **Journalism Cognates (3 hours)**

PSCI 101	American Federal Government (3)
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### Courses and Descriptions

The semesters listed after course descriptions indicate when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs.

#### **212. Beginning Newspaper (1)**

Practices common to the operations of a weekly newspaper in both print and electronic forms with a student focus on learning basic reporting, photo, page design and web skills. Students form staff for student newspaper, The College World. Fall and Spring, open to all students.

#### **238. Introduction to Journalism (3).**

Basic journalism terms, history of American journalism and news coverage, basic tenets and ethics of journalism. Students will write news stories, substantiate facts, verify quotations, post headlines on social media, and suggest follow-up stories. Fall and Spring. Open to Freshmen.

#### **270. Editing in the Professions (3)**

Focus on audience and message at all levels of a document. Students will work on producing and revising effective text and page design in a variety of print and web media. Additional focus on review of basic grammar, punctuation, and sentence skills. Open to freshmen. Offered in regular rotation.

#### **306. Community Journalism (3).**

Practices common to local journalism and the journalist within the community. Students participate in a variety of activities geared to train them to become reporters for a community newspaper. Writing for print and electronic media with an emphasis on reporting on local government, education, courts, and law enforcement. (Prerequisite: JRNL 238). Spring.

#### **308. Women in Journalism**

Students will explore the work of women journalists covering roughly the last century and analyze the roles and contributions of women to media against the backdrop of social change. Open to all students. Prerequisite, successful completion of CORE and JRNL 238, JRNL 290, or permission. Spring.

#### **312. Intermediate Newspaper (1).**

Practices common to the operations of a weekly newspaper in both print and electronic forms with a student focus on sharpening basic reporting, photo, page design and web skills. Students form staff for student newspaper, The College World. Open to all students. Fall and Spring. (Prerequisite JRNL 212 or permission)

## Journalism

### **408. Journalism in the Digital World (3)**

Journalistic practices common to the use of social media and digital media tools within the context of traditional journalism. Focus on historical and ethical perspectives of social media and trends in the use of these tools. Open to all students. Spring. (Prerequisites: JRNL 238, JRNL 290 or permission)

### **412. Advanced Newspaper (1)**

Practices common to the operations of a weekly newspaper in both print and electronic forms with a student focus on sharpening skills and working with editors on pagination, publishing and web updates. Students form staff for student newspaper, The College World. Open to all students. Fall and Spring. (Prerequisite: JRNL 312)

### **415. Focus on Journalism (3).**

Students will explore a variety of topics including various techniques involved in reporting on specific disciplines, including law, politics, ethics, sciences, business and the economy. (Prerequisite: JRNL 238). Fall.

## Mathematics

### *Mission Statement*

The Department of Mathematics is committed to providing all students with high-quality instruction and support. The department serves students at all levels of preparation and with interest in various fields of study. Faculty members, with diverse areas of expertise, work with the common goal of fostering in students an appreciation for the beauty and relevance of mathematics. Faculty members also help students develop mathematical, analytic, and problem solving skills. For students interested in pursuing careers that require a deeper understanding of mathematics, the department offers a range of courses at the advanced level. Courses are offered in the areas of Pure Mathematics, Applied Mathematics, as well as Statistics. These courses provide students with the depth and breadth of knowledge required for graduate studies in Mathematics and related fields.

### Major Program Requirements

#### Bachelor of Arts in Mathematics (37 hours of Mathematics)

##### **Mathematics B.A. Core (25 hours)**

MATH 135 Calculus and Analytical Geometry I (4)  
MATH 205 Calculus and Analytical Geometry II (4)  
MATH 215 Calculus and Analytical Geometry III (4)  
MATH 216 Discrete Mathematics (3)  
MATH 303 Linear Algebra and Matrices (3)  
MATH 313 Abstract Algebra (3)  
MATH 403 Number Theory (3)  
or MATH 405 Real Analysis (3)  
MATH 420 Capstone: Mathematics (1)

##### **Mathematics B.A. Electives (12 hours)**

12 hours of mathematics classes numbered above 216

#### Bachelor of Arts with Teacher Certification in Mathematics

See the Teacher Education section of the catalog.

### Minor Program Requirements

For students majoring in other academic disciplines, a mathematics minor can enhance prospects for graduate or professional studies and increase employment opportunities. The minor requires 23 semester hours in the department, including MATH 135, 205, 216, 303 and 9 semester hours of electives from MATH courses numbered 215 or higher.

The highly sequential nature of the mathematics curriculum makes it essential that prerequisite mathematical knowledge and skills be mastered prior to enrollment in any mathematics course. A student's score on the Mathematics Placement Examination (given during freshman orientation and available at other times in the Academic Services Office), as well as a student's Math ACT or SAT score, are critical in the selection of freshman courses. A grade of C- or better is required for fulfillment of all prerequisite courses.

Each mathematics major must have an assigned faculty member from within the department as an advisor for his or her mathematics program.

### Courses and Descriptions

The semesters listed after course descriptions indicate when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs.

### *Introductory Courses*

#### **099. Developmental Mathematics (3).**

Topics include the real number system, basic operations on real numbers; percent and proportion; topics from plane geometry and introductory algebra; exponents; operations on polynomials; application problems. Emphasis is on development of arithmetic skills and mastery of basic algebraic concepts. College credit only: hours do not count toward graduation requirements. Course must be repeated if grade earned is NC. (Prerequisite: Mathematics Placement Policy). Fall, Spring.

#### **100. Mathematics for the Liberal Arts (4) (MATHEMATICS BASIC SKILLS).**

A mathematics course for non-math and non-science majors. Topics covered may include, but are not limited to: voting theory (fair elections, weighted voting systems), graph theory (Eulerian and Hamiltonian paths/circuits), fair division, math in nature, and consumer mathematics.

(Prerequisite: MATH 099 or Mathematics Placement Policy). Spring.

#### **101. Intermediate Algebra (4) (MATHEMATICS BASIC SKILLS).**

Fundamental operations with algebraic expressions, linear and quadratic equations, graphs, systems of equations, applications and functions. (Prerequisite: MATH 099 or Mathematics Placement Policy). Fall, Spring.

#### **103. Fundamentals of Modern Mathematics I (3).**

An introduction to problem solving, logic, set theory, number systems, operations, number theory, and

## Mathematics

algorithms. (Prerequisite: MATH 101 or Mathematics Placement Policy). Fall.

### **113. Fundamentals of Modern Mathematics II (3).**

An introduction to probability and statistics, geometry, measurement and the use of mathematical methods, tools, and technology. (Prerequisite: MATH 103). Spring.

### **115. Pre-Calculus Mathematics (4).**

An introduction to the theory of functions related to exponential, logarithmic, rational, polynomial and trigonometric functions. Theorems on rational and complex zeros of polynomials and systems of linear equations. (Prerequisite: MATH 101 or Mathematics Placement Policy). Fall, Spring.

### **210. Women in Science and Mathematics (3). (Humanities)**

A survey of women's contributions to the sciences and mathematics, with emphasis placed on the eighteenth through twentieth centuries. (Prerequisites: CORE I, MATH 101, and completion of the N Distribution). Fall of even years.

### **220. History of Mathematics (3).**

A survey of major developments in mathematics from ancient through modern times, with emphasis placed on individuals who made significant contributions to the discipline. (Prerequisites: ENGL 101 and MATH 135). Fall of odd years.

### *Analysis*

### **135. Calculus and Analytic Geometry I (4).**

Topics include mathematical modeling, transcendental functions, parametric equations and functions in parametric form, limits, continuity, differentiation, integration, and related applications. (Prerequisite: MATH 115 or Mathematics Placement Policy). Fall, Spring.

### **205. Calculus and Analytic Geometry II (4).**

Topics include principles of integral evaluation, applications of the definite integral to geometry, science, and engineering, mathematical modeling with first-order differential equations, sequences, infinite series, and various tests of convergence. (Prerequisite: MATH 135 or Mathematics Placement Policy). Fall, Spring.

### **215. Calculus and Analytic Geometry III (4).**

Topics include analytic geometry, polar coordinates and curves, three-dimensional space, vectors and vector-valued functions, partial derivatives, multiple integrals, and various topics in vector calculus. (Prerequisite: MATH 205). Fall.

### **305. Differential Equations (3).**

Solutions of various types of ordinary differential equations, linear equations with constant coefficients, the Laplace Transform, systems of equations, and series solutions. (Prerequisite: MATH 205). Spring.

### **405. Real Analysis (3).**

Theory of functions of a real variable; sequences and series, limits, continuity, derivatives, the Riemann integral and other topics. (Prerequisites: MATH 215 and 303). Fall.

### *Applied Mathematics*

### **104. Finite Mathematics (3).**

An introduction to systems of linear equations, matrix theory, linear programming, set theory, logic, probability, and other topics. (Prerequisite: MATH 101 or Mathematics Placement Policy). Fall, Spring.

### **204. Elementary Statistics (3).**

An introduction to the basic principles of statistics, computation of statistics, probability distributions, estimation, confidence intervals, hypothesis testing, and correlation and regression. (Prerequisites: MATH 104 or 115 or Mathematics Placement Policy). Fall, Spring.

### **216. Discrete Mathematics (3).**

An introduction to set theory, sequences, matrices, properties of integers, common techniques in proof-writing, combinatorics, probability, relations, functions, and other topics. This course is intended to prepare students for upper-level mathematics courses. (Prerequisite: MATH 205). Spring.

### **304. Theory of Probability (3).**

Descriptive statistics, probability and counting techniques, discrete and continuous distributions, moment generating functions, multivariate and conditional distributions, the correlation coefficient, and least squares regression. (Prerequisite: MATH 205). Fall.

### **314. Theory of Mathematical Statistics (3).**

Sampling theory, point and interval estimation, order statistics, tests of hypothesis, nonparametric methods, statistical quality control, and experimental design. (Prerequisite: MATH 304). Spring of odd years.

### **324. Numerical Analysis (3).**

An introduction to numerical analysis in finding roots of polynomials, polynomial approximation, finite difference calculus, summation calculus, and selected topics in computer programming. (Prerequisite: MATH 205). Spring of even years.

## Mathematics

### Foundations

#### **303. Linear Algebra and Matrices (3).**

Matrices, determinants, systems of linear equations, vector spaces, linear transformations, eigenvectors and eigenvalues. (Prerequisite: MATH 216). Fall.

#### **309. Topics in Mathematics (1-3).**

Topics of interest to faculty and students. Sample topics include, but are not limited to, numerical analysis, graph theory, advanced discrete math, advanced multivariable calculus, partial differential equations, history of mathematics. May be repeated for credit if the topic is different. Offered as needed.

#### **313. Abstract Algebra (3).**

An introduction to the theory of groups, rings, and fields. (Prerequisite: MATH 303). Spring.

#### **323. Geometry (3).**

A survey of topics in geometry including historical topics, elements of logic, foundations in Euclidean geometry, and introduction to non-Euclidean geometry using the hyperbolic model. This course emphasizes different methods of proof. (Prerequisite: MATH 205 and Co-requisite: MATH 216). Spring.

#### **403. Number Theory (3).**

Divisibility, primes, congruencies, multiplicative functions, primitive roots, quadratic residues, quadratic reciprocity, and other topics. (Prerequisite: MATH 303). Spring of odd years.

#### **410. Advanced Topics in Mathematics (1-3).**

Advanced topics of interest to faculty and students. Sample topics include, but are not limited to, complex analysis, topology, operations research, advanced topics in linear algebra, abstract algebra, geometry and statistics. May be repeated for credit if the topic is different. Offered as needed.

#### **420. Capstone: Mathematics (1).**

Students will deepen their understanding of the content of core undergraduate mathematics courses while investigating the relevance of mathematics to other fields of study. Among those instruments used to assess student performance will be a written report. An oral presentation is also required. (Prerequisites: MATH 313). Spring.

### Special and Advanced Courses

#### **199. Exploratory Internship (1-3).**

#### **299. Experimental Course (1-3).**

#### **399. Professional Internship (1-12).**

#### **451. Independent Study (1-3).**

Advanced topics for students planning further study in mathematics. (Prerequisites: B average in mathematics and department chairperson's written permission).

#### **499. Advanced Experimental Course (1-3).**

## Modern Languages and Cultures

### *Mission Statement*

The Program in Modern Languages and Cultures serves the Adrian College Basic Skills requirement in the following languages: American Sign Language, French, German, Japanese, Spanish, and other languages when available. The MLC Department prepares students in the languages, cultures, and literatures of the Spanish, German, and Japanese-speaking peoples, through a series of required and elective courses, a study-abroad experience, and a senior capstone research project for majors. Students graduating in MLC will be expected to demonstrate proficiency in speaking, listening, writing, and reading in their chosen language in a cultural context. The program prepares students to become critical thinkers and lifelong learners in a globalized community, with an understanding of and sensitivity towards diverse cultures.

All language majors, as well as minors and minors in the Teacher Education program, are required to improve their language competencies through a relevant College-approved foreign study program (12-week minimum, fall or spring semester preferred). The faculty offers close guidance to students in planning such an experience. Members of the language faculty occasionally conduct study/travel trips to foreign countries. Majors and Minors in the Teacher Education program are also required to take MLC 490 (Study Abroad Capstone Seminar) after their return from abroad.

Course work and off-campus experiences, including internships in related practical experience programs, are supplemented by on-campus opportunities such as language clubs, guest native speakers, and foreign films and publications.

### Major Program Requirements

#### Bachelor of Arts in Japanese Studies

(35 hours)

#### **Japanese Studies Core (12 hours)**

MLCJ 201/201L Japanese III (4)  
MLCJ 202/202L Japanese IV (4)  
MLCJ 491 Senior Research (2)  
MLCJ 492 Senior Research Presentation (2)

#### **Cognates (6 hours)**

Select any two of the following:

HIST 132 Japanese History I (3)  
HIST 133 Japanese History II (3)  
HIST 221 History of Japanese Women (3)  
HIST 239 Cultural History of Japan (3)  
HIST 355 History and Memory of the Atomic Bomb(3)  
RELG 302 Studies in Eastern Religion: Japan (3)  
MLCJ 350 Advanced Japanese Language (3)

#### **Japanese Studies Electives (17 hours)**

The Japanese Studies electives generally will be completed during a semester at Kansai Gaidai:

1 course in spoken Japanese above the MLCJ 202 level (5)  
1 course in reading and writing Japanese (3)  
9 additional hours of MLCJ courses at the 300 or 400 level

#### Bachelor of Arts in Spanish

(36 hours)

#### **Spanish Core (18 hours)**

MLCS 201 and 201L Spanish III and III L (3+1)  
MLCS 202 and 202L Spanish IV and IV L (3+1)  
MLCS 350 and 350L Adv. Spanish Lang and Lab (3+1)  
MLCS 360 Advanced Spanish Conversation (2)  
MLCS 491 Senior Research (2)  
MLCS 492 Senior Research Presentation (2)

#### **Spanish Electives (18 hours)**

Two courses from:

MLCS 310 and 310L Peninsular Spanish Lit and Culture and Lab (3+1)  
MLCS 320 and 320L Spanish-American Lit and Culture and Lab (3+1)  
MLCS 330 and 330L Contemporary Hispanic Lits and Cultures and Lab (3+1)  
MLCS 340 and 340L The Spanish-Speaking World and Lab (3+1)

## Modern Languages and Cultures

10 additional hours of MLCS courses at the 200 level or above.

### Bachelor of Arts with Teacher Certification in Spanish

See the Teacher Education section of the catalog.

### Minor and Associate Program Requirements

Candidates for the Associate of Arts degree must complete 14 semester hours of 200- and 300-level courses, including one advanced language course, one conversation course and one course in literature and culture.

Students minoring in Spanish must complete a minimum of 22 semester hours at the 200 level or above.

Students minoring in German must complete a minimum of 22 semester hours. Required German courses are MLCG 201, 202, and 351 (9 credits); at least 3 credits from MLCG 331 and 332; and at least 4 credits from MLCG 361-366. At least 3 credits of cognate courses must be chosen from MLCL 101, \*HIST 321, PHIL 105, PSCI 160, \*PSCI 351, \*PSCI 352, and \*PSYC 313 (cognate courses marked with an asterisk have prerequisites).

Required Spanish courses are MLCS 202, 350, 360 and one course from 310, 320, and 330.

Students minoring in Japanese must complete 18 semester hours at the 200 level or above, including MLCJ 201 and 202 and 10 hours from study abroad in Japan.

### Courses and Descriptions

The semesters listed after course descriptions indicate when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs.

### Linguistics (MLC)

#### **101. Introduction to Linguistics (3) (SOCIAL SCIENCE)**

Introduction to the scientific study of human language. Major topics include phonetics, phonology, morphology, syntax, and semantics. Additional topics may include: cognitive linguistics, pragmatics, sociolinguistics, speech pathology, gesture, development, and bilingualism. Students may be required to participate in experiments (or complete an alternative assignment). Fall as needed.

### American Sign Language (MLCH)

#### **101. American Sign Language I (3) (LANGUAGE).**

Development of novice level expressive skills in American Sign Language with an emphasis on conversation style. (Co-requisite: MLCH 101L). Fall.

#### **101L. Deaf Culture & Language Lab I (1)**

Introduction to and exploration of deaf culture, the history of ASL in the United States, and practice in fingerspelling and numbering in ASL. (Co-requisite: MLCH 101). Spring.

#### **102. American Sign Language II (3) (LANGUAGE).**

Continued development of novice level expressive skills in American Sign Language with an emphasis on conversation style. (Prerequisite: MLCH 101 & 101L; Co-requisite: MLCH 102L). Spring.

#### **102L. Deaf Culture & Language Lab II (1)**

Continued exploration of deaf culture, the history of ASL in the United States, and practice in fingerspelling and numbering in ASL. (Co-requisite: MLCH 102). Spring.

### Arabic (MLCA)

#### **101. Arabic I (3) (LANGUAGE, NON-WESTERN).**

Introduction to the Arabic language with a focus on speaking and listening comprehension. Students are introduced to aspects of Arabic culture and life in the Middle East and the U.S. (Co-requisite: MLCA 101L). Fall as needed.

#### **101L. Language and Culture Lab I (1) (Non-Western).**

Intense, student-centered reinforcement of practical language skills, with an emphasis on writing, media resources, and real-world language applications. (Co-requisite: MLCA 101). Fall as needed.

#### **102. Arabic II (3) (Language) (Non-Western).**

Continued development of Arabic language skills at the novice level with a focus on speaking and listening comprehension. Further exploration of Arabic culture. (Prerequisite: MLCA 101 & 101L; Co-requisite: MLCA 102L). Spring as needed.

#### **102L. Language & Culture Lab II (1).**

Intense, student-centered reinforcement of practical language skills, with an emphasis on writing, media resources, and real-world language applications. (Co-requisite: MLCA 102). Spring as needed.

### English as a Second Language (MLCE)

#### **101. English as a Second Language I (3) (LANGUAGE).**

For students whose native language is not English. Basic English grammar and classroom practice in reading, writing, speaking and listening. (Co-requisite: MLCE 101L). Offered as needed.

**101L. English as a Second Language I Lab (1).**

Intense, student-centered reinforcement of practical language skills, with emphasis on conversation, writing, media resources, and real-world language applications. Co-requisite with MLCE 101.

**102. English as a Second Language II (3)**

Continued study of ESL. Grammar review when necessary. Continued drill in the four basic skills with classroom reports, interviews, discussion and informal conversation to build confidence and proficiency. (Prerequisite: MLCE101 and MLCE101L, or equivalent; Co-requisite: MLCE 102L). Offered as needed.

**102L. English as a Second Language II Lab (1).**

Intense, student-centered reinforcement of practical language skills, with emphasis on conversation, writing, media resources, and real-world language applications. (Co-requisite with MLCE 102).

French (MLCF)

**101. French I (3) (LANGUAGE).**

Development of listening, speaking, reading and writing skills in French. Introduction to the cultures of French-speaking countries. (Co-requisite: MLCF 101L). Fall.

**101L. French I Lab (1).**

Intense, student-centered reinforcement of practical language skills, with emphasis on conversation, writing, media resources, and real-world language applications. (Co-requisite: MLCF 101) Fall.

**102. French II (3) (LANGUAGE).**

Further development of listening, speaking, reading and writing skills in French. Introduction to the cultures of French-speaking countries. (Prerequisite: MLCF 101 and 101L or equivalent. Co-requisite: MLCF102L). Spring.

**102L. French II Lab (1).**

Intense, student-centered reinforcement of practical language skills, with emphasis on conversation, writing, media resources, and real-world language applications. (Prerequisites: MLCF 101 & 101L. Co-requisite: MLCF 102). Spring.

**201. French III (3)**

Review and further development of speaking, listening, reading, writing skills. Readings on cultures of French-speaking peoples and representative French-language literary works. (Prerequisite: MLCF 102 and 102L or equivalent. Co-Requisite MLCF201L). Fall.

**201L. French III Lab (1).**

Writing, discussion, and textual-analysis laboratory to accompany MLCF201. (Co-requisite: MLCF 201). Fall.

**204. French IV (3).**

Continued development of intermediate French proficiency. Readings and discussions of excerpts from Francophone literatures. (Prerequisite: MLCF 201 and 201L. Co-requisite: MLCF 204L). Spring.

**204L. French IV Lab (1).**

Writing, discussion, and textual-analysis laboratory to accompany MLCF 204. Emphasis will be placed on different writing genres, as well as peer editing. (Co-requisite: MLCF 204). Spring.

German (MLCG)

**101. German I (3) (LANGUAGE).**

Development of novice German proficiency in listening, speaking, reading, and writing skills (with an emphasis on speaking and listening). Introduction to the cultures of German-speaking countries. (Co-requisite: MLCG 101L). Fall.

**101L. Text & Discourse (1).**

Intense, student-centered reinforcement of practical language skills, with an emphasis on writing and current German-language media. (Co-requisite: MLCG 101). Fall.

**102. German II (3) (LANGUAGE).**

Continued development of novice German proficiency (with an emphasis on speaking and listening) and exploration of the cultures of German-speaking countries. (Prerequisite: MLCG 101 & 101L or equivalent; Co-requisite: MLCG 102L). Spring.

**102L. Text & Discourse (1).**

Intense, student-centered reinforcement of practical language skills, with an emphasis on writing and current German-language media. (Co-requisite: MLCG 102). Spring.

**201. German III (3).**

Transition from novice to intermediate German proficiency with a deeper investigation and review of the structure of German. Readings and discussions of German history from the 1<sup>st</sup> through the 17th century. A conversation course from MLCG 361-366 is recommended to complement this course. (Prerequisite: MLCG 102 & 102L or equivalent). Fall.

**202. German IV (3).**

Continued development of intermediate German proficiency. Readings and discussions of German history from the 17<sup>th</sup> through the 20<sup>th</sup> century. A conversation course from MLCG 361-366 is recommended to complement this course. (Prerequisite: MLCG 201 or equivalent). Spring.

**331. Nazi Propaganda (3) (HUMANITIES).**

A survey of the historical development of Nazi propaganda in film, text, and other media. Analysis will draw from persuasion research in psychology and linguistics. Course conducted in English. If taken for German credit, readings and writings in German. (Prerequisite: MLCG 201 or equivalent, or CORE 101). Alternating Springs.

**332. Holocaust and Memory (3).**

An examination of representations of the Holocaust, its victims, bystanders, and perpetrators. The intersection of historical narrative, memory studies, and identity construction will be explored. Course conducted in English. If taken for German credit, readings and writings in German. (Prerequisite: MLCG 201 or equivalent, or CORE 101). Alternating Springs.

**351. Professional Portfolio (3).**

Development of a substantial on-line portfolio of professional genres relevant to student career goals. All compositions undergo the process of peer editing and revision. Formal language instruction included as needed. (Prerequisite: MLCG 202 or equivalent; CORE 101 when taken for writing intensive credit). Fall as needed.

**361. Conversation: Professional German (1).**

Development of conversational skills relevant to common workplace interactions and interviews. (Prerequisite: MLCG 102 or equivalent). Fall as needed.

**362. Conversation: Leisure & Games (1).**

Development of conversational skills related to leisure activities. Also includes oral and cultural proficiency development through game playing. (Prerequisite: MLCG 102 or equivalent). Spring as needed.

**363. Conversation: Flora & Fauna (1).**

Development of ability to talk about common plants and animals. Plant units involve campus walking tours. (Prerequisite: MLCG 102 or equivalent). Fall as needed.

**364. Conversation: The Human Body (1).**

Development of the ability to talk about the human body: its basic external and internal anatomy, its functions, and its ailments. Special attention given to body-related

language that is used metaphorically in multiple domains. (Prerequisite: MLCG 102 or equivalent). Spring as needed.

**365. Conversation: Social Simulations (1).**

Development of conversational skills and politeness required in various social scenarios. Further development of cultural competency for the German-speaking world. (Prerequisite: MLCG 102 or equivalent). Fall as needed.

**366. Conversation: Scientific German (1).**

Development of conversational ability in the topics of technology and basic chemistry (including the elements and common compounds). Discussion of current science and tech news in the German media. (Prerequisite: MLCG 102 or equivalent). Spring as needed.

*Japanese (MLCJ)*

**101. Japanese I (3) (LANGUAGE, NON-WESTERN).**

Development of listening, speaking, reading, and writing skills in Japanese, with an introduction to Japanese culture. (Co-requisite MLCJ 101L). Fall.

**101L. Japanese I Lab (1) (NON-WESTERN).**

Intense, student-centered reinforcement of practical language skills, with emphasis on conversation, writing, media resources, and real-world language applications. (Co-requisite: MLCJ 101). Fall.

**102. Japanese II (3) (LANGUAGE, NON-WESTERN)**

Continued development of listening, speaking, reading, and writing skills in Japanese, with an introduction to Japanese culture. (Prerequisite: MLCJ 101 and MLCJ 101L; Co-requisite: MLCJ 102L). Spring.

**102L. Japanese II Lab (1) (NON-WESTERN)**

Intense, student-centered reinforcement of practical language skills, with emphasis on conversation, writing, media resources, and real-world language applications. (Co-requisite: MLCJ 102). Spring.

**201. Japanese III (3) (NON-WESTERN).**

Further development of aural-oral, reading, writing, and cultural recognition skills in Japanese. Topical essays and literature selections will form the basis for written work and discussions. (Prerequisite: MLCJ 102 and MLCJ 102L; Co-requisite: MLCJ 201L). Fall.

**201L. Japanese III Lab (1) (NON-WESTERN).**

Intense, student-centered reinforcement of practical language skills, with emphasis on conversation, writing,

## Modern Languages and Cultures

media resources, and real-world language applications. (Co-requisite: MLCJ 201). Fall.

### **202. Japanese IV (3) (NON-WESTERN).**

Further development of aural-oral, reading, writing, and cultural recognition skill in Japanese. Topical essays and literature selections will form the basis for written work and discussions. (Prerequisite: MLCJ 201 and MLCJ 201L; Co-requisite: MLCJ 202L). Spring.

### **202L. Japanese IV Lab (1) (NON-WESTERN).**

Intense, student-centered reinforcement of practical language skills, with emphasis on conversation, writing, media resources, and real-world language applications. (Co-requisite: MLCJ 202). Spring.

### **210. Japanese Literature in Translation (3) (HUMANITIES, NON-WESTERN).**

We will read Japanese literature in English, including epic, novels, short stories, and manga. We investigate Japan as it moves from isolation to impact with the West through the literature that both reflects and shapes that society. We read “high” literature and “pop” literature, including anime, manga, and feature films. Offered as needed.

### **215. Japanese Film (3) (HUMANITIES, NON-WESTERN).**

This course investigates the language and culture of Japan through its films. Surveying Japanese films from a variety of genres, students are exposed to a non-Western version of a quintessentially Western art form. No prior knowledge of Japanese language necessary. (Co-requisite: MLCJ 215L). Offered as needed.

### **215L. Japanese Film Lab (1) (HUMANITIES, NON-WESTERN).**

Intense, student-centered discussion of Japanese film, with an emphasis on connections to film theory, the corpus of Japanese films studied in class, and theories of cultural diversity. (Co-requisite: MLCJ 215). Offered as needed.

### **350. Advanced Japanese Language (3) (NON-WESTERN).**

Listening, reading, and speaking skills integrated with writing. Emphasis is on kanji acquisition and writing in Japanese. Repeatable once for credit. (Prerequisite: MLCJ 201 and MLCJ 201L or equivalent). Offered as needed.

## Spanish (MLCS)

### **101. Spanish I (3) (LANGUAGE).**

Development of novice Spanish proficiency in listening, speaking, reading, and writing skills. Introduction to the cultures of the Spanish-speaking nations, including the United States. (Co-requisite: MLCS 101L). Fall.

### **101L. Spanish I Lab (1)**

Intense, student-centered practical reinforcement of language skills, with emphasis on conversation, writing, media resources, and real-world language applications. (Co-requisite: MLCS 101; must pass both MLCS 101 and 101L to continue to MLCS 102/102L). Fall.

### **102. Spanish II (3) (LANGUAGE).**

Further development of novice Spanish proficiency in listening, speaking, reading, and writing skills. Introduction to the cultures of the Spanish-speaking nations, including the United States. (Prerequisite: MLCS 101 and 101L; Co-requisite: MLCS 102L). Fall, Spring.

### **102L. Spanish II Lab (1)**

Continued practical reinforcement of language skills, with emphasis on conversation, writing, media resources, and real-world language applications. (Co-requisite: MLCS 102; must pass both MLCS 102 and 102L to fulfill language requirement.

### **201. Spanish III (3)**

Continued development of speaking, listening, reading and writing, with topical essays and real-world texts as the basis for written work and discussion. (Prerequisite: MLCS 102 and 102L; Co-requisite: MLCS 201L). Fall.

### **201L. Spanish III Lab (1)**

Writing, discussion, and textual-analysis laboratory to accompany MLCS 201. (Co-requisite: MLCS 201). Fall.

### **202. Spanish IV (3).**

Additional development of speaking, listening, reading, and writing in Spanish, with films, television, and the discussion of current events. Emphasis will be placed on the varied cultures of the Spanish-speaking peoples in the US, Latin America, and Spain. (Prerequisite: MLCS 201 and 201L; Co-requisite: MLCS 202L). Spring.

### **202L. Spanish IV Lab (1).**

Writing, discussion, and textual-analysis laboratory to accompany MLCS 202. Emphasis will be placed on different writing genres, as well as peer editing. (Co-requisite: MLCS 202). Spring.

### **215. Professional Spanish (3).**

For future professionals in business, social services, education, health, and law enforcement. Students will work as a group on common language functions, as well as individually to develop vocabulary and language skills specific to their disciplines. (Prerequisite: MLCS 202 and 202L; co-requisite: MLCS 215L). Fall.

**215L. Professional Spanish Lab (1)**

Students will work individually, with instructor's guidance, to develop language and vocabulary skills specific to their future profession. (Co-requisite: MLCS 215). Fall.

**220. Intermediate Spanish Conversation (2).**

Development of speaking and comprehension skills in Spanish, through pronunciation practice, review of grammar and structures, vocabulary-building activities, dialogues, individual reports, discussions, enhanced with use of audio-visual aids. (Prerequisite: MLCS 102 or equivalent, open to freshmen). Fall.

**310. Spanish Peninsular Literature and Culture (3) (HUMANITIES).**

Reading and discussion of major works of Spain and their cultural relevance. The course addresses higher-level language skills in Spanish while developing a knowledge base of Spanish literature and culture. Repeatable once for credit. (Prerequisite: MLCS 202 or equivalent; Co-requisite: MLCS 310L). Spring.

**310L. Spanish Peninsular Literature and Culture Lab (1) (HUMANITIES).**

Writing and discussion workshop to accompany MLCS 310. (Co-requisite: MLCS 310). Spring.

**320. Spanish-American Literatures and Cultures (3) (HUMANITIES).**

Reading and discussion of major works of Mexican, Central and South American, and US Latino/a literature. Focus on higher-level language skills in Spanish and the cultural diversity of the Spanish-speaking peoples in the Americas. Repeatable once for credit. (Prerequisite: MLCS 202 or equivalent; Co-requisite: MLCS 320L). Fall.

**320L. Spanish-American Literatures and Cultures Lab (1) (HUMANITIES).**

Writing and discussion workshop to accompany MLCS 320. (Co-requisite: MLCS 320). Fall.

**330. Contemporary Hispanic Literatures and Cultures (3) (HUMANITIES).**

Exploration of specific themes in Spanish, Latin American, and US Latino literature and culture. Recent topics have included contemporary Cuba, US Latino prose and poetry, Argentine literature, and *Don Quixote*. Topics change every two years. Repeatable once for credit. (Prerequisite: MLCS 202; Co-requisite: MLCS 330L). Fall.

**330L. Contemporary Hispanic Literatures and Cultures Lab (1) (HUMANITIES).**

Writing and discussion workshop to accompany MLCS 330. Emphasis will be placed on peer-editing activities. (Co-requisite: MLCS 330). Fall.

**340. The Spanish-Speaking World (3).**

Overview of the history, geography, societies and institutions of the Spanish-speaking peoples throughout the world. This course will help students to prepare for the Michigan Teacher Certification Test in Spanish, although it is not limited to Teacher Education students. (Prerequisite: MLCS 202 or equivalent; Co-requisite: MLCS 340L). Spring.

**340L. The Spanish-Speaking World Lab (1).**

Writing and discussion workshop to accompany MLCS 340. Emphasis will be placed on peer-editing activities. (Co-requisite: MLCS 340). Spring.

**350. Advanced Spanish Language (3).**

Listening, speaking and reading integrated with writing skills. Emphasis is on the process and steps for writing successfully in Spanish. Repeatable once for credit. (Prerequisite: MLCS 202 or equivalent; when taken as a Writing Intensive course, CORE 102. Co-requisite: MLCS 350L). Spring.

**350L. Advanced Spanish Language Lab (1)**

Peer-editing workshop to accompany MLCS 350. Emphasis will be placed on editing and revision activities. (Co-requisite: MLCS 350). Spring.

**360. Advanced Spanish Conversation (2).**

Newspapers, magazines, television and radio as source material for topics discussed. Repeatable once for credit. (Prerequisite MLCS 202 or equivalent). Spring.

*Special and Advanced Courses*

**199. Exploratory Internship (1-3).**

**250. Special Topics (1-3).**

Designed particularly for non-majors, the course can be repeated with a different topic.

**299. Experimental Course (1-3).**

**399. Professional Internship (1-12).**

**451. Independent Study (1-3).**

Advanced study in areas beyond regular course offerings. (Prerequisite: departmental permission).

**490. Study Abroad Capstone Seminar (1).**

Students returning from a study abroad semester will present a portfolio of journals and essays to reflect on their experience. Specific topics to be addressed: The relationship between language and culture, the student's self-understanding as a language learner, and the impact of the study-abroad experience on the student's chosen career as a teacher or professional. Required for Teacher Ed majors and minors, recommended for other language majors. (Prerequisite: Study Abroad). Spring.

**491. Senior Research (2).**

Majors conduct extensive research on a topic of their choosing and in conjunction with their advisor primarily in the target language. A bibliography and a 3 to 5- page prospectus is presented to the department. (Prerequisite: Senior standing and written departmental permission.) Fall, Spring.

**492. Senior Research Presentation (2).**

Twenty-page paper in the target language according to MLA style, along with a 3 to 5-page English summary, presented to the Department and the College. (Prerequisite: MLC 491). Fall, Spring.

**499. Advanced Experimental Course (1-3).**

## Music

### *Mission Statement*

The program in Music challenges students to achieve excellence in musical performance through active and creative learning in a supportive community. Students are educated through a series of required and elective courses in applied music, performance, theory, history, and a senior capstone solo recital. Students graduating with a major in music will be expected to demonstrate proficiency in the synthesis of preparing and performing music based on informed historical and theoretical practice. The program is designed to prepare students to engage fully in the creative arts; think critically as they explore multiple points of view; make connections across disciplines; and continue to pursue knowledge throughout one's life.

Adrian College offers a Bachelor of Music in Performance and a Bachelor of Music Education. These degrees are designed to prepare candidates for a professional career in music or for continued studies at the graduate level. Bachelor of Arts degrees are available in Music, Musical Theatre, and Arts Administration. These degrees provide students a liberal arts degree with a strong emphasis in music and may also lead to graduate studies. A music minor is also available to students who wish to make music a part of their college experience. Music majors are encouraged to select a music faculty member as their advisor, and register for applied lessons, and an ensemble in their freshman year. All music majors and minors must take the theory placement exam during orientation week.

All candidates must declare a principal instrument and perform a jury for every semester of study. Departmental approval must be granted at the end of the sophomore year for a student to continue in a music degree program (approval is based on a departmental jury and/or examination). All candidates must participate in "Studio Class," a seminar course that meets every Tuesday at noon. Studio Class is a forum for the exploration and discussion of topics essential to all music students. It includes visiting guest artists, workshops, student and faculty recitals and related performances.

Candidates in B.M. (Performance) and B.A. (Music) degree tracks must pass the piano proficiency exam prior to graduation. Music Education candidates must pass the piano proficiency exam before their student teaching commences. Musical Theatre, Arts Management, and Music Minors are not required to take the piano proficiency exam.

Majors and minors in music are required to participate in a large ensemble each semester, with the exception of education majors who are excused from ensemble during the semester of student teaching. Large ensembles include the following: Adrian College Choir, Adrian Concert/Marching Band, and the Orchestra. Small ensembles include Jazz Band, Chamber Choir, String Ensemble and chamber music ensembles. Small ensembles will fulfill elective credit in the department.

### Major Program Requirements

#### Bachelor of Music in Performance

(60 hours)

#### **Music B.M. Core (33 hours)**

MUS 101	Theory I (3)
MUS 102	Theory II (3)
MUS 103	Aural Skills I (2)
MUS 104	Aural Skills II (2)
MUS 115	Keyboard I (1)
MUS 116	Keyboard II (1)
MUS 201	Theory III (2)
MUS 202	Theory IV (2)
MUS 203	Aural Skills III (2)
MUS 204	Aural Skills IV (2)
MUS 215	Keyboard III (1)
MUS 216	Keyboard IV (1)
MUS 310	Junior Recital (1)
MUS 316	Music History Before 1750 (3)
MUS 318	Music History from 1750 to 1880 (3)
MUS 319	Music History After 1880 (3)
MUS 401	Musical Form (2)
MUS 410	Senior Recital (1)

#### **Music B.M. Electives (27 hours)**

Select one from:

MUS 320	Music of the East/Far East (3)
or MUS 321	Music of Africa/S. America (3)

4 hours selected from the following:

MUS 128	Singers Diction (English/French) (1)
MUS 129	Singers Diction (Italian/German) (1)
MUS 132	Vocal Pedagogy (1)
MUS 303	Conducting I (2)
MUS 402	Orchestration (4)

8 consecutive semesters of applied music in the student's principal instrument (8 hrs.)

(Music majors whose primary instrument is piano choose 4 hours of music electives in place of MUS 115, 116, 215, and 216.)

8 semesters of a large ensemble, 2 semesters of a small ensemble

## Music

### Bachelor of Arts in Music

(46 hours)

#### **Music B.A. Core (31 hours)**

MUS 101	Theory I (3)
MUS 102	Theory II (3)
MUS 201	Theory III (2)
MUS 202	Theory IV (2)
MUS 103	Aural Skills I (2)
MUS 104	Aural Skills II (2)
MUS 203	Aural Skills III (2)
MUS 204	Aural Skills IV (2)
MUS 115	Keyboard I (1)
MUS 116	Keyboard II (1)
MUS 215	Keyboard III (1)
MUS 216	Keyboard IV (1)
MUS 316	Music History before 1750 (3)
MUS 318	Music History from 1750 to 1880 (3)
MUS 319	Music History after 1880 (3)

7 semesters applied lessons (7)\*

7 semesters large ensemble (7)\*

MUS 410 Capstone: Senior Recital (1)

\*As an alternative, students may also choose 8 semesters of applied lessons with 6 semesters of large ensemble.

### Bachelor of Music Education with Teacher Certification in Music

See the Teacher Education section of the catalog.

#### Minor Program Requirements

The music minor requires the completion of a minimum of 24 semester hours, including MUS 101, 102, 103, 104, 201, 203; Choose six (6) hours from MUS 316, 318, 319, 320 and 321; four (4) semesters of a large ensemble. Students minoring in music are expected to participate in large ensembles.

#### Courses and Descriptions

The semesters listed after course descriptions indicate when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs.

#### Music Theory

First year music majors and minors must take a theory placement exam prior to registering for theory courses. Placement exams are offered during freshman orientation or by appointment.

#### **099. Music Fundamentals (2).**

A review course designed to prepare students for the Music Theory and Ear Training sequence. Rudimentary concepts include the grand staff, key signatures, time signatures, notation, major and minor scales, simple and compound time, and chord construction. Concepts of ear training and basic keyboard skills will be introduced. Fall, spring.

#### **101. Theory I (3).**

Understanding the structure and function of the language of music with emphasis on modes, intervals, rhythm, cadences, melody writing, triads, non-chord tones, first species counterpoint, and four-part harmonic structures. (Co-requisites: MUS 103 and 115). Fall, Spring.

#### **102. Theory II (3).**

Understanding the structure and function of the language of music with emphasis on harmonic analysis and part-writing, seventh chords, modulation, secondary dominant chords, and binary and ternary forms. (Prerequisite: MUS 101; Co-requisites MUS 104 and 116). Fall, Spring.

#### **103 Aural Skills I (2).**

Perception of rhythm, melody, harmony and form through solfege and aural dictation, with emphasis on major keys in duple and compound time. (Co-requisites: MUS 101 and 115). Fall, Spring.

#### **104. Aural Skills II (2).**

Perception of rhythm, melody, harmony and form through solfege and aural dictation, with emphasis on minor keys in duple and compound time. (Prerequisite: MUS 103; Co-requisites: MUS 102 and 116). Fall, Spring.

#### **201. Theory III (2).**

Understanding the structure and function of music with emphasis on two-voice 18th-century counterpoint, fugue, borrowed chords, Neapolitan and augmented 6th chords, variation techniques, sonata-allegro and rondo forms. (Prerequisite: MUS 102; Co-requisites: MUS 203 and 215). Fall, Spring.

#### **202. Theory IV (2).**

Understanding the structure and function of music with emphasis on extended harmonies (9th, 11th, and 13th chords), altered dominants, chromatic mediants, devices of the Romantic period, devices of Post-Romantic, Impressionistic, and 20th-century styles, including twelve-tone techniques (Prerequisite: MUS 201; Co-requisites: MUS 204 and 216). Fall, Spring.

## Music

### **203. Aural Skills III (2).**

Perception of rhythm, melody, harmony and form through solfege and aural dictation, with emphasis on chromatics, syncopation and modulation to closely related keys. (Prerequisite: MUS 104; Co-requisites: MUS 201 and 215). Fall, Spring.

### **204. Aural Skills IV (2).**

Perception of rhythm, melody, harmony and form through solfege and aural dictation, with emphasis on modulations, mixed meters, and modes. (Prerequisite: 203; Co-requisites 202 and 216). Fall, Spring.

### **401. Musical Form (2).**

The study of musical composition, with particular reference to its formal design. Architectural elements in music are traced, from the phrase through larger formal designs. (Prerequisite: MUS 202). Fall.

### **402. Orchestration (2).**

Designed to provide students with knowledge of the capabilities of band and orchestral instruments and elementary orchestration techniques. Emphasis is on arranging for small groups, followed by arranging for full symphony orchestra or band using computer software. (Prerequisite: MUS 202). Spring.

#### Music History and Literature

### **107. Introduction to Music (3) (ARTS).**

Explores the development of music from antiquity to the present day, helping students develop an appreciation for and understanding of a wide variety of musical styles and techniques. Emphasizes Western Art Music as well as non-Western and popular music. Fall.

### **316. Music History before 1750 (3).**

Music from Antiquity through the Baroque Era is studied through an introduction to the leading composers, genres and forms. Emphasis is on listening, analysis, research and writing, and the application of these skills in the preparation of papers or projects. (Prerequisite: MUS 101). Spring.

### **318. Music History from 1750 to 1880 (3).**

Music of the Classic and Romantic Periods are studied through an introduction to the leading composers, genres and forms. Emphasis is on listening, analysis, research and writing, and the application of these skills in the preparation of papers or projects. (Prerequisite: MUS 101). Fall.

### **319. Music History after 1880 (3).**

Music after 1880 is studied through an introduction to the leading composers, genres and forms. Emphasis is on listening, analysis, research and writing, and the

application of these skills in the preparation of papers or projects. (Prerequisite: MUS 101). Fall.

### **320. Music of the East/Far East (3) (NON-WESTERN).**

An introduction to the important genres forms, tuning systems and instruments of the Middle and Far East. Emphasis is on listening, analysis, research and writing, and the application of these skills in the preparation of papers and projects. (Prerequisites: MUS 101 and ENGL 101 when Writing Intensive). Spring.

### **321. Music of Africa/S. America (3) (NON-WESTERN).**

An introduction to the important genres forms, tuning systems and instruments of Africa and South America. Emphasis is on listening, analysis, research and writing, and the application of these skills in the preparation of papers and projects. (Prerequisites: MUS 101 and ENGL 101 when writing intensive). Spring.

### **341. Special Topics in Music (3) (ARTS).**

An introduction to various topics in music, focusing on one primary area each semester offered. Topics may include Music, Business, Music Technology, or Composition. For non-majors interested in music without previous musical experience. Also open to majors for elective credit. This course may be repeated once for credit, provided the course topic is different from the course previously taken. Offered as needed.

#### Applied Music and Performance Preparation

### **220-249. Applied Music (1) (ARTS).**

Private instruction in all orchestral and band instruments, piano, organ, guitar and voice. The aim is thorough development of all phases of performance, technique, style, musicianship, memorization, interpretation, and repertoire. Music majors and minors are required to participate in juries at the end of each semester of applied study. Additional fees are required for these courses. See instructor for details on attendance.

Music majors and minors must attend Studio Class every Thursday at noon, concurrent with Applied Music. After a student has successfully completed four semesters of an applied music course, additional credits earned in that applied music course will be considered as MUS 300- to 400-level credits and may be counted as such.

Three semester hours of the same applied instrument will apply toward the arts distribution requirement.

## Music

### **115. Keyboard I (1).**

Basic keyboard skills for students majoring or minoring in music. Focus on scales, chord construction, arpeggios, and simple songs. (Co-requisites: MUS 101 and 103). Fall, Spring.

### **116. Keyboard II (1).**

Continuation of Keyboard I. Major and minor scales, chord construction, arpeggios, simple harmonic cadences, chord progressions, sight reading skills, and songs. (Prerequisite: MUS 115; Co-requisites: MUS 102 and 104). Fall, Spring.

### **128. Singers Diction (English/French) (1).**

Students shall learn rules of diction for English and French song literature. Techniques for preparing and performing songs, text analysis and translation, as well as the application of the International Phonetic Alphabet (IPA) will be incorporated. (Co-requisite: MUS 237). As needed.

### **129. Singers Diction (Italian/German) (1).**

Students shall learn rules of diction for Italian and German song literature. Techniques for preparing and performing songs, text analysis and translation, as well as the application of the International Phonetic Alphabet (IPA) will be incorporated. (Co-requisite: MUS 237). As needed.

### **130. Voice Class (1) (ARTS).**

The fundamentals of breath control and tone production, with emphasis on individual instruction in preparing and performing standard song literature. (May be repeated for credit up to 3 semesters). As needed.

### **142. Piano Class (1) (ARTS).**

For non-music majors who have had little or no keyboard training. Basic instruction in music reading and piano technique. (May be repeated for credit up to 3 semesters).

### **212. Opera Workshop (1).**

Students explore various operatic roles through the preparation and performance of arias, scenes, and/or one acts. Singing, acting, and movement exercises provide practical experience and develop skills for performances and auditions. May be repeated for credit up to 3 semesters. (Prerequisite: permission of instructor; Co-requisite: MUS 237). Fall.

### **213. Musical Theatre Workshop (1).**

Explore various musical theatre roles through the preparation and performance of songs or scenes. Singing, acting and movement exercises provide practical experience and develop skills for performances

and auditions. May be repeated up to 3 semesters. (Prerequisite: permission of instructor; Co-requisite: MUS 237). Spring.

### **215. Keyboard III (1).**

Continuation of Keyboard II. Major and minor scales in all key areas, construction of seventh chords, arpeggios in all key areas, chord progressions, sight reading, transposition of simple melodies and songs. (Prerequisite: MUS 116; Co-requisites: MUS 201 and 203). Fall, Spring.

### **216. Keyboard IV (1).**

Continuation of Keyboard III. Includes all skills necessary to pass the Piano Proficiency Exam, including scales, arpeggios, chord construction, chord progressions, melodic harmonization and transposition, and sight reading. (Prerequisite: MUS 215; Co-requisites: MUS 202, and 204). Fall, Spring.

### **303. Conducting I (2).**

Introduction to score preparation, basic beat patterns and usage, ear training, selection of the appropriate tempo, foreign terms, analysis of text for musical meaning, leadership development, rehearsal techniques, and stage presence. (Prerequisite: MUS 102). Fall.

### **310. Junior Recital (1).**

Preparation and presentation of a junior recital approved by the department and supervised by a member of the music faculty. Must be taken concurrently with applied music lessons. (Prerequisite: Written departmental permission). Offered as needed.

### **410. Capstone: Senior Recital (1).**

Preparation and presentation of a senior recital approved by the department and supervised by a member of the music faculty. Must be taken concurrently with applied music lessons. (Prerequisite: Written departmental permission). Offered as needed.

### **450. Capstone: Senior Project (1).**

An individual project dealing with music at a level appropriate for a senior music major, which must be approved by the department and supervised by a member of the music faculty. A presentation of the results of the project must be made to a committee of music faculty. (Prerequisite: Written departmental permission). Offered as needed.

### Ensembles

Students may apply a maximum of 8 semester hours of credit in ensembles, applied music and theatre activities toward the 124 semester hours required for graduation. Music majors and minors may apply the additional

## Music

required ensemble and applied credits towards 124 semester hours.

After a student has successfully completed four semesters of an ensemble, additional credits earned in that ensemble will be considered as MUS 300- to 400-level courses and may be counted as such.

Three semester hours of the same ensemble may be applied toward the ARTS distribution requirement.

### **140. Adrian College Choir (1) (ARTS).**

Repertoire covers a wide variety of music ranging from classic to contemporary. Performances include concerts and special college events. Open to all students; no audition necessary. Fall, Spring.

### **143. Guitar Class (1) (ARTS).**

Introduces the fundamentals of guitar playing with emphasis on strumming, reading chord charts, and basic technique. (May be repeated for credit up to 3 semesters). Offered as needed.

### **150. Lenawee Community Chorus (1) (ARTS).**

Includes singers from the community and from Adrian College. Emphasis is on the performance of large choral works with orchestra. Open to all students. No audition necessary. Fall, Spring.

### **152. Guitar Ensemble (1) (ARTS).**

Students learn ensemble repertoire for guitar spanning classic to contemporary. Performances include campus events, concerts and recitals (Open to all students. Prerequisite: MUS 226). Offered as needed.

### **160. Adrian College Chamber Choir (1) (ARTS).**

Advanced repertoire ranging in style from classic to contemporary. Performs in concert and special events on campus and in the community. Annual choir tour. Audition required. Fall, Spring.

### **163. Adrian Jazz Choir (1) (ARTS).**

Students will rehearse and perform standard and contemporary jazz charts drawn from the 20<sup>th</sup> and 21<sup>st</sup> Century. Students will have the opportunity to perform on and off campus. The choir is open to all students.

### **165. Chamber Winds (1) (ARTS).**

A chamber ensemble covering wind music of all style periods. Students will gain knowledge in the performance of chamber music with emphasis on balance, control, intonation and independence of parts. Performances are required outside of class. (Open to all students).

### **170. Adrian College Orchestra (1) (ARTS).**

Students will rehearse and perform standard orchestra literature of the Classic, Romantic and Modern Eras. Students will participate in three or four concert events per year. Open to string players.

### **175. Chamber Brass (1) (ARTS).**

A chamber ensemble covering brass music of all styles. Students will gain knowledge in the performance of chamber music with emphasis on balance, control, intonation and independence of parts. Performances are required outside of class. (Open to all students).

### **178. Musical Theatre Orchestra (1)**

Provides students with opportunities for musical growth in rehearsal and performance. A variety of musical theatre literature will be used as the medium to present a diverse exposure to related history and culture, as well as a forum to develop the crafts of individual and collective musical artisanship. Outcomes include a connection to learning through a lifetime, thinking critically, identifying problems and solutions, and engaging in creative arts. Permission of instructor.

### **180. Concert/Marching Band (1) (ARTS).**

Students perform field shows in the fall and concert literature in the spring. Repertoire represents wide cross-section of traditional works. Performances include appearances at college events, field shows at football games and concerts. (Open to all students). Fall, Spring.

### **181. Drumline Techniques (1).**

Students learn, practice and perform drumline drill in preparation for marching band. (Open to all students). Offered as needed.

### **183. Percussion Ensemble (1) (ARTS).**

Students learn ensemble repertoire for traditional and non-traditional percussion spanning classic to contemporary and including world music. Performances include campus events, concerts and recitals. (Open to all students). Spring.

### **185. Jazz Ensemble (1) (ARTS).**

The Jazz Ensemble is dedicated to the contemporary jazz idiom, concentrating on performing modern jazz and blues compositions. The ensemble offers many opportunities for learning and developing the techniques of improvisation and jazz performance. Emphasis is on performance excellence and jazz proficiency. (Open to all students). Fall, Spring.

## Music

### **195. Chamber Music (1) (ARTS).**

Selected students are incorporated into small ensembles to perform literature from all periods of music history. (Open to all students). Offered as needed.

#### Music Education

### **105. Essentials of Music for Elementary Teachers (2).**

Development of fundamental skills required to teach elementary classroom music; incorporates song material which can be applied in the instruction of children. (Prerequisite: elementary education program permission). Spring.

### **120. String Methods (1).**

Develop skills to model and work effectively with students on all string instruments in group beginning instrument classes. Students gain knowledge and skills for rehearsing large groups in elementary and secondary ensemble settings. (Prerequisite: Written departmental permission). Spring.

### **122. Brass Methods (1).**

Develop skills to model and work effectively with students on all brass instruments in group beginning instrument classes. Students gain knowledge and skills for rehearsing large groups in elementary and secondary ensemble settings. (Prerequisite: Written departmental permission). Fall.

### **124. Percussion Methods (1).**

Develop the skills to model and work effectively with students on all percussion instruments in group beginning instrument classes. Students gain knowledge and skills for rehearsing large groups in elementary and secondary ensemble settings. (Prerequisite: Written departmental permission). Spring.

### **126. Woodwind Methods (1).**

Develop skills to model and work effectively with students on all woodwind instruments in group beginning instrument classes. Students gain knowledge and skills for rehearsing large groups in elementary and secondary ensemble settings. (Prerequisite: Written departmental permission). Fall.

### **131. Foundations in Music Education (2).**

Exploratory introduction to the basic philosophies and methodologies of music education. School observations, teacher interviews and classroom discussion provide context for subsequent courses in music and teacher education. Spring.

### **132. Vocal Pedagogy (1).**

Provides the skills to model and work effectively with elementary, middle and high school students on developing the solo vocal instrument in beginning music classes or private voice studio. Offered as needed.

### **362. Instrument Methods and Materials (2).**

Exploration of techniques and strategies for teaching middle and high school band and orchestra classes. Development of rehearsal techniques and familiarity with age-appropriate repertoire. Spring.

### **363. Choral Methods and Materials (2).**

Exploration of techniques and strategies for teaching middle and high school choirs. Development of rehearsal techniques and familiarity with age-appropriate repertoire. Spring.

### **371. Music in the Elementary Schools (2).**

The student will plan, execute, and evaluate music activities in relation to the individual child and to the group at the elementary level. The student will employ the most effective contemporary methods in facilitating planned music activities. He/She will use materials available to music education for use in today's classroom including exceptional (both gifted and special needs) students. Music activities will include multiethnic and multicultural music. Fall.

#### Special and Advanced Courses

### **110. Music Activities (1-3).**

Participation in an activity of particular interest to students of music and faculty. Examples may be pit orchestra, opera chorus, assistant director. Open to all college students. (Prerequisite: Written department permission). No more than eight hours of combined credit in communication, theatre and music activities, including lessons and ensembles, may be applied towards graduation credit.

### **199. Exploratory Internship (1-3).**

### **399. Professional Internship (1-12).**

A maximum of 2 semester hours of MUS399 are allowed toward the music major.

### **451. Independent Study (1-3).**

Exploration of an area in music of special interest to the student; the particular study and hours are arranged by the staff. A maximum of 2 semester hours is allowed toward the music major. (Prerequisite: Written departmental permission).

### **499. Advanced Experimental Course (1-3).**

## Musical Theatre

### **Musical Theatre**

#### ***Mission Statement***

In accordance with the Adrian College mission statement of pursuing truth and dignity of all people, the Departments of Music and Theatre and Dance offer opportunities to study and achieve excellence through a community of scholarship and artistry via the context of a liberal arts environment. Knowledge of and appreciation for the art of theatre and music are important aspects in a society that wishes to maintain its culture, consciousness, and compassion. While seeking a balance between theoretical and applied material, the departments of theatre, dance and music creatively engage students through performance opportunities and active studies of critical theory, history and literature. Students graduating with a major in the Musical Theatre program will be expected to demonstrate proficiency in the preparation and performance of the music theatre genre based on historical and theoretical practices.

NOTE: Participation in all Adrian College musical theatre productions is also expected. For course descriptions, consult listings for the Departments of Theatre and Music.

#### Major Program Requirements

##### Bachelor of Arts in Musical Theatre

(4 hours in Dance, 17 hours in Theatre and 23 hours in Music)

Music Theatre Core (44 hours)

DANC 100 Dance Fundamentals (1)

DANC 200 Musical Theatre Dance (1)

DANC 360 Musical Theatre Dance Composition and Choreography (2)

THRE 100 Theatre Workshop I (1)

THRE 101 Theatre Workshop II (1)

THRE 108 Acting I (3)

THRE 207 Stagecraft (3)

THRE 303 Acting II (3)

THRE 314 History of Musical Theatre (3)

THRE 418 Senior Research in Musical Theatre (2)

THRE 420 Capstone: Senior Presentation in Musical Theatre (1)

MUS 101 Theory I (3)

MUS 102 Theory II (3)

MUS 103 Aural Skills I (2)

MUS 104 Aural Skills 2 (2)

MUS 115 Keyboard 1 (1)

MUS 116 Keyboard 2 (1)

MUS 213 Musical Theatre Workshop (1,1,1)

MUS 237 Applied Voice (8 Semesters for a total of 8 credits)

## Philosophy and Religion

### *Mission Statement*

The majors in Philosophy and Religion teach students to pose and answer questions fundamental to the meaning and significance of life, to human existence, and the nature of reality. Through a series of required and elective courses culminating in a capstone paper and presentation, the programs will prepare the student to demonstrate professionalism in the field, through ethical reflection, the place of philosophy and religion, in the larger society, and the place of the capstone presentation in the chosen discipline major.

### *Program Offerings*

Students interested in philosophy and religion may earn the Bachelor of Arts degree with one of two majors: religion or philosophy. The department also offers minors in both philosophy and religion. A minor in teaching religion in public schools is available for those majoring in education.

In addition to preparing for church-related careers, students majoring in philosophy or religion may enter a variety of fields such as counseling, law, business, social work and a variety of service professions at the local, state and national levels. For those planning to enter graduate school or seminary, the department offers a balanced program of preparatory studies.

The Ethics Minor is an interdisciplinary program that examines the concept of moral good and practice applying it in various situations. Study will focus on the history and theory of ethics, various belief systems and specific relevant professional codes.

The goals of the Ethics Minor are to: (1) enhance the awareness of ethical issues, both at a theoretical and a practical and professional level. (2) to improve critical thinking and moral reasoning in resolving ethical problems.

### Major Program Requirements

#### Bachelor of Arts in Philosophy (30-31 hours)

#### **Philosophy Core (18 hours)**

PHIL 101	Introduction to Philosophy (3)
or PHIL 104	Introduction to Ethics (3)
or PHIL 110	Philosophy through Film (3)
PHIL 105	Logic (3)
PHIL 351	Ancient Greek Philosophy (3)
PHIL 353	Modern Philosophy (3)
PHIL 304	Ethics (3)
PHIL 400	Capstone: Senior Thesis (3)

#### **Choose a Track**

##### Traditional Philosophy Track

An additional 12 hours in PHIL at least six of which must be at the 300-level or above.

##### Legal Theory Track

PHIL 201	Jurisprudence (4)
PHIL 331	Philosophy of Law (3)

An additional six hours in PHIL at least three of which must be at the 300-level or above.

#### Bachelor of Arts in Religion (33 hours)

#### **Religion Core (6 hours)**

RELG 105	Religions of the East (3)
RELG 400	Capstone: Senior Research Project (3)

#### **Religion Electives (27 hours)**

Any one of the following three courses:

RELG 101	Bible and Culture (3)
or RELG 102	Religions of the West (3)
or RELG 114	Christian Social Ethics (3)

At least one of the following courses:

RELG 308	Native American Sacred Traditions (3)
RELG 310	Women in World Religions (3)
RELG 315	Buddhism (3)
RELG 335	Japanese Religion (3)
RELG 345	Chinese Religion (3)

An additional 21 hours in RELG. At least 15 of these 21 required hours must be earned in courses at the 300-level or above.

Religion Internships (RELG 199 and 399) do not count toward the 24 hours of RELG electives.

#### Minor and Associate Program Requirements

The Associate of Arts degree in philosophy require a minimum of 18 semester hours of PHIL courses including at least 9 semester hours at the 300-level or above.

## Philosophy and Religion

The Associate of Arts religion require a minimum of 18 semester hours of RELG courses including at least 9 semester hours at the 300-level or above.

The academic minors in philosophy require a minimum of 18 semester hours of PHIL courses including at least 9 semester hours at the 300-level or above.

The academic minors in religion require a minimum of 18 semester hours of RELG courses including at least 9 semester hours at the 300-level or above.

The minor in Ethics requires the completion of a minimum of 18 semester hours (9 hours of more at the 300 level), including: PHIL 104 or RELG 114, and PHIL 304 (Ethics) and at least four other courses from among the following: PHIL 102, 104, or 201, PSYC 304, SOCW 200, BAD 346, COMM 280.

Other non-listed courses may also be applied to the minor if approved by the Department Chair. At least one course must come from a department other than Religion and Philosophy.

### Courses and Descriptions

The semesters listed after course descriptions indicate when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs.

#### *Philosophy (PHIL)*

##### **101. Introduction to Philosophy (3) (PHILOSOPHY/RELIGION).**

The meaning and scope of philosophy and the major problems with which it is concerned. Fall.

##### **102. Contemporary Moral Problems (3) (PHILOSOPHY/RELIGION).**

An introduction to philosophical perspectives on some of the important ethical controversies facing our society, with a focus on developing and critically analyzing reasons used to support a moral position. Topics vary, but may include abortion, cloning, the legalization of drugs, physician assisted suicide, animal rights, and the death penalty. Fall, Spring.

##### **104. Introduction to Ethics (3) (PHILOSOPHY/RELIGION).**

This course is an introduction to moral theory. We will address questions such as: What does it mean to flourish as a human being? What makes actions right or wrong? Are there moral facts, or is it all just subjective? Students will be encouraged to discuss, share, and defend their own views. Fall.

##### **105. Logic (3) (PHILOSOPHY/RELIGION).**

How arguments are formulated and evaluated, analysis of the role of language in communication and training in the detection of common fallacies. Includes categorical, propositional, and predicate logic. Offered as needed.

##### **110. Philosophy through Film (3) (PHILOSOPHY/RELIGION).**

This course aims to examine and critically evaluate various philosophical themes by means of the visual medium of film. Such themes include: human nature, the nature of reality, and moral problems. Films may include popular re- leases, silent films and surrealist films. The course will also integrate philosophical texts. Fall.

##### **200. Philosophy Topics (3).**

A course in a field of philosophy, history of philosophy, philosophical movement or set of philosophical problems. The course material covered in this course does not overlap with material offered in other philosophy courses. Offered as needed.

##### **201. Introduction to Jurisprudence (4).**

This course is an introduction to the theoretical and philosophical underpinnings of the United States judicial system. It will investigate the concept of "law" as it has been applied throughout the course of western civilization. It will also explore the works of philosophers who inspired the authors of the U.S. Constitution and Bill of Rights, the origins of the various schools of judicial philosophy and the often complicated relationship between moral and legal reasoning. Fall.

##### **205. Writing and Argument (3).**

This course will focus in the development of the skills involved in philosophical reading, writing, and oral presentation. We will be working with philosophical materials; however the goal of the course is the development of proficiency with these skills. (Prerequisites: One PHIL course and ENGL 101 when offered as Writing Intensive). Offered as needed.

##### **300. Topics in Philosophy (1-3).**

A special topic or topics including practical applications of philosophy or the relationship of philosophy to other aspects of life. Offered as needed. (Prerequisite: One previous PHIL course). Offered as needed.

##### **301. Philosophy of Religion (3).**

An inquiry into the scope and function of religion, the nature and destiny of human beings, the existence and nature of God and other selected problems. Cross-listed with RELG 301. (Students who have taken RELG 301 for credit may not take PHIL 301 for credit).

## Philosophy and Religion

(Prerequisite: one course in PHIL or RELG). Offered as needed.

### **304. Ethics (3).**

An examination of the major ethical theories of ancient and modern times and their impact upon traditional and contemporary ethical problems. Special attention is paid to the development of ethical thinking and the application of ethical theory to contemporary moral problems. (Prerequisite: one course in PHIL or RELG). Offered as needed.

### **321. Science, Skepticism and Faith (3).**

Basic course in epistemology and metaphysics. Topics include the distinction between scientific and non-scientific types of knowledge (if any), the difference between “belief” and “knowledge” (if any), theories of “truth”, and the case for and implications of skepticism. (Prerequisite: one course in PHIL or RELG). Offered as needed.

### **328. Liberation Theology (3).**

During the 20th Century a number of movements within Christianity turned to the teachings of Jesus and Hebrew prophets, and Marxist social analysis, to argue and work for social justice. Examines the origins of Liberation Theology in Latin America in the 1960s and the Black Power struggle in the U.S. Other topics include Feminist, Womanist, Ecological and Gay/Lesbian liberation theologies. Cross-listed with RELG 328. (Students who have taken PHIL 328 for credit may not take RELG 328 for credit). (Prerequisite: one course in PHIL or RELG). Offered as needed.

### **331. Philosophy of Law (3).**

This course examines the theoretical and philosophical aspects of law. Materials will be drawn from actual legal cases, as well as writings by philosophers and lawyers. Topics may include legal reasoning, the nature and purpose of law, criminal responsibility, negligence, civil disobedience, the relationship of law and morality, and omissions and the duty to rescue (Prerequisite: one course in PHIL or RELG). Spring.

### **332. Political Philosophy (3).**

An examination of fundamental concepts and issues in political theory, such as the justification and limits of political authority, and the relationship between the individual and the community, the nature of freedom and obligation, and the obligation to obey the law. (Prerequisite: one course in PHIL or RELG). Offered as needed.

### **334. Philosophy and Ethics of Sport (3).**

An exploration of the philosophical dimensions of sports and their ethical implications. This includes metaphysical, ontological and epistemological foundation which shape roles, codes and rules that define sports. Offered as needed.

### **344. Biomedical Ethics (3).**

Ethical issues created by recent advances in medical technology, including questions such as the relationship between the health care provider and the patient; truth and information; autonomy and diminished capacity; and genetic engineering within the context of moral reasoning. (Prerequisite: one course in PHIL or RELG). Offered as needed.

### **351. Ancient Greek Philosophy (3).**

Examination of the philosophical systems of the Ancient Greeks and Romans. Special attention given to the work of Plato and Aristotle. (Prerequisite: one course in PHIL or RELG). Offered as needed.

### **352. Christian Heresies and Orthodoxies (3).**

Development of Christian theology from Jewish and Hellenic thought. Focus on major leaders, thinkers, and movements during this time. Emphasis on Augustine, Pseudo-Dionysius, and Aquinas. Cross-listed with RELG 352. (Students who have taken PHIL 352 for credit may not take RELG 352 for credit). (Prerequisite: one course in PHIL or RELG). Offered as needed.

### **353. Modern Philosophy (3).**

Exploration of the foundations of modern philosophy, including the contributions of Descartes, Hume and Kant. (Prerequisite: one course in PHIL or RELG). Fall.

### **354. 19th and 20th-Century Christian Theology (3).**

Continental Theology from Schleiermacher and Hegel to the present. Will include dialectical thinkers, existentialists, feminists, and liberationists. Cross-listed with RELG 354. (Students who have taken PHIL 354 for credit may not take RELG 354 for credit). (Prerequisite: one course in PHIL or RELG). Offered as needed.

### **400. Capstone: Senior Thesis (3).**

Senior research project stressing the application of research skills and the synthesis of knowledge in the discipline of philosophy. (Prerequisites: senior standing and department permission). Offered as needed.

*Religion (RELG)*

**101. Bible and Culture (3)  
(PHILOSOPHY/RELIGION).**

An introduction to the literary, historical, and theological dimensions of the Bible, and to the methods and theories of biblical criticism, with emphasis on the role of the reader in the creation of meaning, and on the relationship of the Bible to contemporary social issues. Fall.

**102. Religions of the West (3)  
(PHILOSOPHY/RELIGION).**

Survey of major monotheistic traditions in the West: Judaism, Christianity and Islam. Emphasis on the major forms of these three faiths including Traditional and Reform Judaism, Eastern Orthodox, Roman Catholic and Protestant Christianity, and Sunni and Shiite Islam. Attention will be given to historical origins, daily practices and holidays, and contemporary issues. Fall.

**105. Religions of the East (3)  
(PHILOSOPHY/RELIGION, NON-WESTERN).**

Primal religions, religion in Africa, Hinduism, Buddhism, Jainism, Taoism, Confucianism and Shintoism, introducing the basic concepts and concerns of these religions. The major emphasis is on the religions of India, China and Japan. Offered as needed.

**106. Religions in America (3)  
(PHILOSOPHY/RELIGION).**

A survey of the religious dimension of American history and its influence in shaping American national identity. Emphasis on how important historical movements provide the background for understanding and interpreting contemporary American culture.

**108. Introduction to Religion: Myth, Ritual and Symbol (3) (PHILOSOPHY/RELIGION, NON-WESTERN).**

An exploration of the world's dominant religious and secular worldviews focusing on the myths, rituals and symbols contained in their sacred texts. The material is divided equally between Western and Eastern religions. Fall.

**112. Ancient Greek and Roman Mythology (3)  
(Philosophy/ Religion).**

A study of Greco-Roman religion reflected in the works of Homer, Hesiod, the Homeric Hymns, Pindar, Aeschylus, Sophocles, Euripides, Herodotus, Plato, Lucian, Lucretius, Vergil, Ovid, and Seneca, emphasizing myth as a fundamental category of religious discourse, and a mode of social, cultural, and ideological expression.

**114. Christian Social Ethics (3)  
(PHILOSOPHY/RELIGION).**

Contemporary social problems and their relationship to Christianity. Attention given to the historical development of various Christian approaches to social issues, emphasizing current social engagement. Fall.

**210. World Christianities (3)  
(PHILOSOPHY/RELIGION).**

Study of the contemporary situation of the Christian tradition worldwide. Focus on Christianity in discrete geographical areas, and the diversity and richness of Christian cultures. Areas of study include Eastern Orthodoxy, Christianity in Africa, Asia, and Latin America, the rise of Pentecostalism, and Christians in relation to other religious traditions. Spring.

**212. Jesus in Mass Production (3)  
(PHILOSOPHY/RELIGION).**

A wide-ranging exploration into the many faces of the figure of Jesus, through a variety of genres and media. In addition to the New Testament writings and other early Christian literature, the course engages multiple interpretations in novels, film, art, pop culture, and other contexts, including perspectives from outside the United States. Spring.

**216. Religion on Film (3)  
(PHILOSOPHY/RELIGION).**

Exploration of the religious issues reflected in popular films, with special attention on the relationship between beliefs, practices, and media. Spring.

**218. Drugs and Religious Experience (3)  
(PHILOSOPHY/RELIGION, NON-WESTERN).**

An exploration of the ritual use of hallucinogenic drugs in sacred culture. The central issue of the course is the relationship between such drugs and religious experience. Examples are taken from various traditions from the Americas and Asia. May Term only.

**300. Topics in Religion (1-3).**

A special topic or topics, including specific religions or the relation of religion to other aspects of life. (Prerequisite: one course in PHIL or RELG). Offered as needed.

**301. Philosophy of Religion (3).**

An inquiry into the scope and function of religion, the nature and destiny of human beings, the existence and nature of God and other selected problems. Cross-listed with PHIL 301. (Students who have taken PHIL 301 for credit may not take RELG 301 for credit). (Prerequisite: one course in PHIL or RELG). Offered as needed.

**303. Literature of the Hebrew Bible (3).**

In-depth exploration of the scriptures shared by Jews and Christians, with detailed study of select passages, attending particularly to the characteristic diversity of these texts, to the historical and contemporary cultures that surround them, and to the relationship between methodological perspectives and interpretative issues. (Prerequisite: RELG 101 or ENGL 230). Offered as needed.

**304. New Testament Writings (3).**

In-depth exploration of the scriptures unique to Christianity, with detailed study of select passages, attending particularly to the characteristic diversity of these texts, the historical and contemporary cultures that surround them. Their relationship to early Christianity and the figure of Jesus, and methodological questions central to their interpretation. (Prerequisite: RELG 101 or ENGL 230). Spring.

**306. Issues in American Religious History (3).**

Specific issues and movements in American religion and their interrelationships with the larger American culture. Special attention is placed on the impact of these issues and movements on the contemporary situation. Topics include social Christianity, fundamentalism and Pentecostalism, civil religion, church and state, sects and cults and denominational history. (Prerequisite: one course in PHIL or RELG). Offered as needed.

**307. Sociology of Religion (3).**

Methods and issues of the qualitative approach to sociology of religion. Emphasis on the construction, maintenance and function of religious organizations and groups; and, the construction of religious identity, and the function of religious worldviews and ritual processes in maintaining that identity. (Prerequisite: one course in PHIL or RELG). Offered as needed.

**308. Native American Sacred Traditions (3) (NON-WESTERN).**

An introduction to the worldviews and sacred traditions which form the basis of American Indian social, political, economic and material structures. Emphasis is on the intrinsic relationship between religion and culture in American Indian societies. A variety of cultures are examined, including tribes from the Great Lakes, Plains and Southwest. (Prerequisite: one course in PHIL or RELG). Offered as needed.

**310. Women in World Religions (3) (NON-WESTERN).**

Themes and issues in the traditions and texts of Buddhist, Hindu, Jewish, Christian and Muslim religions with particular attention to the role of women. Topics will

include: images of women in sacred scriptures and historical traditions, ritual practices, sources of religious authority, and psychological and ethical implications of feminist approaches to religion. (Prerequisite: one course in PHIL or RELG). Offered as needed.

**315. Buddhism (3) (PHILOSOPHY/RELIGION, NON-WESTERN).**

An examination of Buddhism as a major religion in South and East Asia focusing on its core concepts, beliefs, and practices giving attention to its major divisions (Theravada, Mahayana, and Vajrayana) and the most important schools within those traditions. (Prerequisite: one course in PHIL or RELG). Offered as needed.

**316. Religion in/and American Education (2-3).**

An exploration of the legal issues related to professional educators and the place and role of religion in the public schools; the diversity of religious traditions within school communities; and religious perspectives that students and parents may bring into the public school setting. (Prerequisite: one course in PHIL or RELG). Offered as needed.

**319. The Origins of Protestantism (3).**

Principal figures and religious, political, social, and economic factors that contributed to the development of Protestantism from the 16th through the 18th centuries. (Prerequisite: one course in PHIL or RELG). Offered as needed.

**328. Liberation Theology (3).**

During the 20th Century a number of movements within Christianity turned to the teachings of Jesus and Hebrew prophets, and Marxist social analysis, to argue and work for social justice. Examines the origins of Liberation Theology in Latin America in the 1960s and the Black Power struggle in the U.S. Other topics include Feminist, Womanist, Ecological and Gay/Lesbian liberation theologies. Cross-listed with PHIL 328. (Students who have taken RELG 328 for credit may not take PHIL 328 for credit). (Prerequisite: one course in PHIL or RELG). Offered as needed.

**330. Advanced Studies in Bible (3).**

In-depth study of selected texts, themes, or topics in or pertaining to the Jewish and/or Christian scriptures and/or relevant extra-biblical literature. Emphasis is on matters of theory and method, both historical and literary. Repeatable with different topics. (Prerequisite: RELG 101 or ENGL 230). Fall.

**332. Women in the Bible (3).**

What does the Bible have to say about women? This course examines the portrayal of women in the Bible, and the significance of that portrayal in contemporary society. The focus of the course is on texts from the Bible which feature women. However, sources from outside the Bible are discussed. (Prerequisite: One class in PHIL or RELG). Offered as needed.

**335. Japanese Religion (3)**

**(PHILOSOPHY/RELIGION, NON-WESTERN).**

An examination of the interrelationship between the dominant religious traditions of Japan and the ways in which people express those traditions culturally. The emphasis is on the cultural dimension of Shinto, Buddhism, and Confucianism and their historical interactions. Offered as needed.

**340. Religion and Environmental Ethics (3).**

Examines whether the Judeo-Christian traditions can provide rationales that will persuade human beings from destroying other species, their habitats and the greater biosphere of our planet. We will examine Judeo-Christian texts and discern the extent to which they provide promising foundations for environmental ethics. (Prerequisite: one course in PHIL or RELG). Fall.

**345. Chinese Religion (3)**

**(PHILOSOPHY/RELIGION, NON- WESTERN).**

An examination of the interrelationship between the dominant religious traditions of China and the ways in which people express those traditions culturally. The emphasis is on the cultural dimension of Daoism, Buddhism, and Confucianism and their historical interactions. (Prerequisite: one course in PHIL or RELG). Offered as needed.

**352. Christian Heresies and Orthodoxies (3).**

Development of Christian theology from Jewish and Hellenic thought. Focus on major leaders, thinkers, and movements during this time. Emphasis on Augustine, Pseudo-Dionysius, and Aquinas. Cross-listed with PHIL 352. (Students who have taken RELG 352 for credit may not take PHIL 352 for credit). (Prerequisite: one course in PHIL or RELG). Offered as needed.

**354. 19th and 20th-Century Christian Theology (3).**

Continental Theology from Schleiermacher and Hegel to the present. Will include dialectical thinkers, existentialists, feminists, and liberationists. Cross-listed with PHIL 354. (Students who have taken RELG 354 for credit may not take PHIL 354 for credit). (Prerequisite: one course in PHIL or RELG). Offered as needed.

**385. Ancient Fiction (3).**

Examines the history, place, culture, readership, and literary dynamics of select Greek, Latin, Jewish, and early Christian novelistic literature from the first four centuries of the Common Era. Emphasizes matters of theory and method in relation to interpretation, and considers the relationship of prose fiction to various issues of identity, power and epistemology. (Prerequisite: one course in PHIL or RELG or ENGL 230). Offered as needed.

*Special and Advanced Courses*

**199. Exploratory Internship (1-3).**

**299. Experimental Course (1-3).**

**399. Professional Internship (1-12).**

**400. Capstone: Senior Research Project (3).**

A special project stressing the application of research skills and the synthesis of knowledge in the discipline(s) of philosophy and/or religion.

**451. Independent Study (1-3).**

(Prerequisite: departmental permission).

**499. Advanced Experimental Course (1-3).**

## Physics

### *Mission Statement*

At its most basic level, physics is the study of the fundamental laws that govern matter and energy in the universe. By its nature, physics is a broad field encompassing diverse disciplines such as astrophysics, biophysics, condensed matter physics, geophysics, medical physics, atomic & nuclear physics, and particle physics. Toward the end of the 19<sup>th</sup> century, the core areas of classical dynamics and electromagnetism were well understood and there was a feeling that the major problems in physics had all been solved. However, within a few decades “classical physics” had undergone a dramatic reformulation with the advent of relativity theory and quantum mechanics. In the same time period our view of the universe was shattered by the discovery of galaxies outside the Milky Way, as well as evidence for the big bang and universal expansion. Today, new discoveries and computational advances continue to change our view of the physical universe and major problems remain to be solved. Superconductivity, quantum gravity, dark matter & dark energy are just some of the topics at the forefront of current research in physics.

The physics major at Adrian College is designed to give the student a thorough understanding of the fundamentals of physics. The focus is on broad knowledge rather than specialized skills, though some specialized elective courses are available. Our curriculum emphasizes both theory and practice through a combination of lecture courses, laboratory courses, and a senior research project. An undergraduate degree in physics provides the foundation necessary for graduate study in physics and related fields, but is also excellent preparation for professional work in fields such as education, engineering, law, and medicine. Those considering a physics major are urged to consult a physics faculty member early on, in order to discuss the content of the degree options within the major and also the opportunities after graduation.

### Major Program Requirements

A grade of C- or better is required to satisfy any physics course prerequisite(s).

### Bachelor of Arts in Physics

(30 hours and 19 hours of cognates)

#### **Physics B.A. Core (17 hours)**

PHYS 205	General Physics I (3)
PHYS 206	General Physics II (3)
PHYS 209	General Physics Laboratory I (1)
PHYS 210	General Physics Laboratory II (1)
PHYS 370	Modern Physics (3)
PHYS 401	Classical Mechanics I (3)
PHYS 420	Experimental Physics I (2)
Or PHYS 422	Experimental Physics II (2)
PHYS 452	Capstone: Senior Research (1)

#### **Physics B.A. Electives (12 hours)**

Additional 12 hours of PHYS courses at the 200-level or above.

#### **Physics B.A. Cognates (19 hours)**

MATH 135	Calculus and Analytical Geometry I (4)
MATH 205	Calculus and Analytical Geometry II (4)
MATH 215	Calculus and Analytical Geometry III (4)
MATH 305	Differential Equations (3)

An additional 4-hours of laboratory science course in BIOL, CHEM, or GEOL.

### Bachelor of Science in Physics

(34 hours and 26 hours of cognates)

#### **Physics B.S. Core (28 hours)**

PHYS 205	General Physics I (3)
PHYS 206	General Physics II (3)
PHYS 209	General Physics Laboratory I (1)
PHYS 210	General Physics Laboratory II (1)
PHYS 320	Electronics (3)
PHYS 370	Modern Physics (3)
PHYS 401	Classical Mechanics I (3)
PHYS 403	Electromagnetic Theory I (3)
PHYS 410	Quantum Mechanics (3)
PHYS 420	Experimental Physics I (2)
PHYS 422	Experimental Physics II (2)
PHYS 452	Capstone: Senior Research (1)

#### **Physics B.S. Electives (6 hours)**

6 hours of 300- or 400- level courses

#### **Physics B.S. Cognates (19 hours)**

CHEM 105	General Chemistry (3)
or CHEM 115	Principles of Chemistry (3)
CHEM 117	Introductory Chemistry Laboratory (1)
MATH 135	Calculus and Analytical Geometry I (4)
MATH 205	Calculus and Analytical Geometry II (4)
MATH 215	Calculus and Analytical Geometry III (4)
MATH 305	Differential Equations (3)

## Physics

### **Cognate Electives (7 hours)**

4 hours of a BIOL, CHEM, or GEOL laboratory course and 3 hours of MATH numbered 216 and above or 7 hours in BIOL, CHEM or GEOL, including 3 hours numbered 200 or above. CHEM 105/117 or CHEM 115/117 and MATH 305 do not count as cognate electives.

### **Minor and Associate Program Requirements**

The Associate of Arts degree in physics requires a minimum of 12 semester hours in the department, including PHYS 205, 206, 209, and 210 and 8 semester hours of mathematics including MATH 135 and 205. A student working toward a minor in physics will complete at least 20 semester hours in the department, including PHYS 205, 206, 209, 210, 370 and 9 hours of electives numbered 300 and above. MATH 135, 205, and 215 or 305.

### **Courses and Descriptions**

The semesters listed after course descriptions indicate when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs.

#### **101, 102. Introductory Physics I, II (3, 3).**

This two-semester course sequence is an algebra-based survey of physics. Topics include mechanics, thermodynamics, electricity and magnetism, and modern physics. Three lectures per week. (Prerequisites: MATH 115 (or placement beyond MATH 115) for PHYS 101; PHYS 101 is prerequisite for PHYS 102). Fall, Spring.

#### **103. Introductory Physics Laboratory I (1) (NATURAL SCIENCE).**

Through experiments, students explore and verify many concepts in classical physics. Topics are drawn from mechanics, wave motion, sound, and thermodynamics. One 3-hour laboratory per week. (Co-requisite: PHYS 101). Fall.

#### **104. Introductory Physics Laboratory II (1).**

Through experiments, students explore and verify many concepts in classical physics. Topics are drawn from electricity, magnetism, optics, and modern physics. One 3-hour laboratory per week. (Co-requisite: PHYS 102). Spring.

#### **105. Inquiry Physics for Elementary Teachers (3).**

Survey of physics for students in elementary education. Topics include Newton's laws of motion, momentum, energy, states of matter, pressure in fluids, temperature, heat, wave phenomena, electricity & magnetism, optics, and atomic, nuclear & particle physics. Three lectures

per week. (Prerequisite: MATH 101; Co-requisite: PHYS 106). Offered as needed.

#### **106. Physics for Elementary Teachers Laboratory (1) (NATURAL SCIENCE).**

Laboratory course to accompany PHYS 105. Topics include Newton's laws of motion, friction, momentum, energy, buoyancy, thermodynamics, sound, electric circuits, magnetic fields, and optics. Emphasizes proper laboratory techniques and careful collection and analysis of experimental data. Two hours laboratory per week. (Co-requisite: PHYS 105). Offered as needed.

#### **110. Descriptive Astronomy (4) (NATURAL SCIENCE).**

Observational and theoretical studies of the solar system and the extra-solar system. Topics include the telescope, planets and their satellites, asteroids, comets, meteors, the sun as a star, characteristics of stars, galaxies, interstellar matter, and the possibility of life elsewhere in the universe. Three lectures, one 2-hour laboratory per week. Fall of even years.

#### **111. Earth and Space Science for the Elementary Teacher (4).**

Survey of earth science for students in elementary education. Topics include the geosphere, hydrosphere, atmosphere, weather, the solar system, the galaxy and the universe. Earth Science Michigan Curriculum Framework and the benchmarks associated with it will be examined. Three lectures and one two-hour laboratory per week. (Prerequisite: MATH 101). Offered as needed.

#### **205, 206. General Physics I, II (3, 3).**

This two-semester course sequence is a calculus-based survey of physics including mechanics, thermodynamics, electricity and magnetism, optics, and relativity. Three lectures per week. (Prerequisites: MATH 135 for PHYS 205; PHYS 205 for PHYS 206; MATH 205 is a co-requisite for PHYS 205). (Open to freshman if all prerequisites are satisfied). Fall, Spring.

#### **209. General Physics Laboratory I (1) (NATURAL SCIENCE).**

Principles of classical physics are explored and verified through experiments. Emphasis is on measurement techniques and methods of data analysis. Topics are drawn from mechanics, wave motion, sound and thermodynamics. One 3-hour laboratory per week. (Co-requisite: PHYS 205). (Open to freshman if all prerequisites are satisfied). Fall.

**210. General Physics Laboratory II (1).**

Principles of classical physics are explored and verified through experiments. Emphasis is on measurement techniques and methods of data analysis. Topics are drawn from electricity, magnetism, and optics. One 3-hour laboratory per week. (Co-requisite: PHYS 206). (Open to freshman if all prerequisites are satisfied). Spring.

**320. Electronics (3).**

An introduction to analog and digital electronics. Topics include DC and AC circuits, transistors, amplifiers, Boolean logic, logic circuits, analog-digital conversions, and applications. Two lectures and one 3-hour laboratory per week. (Prerequisites: PHYS 206, and 210). Offered as needed.

**370. Modern Physics (3).**

An introduction to the fundamentals of modern physics. Topics include special relativity, quantum theory, atomic physics, statistical physics, condensed-matter physics, nuclear structure, and elementary particles. (Prerequisites: PHYS 206 and MATH 215 or 305). Offered as needed.

**380. Nuclear Physics (3).**

An introduction to nuclear physics including radioactivity, alpha, beta, and gamma decay, nuclear models, nuclear reactions, fission and fusion. (Prerequisites: PHYS 206 and MATH 215 or 305). Offered as needed.

**390. Astrophysics (3).**

This is a one-semester, calculus-based survey of modern astrophysics intended for junior or senior science majors. No formal background in astronomy is assumed. Topics include early astronomy, orbital mechanics, planetary systems, stellar astrophysics, and galactic astronomy. (Prerequisites: PHYS 206 and MATH 205.) Offered as needed.

**401. Classical Mechanics I (3).**

An introduction to classical dynamics. Topics include the motions of particles and systems of particles in one, two, and three dimensions, oscillations, gravitation, Lagrangian & Hamiltonian dynamics, and motion in noninertial frames. (Prerequisites: PHYS 206 and MATH 215 or 305). Offered as needed.

**402. Classical Mechanics II (3).**

Advanced topics in classical dynamics including nonlinear oscillations, the motion of rigid bodies, coupled oscillations, continuous media and waves, and special relativity. (Prerequisites: PHYS 401). Offered as needed.

**403. Electromagnetic Theory I (3).**

An introduction to electrodynamics. Topics include electrostatics, boundary value problems, electric fields in matter, magnetostatics, magnetic fields in matter, and Maxwell's equations. (Prerequisites: PHYS 206 and MATH 215 or 305). Offered as needed.

**404. Electromagnetic Theory II (3).**

Advanced topics in electrodynamics. Topics include conservation laws, electromagnetic waves, potentials & fields, electromagnetic radiation, and relativistic electrodynamics. (Prerequisites: PHYS 403). Offered as needed.

**406. Statistical and Thermal Physics (3).**

A study of thermodynamic phenomena using the methods of statistical mechanics. Application is made to paramagnetism, the Ising model, blackbody radiation, the ideal Fermi gas, and Bose-Einstein condensation. (Prerequisites: Physics 206 and either Mathematics 215 or 305). Offered as needed.

**410. Quantum Mechanics (3).**

An introduction to quantum mechanics. Topics include the 1-D Schrodinger equation, the square well, the harmonic oscillator, the 3-D Schrodinger equation with applications to the hydrogen atom, spin, identical particles, and time-independent perturbation theory. (Prerequisites: PHYS370 and MATH 305). Offered as needed.

**420. Experimental Physics I (2).**

Students conduct experiments from classical and modern physics, emphasizing experimental technique and data analysis. Assigned readings and presentations on journal articles. One hour discussion and three hours laboratory per week. PHYS 420 & 422 may be taken in any order. (Prerequisite: PHYS 320 or 370). Spring of odd years.

**422. Experimental Physics II (2)**

Students conduct experiments from classical and modern physics, emphasizing experimental technique and data analysis. Assigned readings and presentations on journal articles. One hour discussion and three hours laboratory per week. PHYS 420 & 422 may be taken in any order. (Prerequisite: PHYS 320 or 370). Spring of even years.

**450. Physics Research (1-3).**

Experimental or theoretical research in physics. May be repeated. (Prerequisite: instructor permission). Fall, Spring.

**452. Capstone: Senior Research (1).**

Students will write a formal research paper based on research conducted in PHYS 450 or from other

Physics

experience. A presentation of the research is required.  
(Prerequisite: PHYS 450 or department permission).  
Spring.

*Special and Advanced Courses*

**199. Exploratory Internship (1-3).**

**299. Experimental Course (1-3).**

**399. Professional Internship (1-12).**

**451. Independent Study (1-3).**

Work may be either experimental or theoretical. May be repeated. (Prerequisite: departmental permission).

**499. Advanced Experimental Course (1-3).**

## Political Science

### *Mission Statement*

The mission of the Political Science Department is to prepare students with broadly applicable skills in research and analysis.

Departmental graduates should:

Be able to ask interesting and important questions—questions whose answers will provide new insight into incompletely understood issues;

Be able to gather the information that will allow them to answer such questions—ideally the graduate will be the person who knows how to find or collect needed information or data when others do not;

Be able to analyze that information, including synthesizing old and new knowledge and knowledge from multiple disciplines—ideally the graduate will easily transcend disciplinary boundaries;

Be able to clearly and persuasively explain the analysis in both written and verbal formats.

Political Science is the subject matter used to develop these skills, but their applicability should not be limited to solely, or even primarily, to the discipline.

### Major Program Requirements

Sophomore standing and a 100- or 200-level course are prerequisites for 300-level courses. Junior standing is required to take 400-level courses.

### Bachelor of Arts in Political Science

(36 hours of PSCI and 3-4 hours cognates)

### **Political Science Core (19 hours)**

PSCI 101	American Federal Government (3)
PSCI 136	International Relations (3)
PSCI 160	Comparing Democracies (3)
PSCI 210	Career Seminar (1)
PSCI 240	Political Theory (3)
PSCI 295	Research Methods for Political Science (3)
PSCI 409	Capstone: Research Seminar (3)

All students majoring in Political Science must complete a department approved experiential component. This is fulfilled through either an internship, external academic experience or through a college-approved study abroad experience.

### **Political Science Electives (17 hours, with at least 6 hours of electives at the 300 or 400 level)**

### **Cognates (3 – 4 hours)**

MATH 204	Elementary Statistics (3)
or PSYC 211	Statistics for Psychology (3 + 1 hour lab)

Majors are encouraged, to consider the following courses related to political science: ESS 104 (Regional Geography); ECON 201 (Principles of Microeconomics) and 202 (Principles of Macroeconomics) and one or more introductory level courses in American history (HIST 161, 162, 163), Asian history (130, 131, 132, 133), Western history (103, 104) or Islamic history (111).

### Minor and Associate Program Requirements

The minor and the Associate's Degree in political science require completion of 20 semester hours in the discipline, including PSCI 101, 136, 160, 240, and 295, as well as at least 5 hours of electives in the department, with 3 hours at the 300 or 400 level.

### Courses and Descriptions

The semesters listed after course descriptions indicate when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs.

### **101. American Federal Government (3) (SOCIAL SCIENCE).**

Examines the institutions of the American political system, including federalism, separation of powers, political parties, elections, and the rights of citizens. Fall, Spring.

### **102. State and Local Government (3) (SOCIAL SCIENCE).**

How state and local governments function, issues they face and how they relate to the federal government, with special emphasis on Michigan. Fall, Spring.

### **136. International Relations (3) (SOCIAL SCIENCE).**

Analysis of the roles played by the United States and various other countries, international organizations, and individuals in international politics, along with significant global issues such as war and peace, economic development and trade, environmental policy, and human rights. Fall.

### **160. Comparing Democracies (3) (SOCIAL SCIENCE).**

Political institutions, policies, and practices of democracies throughout the world, as well as the effects of different democratic arrangements on policy outcomes and on democratic success and failure. Spring.

**205. Introduction to Public Policy (3) (SOCIAL SCIENCE).**

The public policy process is the heart of politics, where decisions are made about who gets taxed, who gets that money, and who determines what rules we have to live by. Investigates how policy is made, who the players are, and the effects of different types of policies. (Open to freshmen). Offered as needed.

**206. Global Health Policy (1).**

This course provides students with knowledge about health care policy, or lack of, in a selected less-developed country, prepares students with basic knowledge of that country, and culminates in an approximately 10-day service learning trip to the selected country during the winter break. (Open to freshman). Fall.

**210. Career Seminar (1).**

Discusses post-graduate and career opportunities for Political Science students. Fall.

**220. United States Presidency (3) (SOCIAL SCIENCE).**

Examines the role and function of the Presidency in the American political system. Focus areas include presidential elections, the growth of presidential power, relations between President and Congress, and the President's role in foreign affairs. Offered as needed.

**240. Political Theory (3) (SOCIAL SCIENCE).**

Survey of selected texts from the history of political thought. May be repeated with different topics. (Open to Freshmen.) Spring.

**245. Environmental Politics (3) (SOCIAL SCIENCE).**

Considers the problems of humans' effect on the environment and political responses to it. Different approaches to environmentalism are considered, and different environmental problems analyzed. Offered as needed.

**250. United States Foreign Policy (3) (SOCIAL SCIENCE).**

How foreign policy is made; how and why the U.S. has been involved in recent world affairs, including trade, foreign aid, alliances, diplomacy, terrorism, wars and revolutions, and arms control. Offered as needed.

**273. Nuclear Weapons and Power (2).**

The science and politics of nuclear weapons and nuclear power, including the discovery of the atom, the Manhattan Project, the Cold War arms race, the prospects for nuclear terrorism, and the controversies over nuclear power and nuclear waste disposal. Students

who have taken CHEM 273 may not take this course for credit. (Prerequisite: CORE 101). Open to freshmen. Offered as needed.

**285. Congress and Presidents (3) (SOCIAL SCIENCE).**

The mixed adversarial and cooperative relationship between Congress and Presidents, the motivations of legislators and executives, and the shifting of power from the legislative to the executive branch. Offered as needed.

**295. Research Methods for Political Science (3).**

Introduction to the methods used for empirical research in Political Science. Open to freshmen. Spring.

**301. Special Topics in Political Science (3).**

May be repeated with different topic. (Prerequisite: one prior PSCI course).

**302. Belize Field Experience (3) (NON-WESTERN).**

Focused study of the historical, geographical, and political forces shaping a multi-ethnic democracy in the developing world. Course fee covers a spring break trip to Belize. (Prerequisite: permission of instructor). Spring

**305. Political Economy (3).**

Analysis of government from an economic perspective through the lense of public choice theory, with emphasis on rent-seeking behavior, market distorting effects of government regulation and inefficiencies in collective decision-making. Students who have taken ECON 305 may not take this course for credit. (Prerequisite: one prior PSCI or ECON course). Offered as needed.

**315. Globalization (3).**

The structure and effects of global economic, political, and cultural integration, and the mechanisms of international governance. Students who have taken ECON 315 may not take this course for credit. (Prerequisite: One prior PSCI or ECON course). Offered as needed.

**328. Politics in the Third World (3) (NON-WESTERN).**

Politics and problems of selected third world countries in Asia, Africa and Latin America and their relations with the United States and the rest of the world. (Prerequisite: one prior PSCI course.). Offered as needed.

**331. Campaigns and Elections (3).**

Examines the nature of elections in American politics, including techniques for running a successful political campaign. (Prerequisite: one prior PSCI course.) Offered as needed.

**351. European Politics (3).**

Examines the political institutions, culture, history and problems of selected European countries and the European Union, as well as their relations with the United States and the rest of the world. (Prerequisite: one prior PSCI course). Offered as needed.

**352. Central and East European Politics (3) (NON-WESTERN).**

History and politics of Central and Eastern Europe from its origins as a distinct region through the end of communism and the eastward expansion of the European Union and NATO. (Prerequisite: one prior PSCI course). Offered as needed.

**370. Democratization (3).**

Examines the processes by which authoritarian regimes become democratic, as well as current understandings of why some democratic transitions are more successful than others, by examining a number of historical and contemporary cases from around the world. (Prerequisite: one prior PSCI course). Offered as needed.

**380. Democratic Theory (3).**

A survey of ancient and modern theories of democracy, addressing issues such as the nature of democracy, liberty, equality, representation, majority rule, and citizenship, as well as major criticisms of democracy and current issues in democratic theory. (Prerequisite: one prior PSCI course). Offered as needed.

**396. Constitutional Law I: Powers of Government (3).**

Study of U.S. Supreme Court decisions that resolve struggles for power between the three branches of the federal government and between the federal and state governments. Consideration of such issues as the government's authority to regulate drugs, the president's commander-in-chief powers and the distinctions between federal and state court cases. Students who have taken SCJ 396 may not take this course for credit. (Prerequisite: junior standing). Offered as needed.

**397. Constitutional Law II: Individual Liberties (3).**

Study of U.S. Supreme Court decisions that determine the extent to which individual liberties are protected under the U.S. Constitution, with special attention given to civil rights issues. Will include explorations of the constitutional rights to due process, equal protection, to keep and bear arms and other issues. Students who have taken SCJ 397 may not take this course for credit. (Prerequisite: junior standing). Offered as needed.

**405. Strategic Behavior (3).**

Study of strategic decision-making in politics and everyday life, including applications to business. (Prerequisite: one prior PSCI or ECON course). Offered as needed.

**409. Capstone: Research Seminar (3).**

Culminating experience for political science majors. Students will select a research topic, review the published literature on that topic, prepare a research proposal, conduct the research, and present their findings publicly. Important writings in the discipline may be assigned. (Prerequisites: PSCI 295, MATH 204 or PSYC 211 and junior or senior Status). Fall.

*Special and Advanced Courses*

**199. Exploratory Internship (1-3).**

**299. Experimental Course (1-3).**

**399. Professional Internship (1-12).**

**451. Independent Study (1-3).**

Supervised reading, research or work in an area of special interest to the student. (Prerequisite: Written departmental permission.) Fall, Spring, May, Summer.

**499. Advanced Experimental Course (1-3).**

## Psychology

### *Mission Statement*

The psychology major provides a strong background in the application of the scientific method to understanding human behavior and cognitive processes. A graduate in psychology will understand the social, cultural and biological influences on human behavior; critically evaluate prior research in psychology; create original research in the field; and understand the diversity of human behavior.

### Major Program Requirements

For either the Bachelor of Arts or Bachelor of Science degree, students must complete the Psychology Core. No more than 3 hours of internship credit (PSYC 199 or 399) may be applied toward the 32-semester-hour in Psychology requirement. PSYC 216 does not count toward the 32 semester-hour requirement.

Psychology majors must complete PSYC 100 no later than the fall of their sophomore year, and must complete PSYC 211 by the end of their sophomore year. PSYC 265 must be completed no later than the fall of their junior year. All psychology majors will design an individual research project in PSYC 444, and execute that project in PSYC 445. PSYC 444 is to be taken in the spring semester of the junior year, and PSYC 445 during the fall of the senior year. All psychology majors (including double majors) are required to seek departmental guidance regarding the proposed program for their major.

A grade of C or better is required in the course prerequisites for any psychology course.

### **Psychology Core (18 hours)**

PSYC 100 General Psychology (3)  
PSYC 211 Statistics for Psychology (4)  
PSYC 265 Research Methods for Majors (4)  
PSYC 329 History of Psychology (3)  
PSYC 444 Advanced Research (2)  
PSYC 445 Capstone: Senior Research (2)

### Bachelor of Arts in Psychology

(32 hours of Psychology and 3 hours of cognates)

### **Psychology Core (18 hours)**

### **Psychology B.A. Electives (14 hours)**

### **Cognate (3 Hours)**

PHIL 101 Introduction to Philosophy (3)

### Bachelor of Science in Psychology

(32 hours of Psychology and 19 hours of cognates)

### **Psychology Core (18 hours)**

### **Psychology B.S. Electives (14 hours)**

Two of the following courses:

PSYC 206 Health Psychology (3)  
PSYC 303 Abnormal Psychology (3)  
PSYC 313 Cognitive Psychology (3)  
PSYC 322 Learning Theory (3)  
PSYC 341 Biopsychology (3)

Eight (8) additional hours of PSYC elective courses.

### **Psychology B.S. Cognates (16 hours)**

Sixteen (16) semester hours from one or more of the following departments: biology, chemistry, computer information systems, mathematics and physics.

### **Cognate (3 Hours)**

PHIL 101 Introduction to Philosophy (3)

### Minor and Associate Program Requirements

The Associate of Arts degree in psychology requires a minimum of 22 semester hours in the discipline, including PSYC 100, 211, 265, and 11 hours of electives in the department. PSYC 216 does not count toward the 22 semester-hour requirement. No more than 3 hours of internship credit (PSYC 199 or 399) may be applied toward the 22 semester-hour requirement.

A minor in psychology consists of a minimum of 19 semester hours, including PSYC 100, 212, and 12 additional hours in psychology. PSYC 216 does not count toward the 19 semester-hour requirement. No more than 3 hours of internship credit (PSYC 199 or 399) may be applied toward the 19 semester-hour requirement.

For information about Pre-Art Therapy, see the Pre-professional section of the catalog.

### Courses and Descriptions

The semesters listed after course descriptions indicate when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs.

### **100. General Psychology (3) (SOCIAL SCIENCE).**

An overview of the facts, principles and methods of the science of behavior and psychological processes. Topics typically include learning, research methodology, memory, perception, cognition, psychobiology, social psychology, abnormal behavior and psychotherapy. Students may be required to participate in a limited number of experiments conducted by faculty members or

## Psychology

advanced students (or to complete an alternative assignment). Fall, Spring.

### **205. Developmental Psychology (3).**

Theory and research on psychological development from birth through adulthood. (Open to freshmen. Prerequisite: A "C" or better in PSYC 100). Fall, Spring.

### **206. Health Psychology (3).**

Behavioral factors in health and illness. Topics typically include stress, prevention of illness, pain and patient-practitioner interaction. Applications are made to specific illnesses. (Prerequisite: A "C" or better in PSYC 100. Open to freshmen). Fall.

### **211. Statistics for Psychology (4).**

The study of descriptive and inferential statistics as applied to psychological data. Topics include measures of central tendency and variability, t-tests, ANOVA, and regression. Three hours of lecture and one hour of laboratory per week (Prerequisites: A "C" or better in PSYC 100 and a "C" or better in MATH 101 or equivalent proficiency). Fall, Spring.

### **212. Research Methods for Non-Majors (4).**

An introduction to the principles of psychological research with an emphasis on how to evaluate claims about human behavior. This course CANNOT be used toward a major in psychology. Three hours of lecture, one hour of laboratory per week. (Prerequisite: PSYC 100 and completion of 6 semester hours in psychology). Spring.

### **214. Social Psychology (3).**

Individual behavior as it is influenced by the behavior of others within a variety of social contexts. Topics typically include affiliation, attitude and behavior change, interpersonal attraction, social influence, prosocial behavior and aggression. (Prerequisite: A "C" or better in PSYC 100). Offered as needed.

### **216. Human Sexuality (3).**

The physiological, psychological and social dimensions of sexual development and behavior. Spring. (This course does not count toward the major or minor in Psychology). Offered as needed.

### **265. Research Methods for Majors (4).**

An introduction to the scientific method in behavioral science. Includes scientific thinking, research design, and APA-style manuscript format. Students will also critically evaluate scientific evidence, collect and analyze data, and write research reports. Three hours of lecture, one hour of laboratory per week. (Prerequisite: A "C" or better in PSYC 211). Fall, Spring.

### **300. Topics in Psychology (1-3).**

An in-depth study of a special topic, which varies from semester to semester. Recent courses have focused on current psychotherapies, forensic psychology, and psychology in the cinema. May be repeated with a different topic. (Prerequisite: A "C" or better in PSYC 100). Offered as needed.

### **303. Abnormal Psychology (4).**

The study of behavioral and emotional disturbance. Current research and theory are applied to the description, assessment, causes and treatment of psychopathology. Service learning project at an agency as part of the lab. Three hours of lecture and one hour of laboratory per week. (Prerequisite: A "C" or better in PSYC 100).

### **304. Theories and Principles of Psychotherapy (3).**

The nature of counseling and psychotherapy, with an emphasis on dominant theories, research, current practice and ethics. The basic counseling skills of empathy and listening are covered. (Prerequisite: A "C" or better in PSYC 303). Offered as needed.

### **305. Child Psychopathology (3).**

An overview of psychopathology in children and adolescents. Areas to be explored include the DSM criteria, assessment, etiology, and treatment of various psychological disorders. An emphasis will be placed on empirical research in these areas. (Prerequisite: A "C" or better in PSYC 205). Offered as needed.

### **306. Psychology of Gender (3).**

Explores theories and research regarding the roots and impact of sex and gender. Typically covered are the effects of being female and male on personality, relationships, achievement, health, mental health and social life. (Prerequisite: A "C" or better in PSYC 100). Offered as needed.

### **311. Personality Theory and Research (3).**

An examination of various approaches toward understanding personality including Freudian, humanistic, trait, behavioral/social learning and cognitive. The research generated by each of the theories will also be examined. (Prerequisite: A "C" or better in PSYC 100). Offered as needed.

### **313. Cognitive Psychology (3).**

The study of cognitive processes. Topics include perception, attention, memory, problem solving, reasoning, and language. (Prerequisite: A "C" or better in PSYC 100). Spring.

## Psychology

### **321. Psychology and Law (3).**

Psychological principles drawn from sub-disciplines (e.g., social, clinical, cognitive) in terms of their relevance and application to the legal system. Topics will include forensic psychologists' roles, problems in the field, techniques of criminal investigation; insanity and competency; dangerousness/risk assessment; eyewitness identification; interrogations and confessions, and child sexual abuse. (Prerequisites: A "C" or better in PSYC 100 and junior or senior standing). Fall.

### **322. Learning Theory (3).**

An examination of research findings in the area of learning. Attention is directed to basic and applied behavioral results using animal and human subjects. There will be an emphasis on practical applications. (Prerequisite: completion of 9 semester hours in PSYC). Offered as needed.

### **329. History of Psychology (3).**

An examination of the philosophical and scientific concepts important to the development of psychology through the work and biographies of historically significant contributors to the field. (Prerequisites: PHIL 101, and completion of 12 semester hours in PSYC). Spring.

### **341. Biopsychology (3).**

Biological bases of behavior, including topics such as basic neuroanatomy, neural transmission, sensory transduction, genetics, emotion, sleep, learning, language, and psychological disorders. (Prerequisites: A "C" or better in PSYC 100, and 3 additional hours in PSYC). Offered as needed.

### **348. Industrial/Organizational Psychology (3).**

The application of psychological theories and research to problems associated with the world of work. Topics typically include research methodology, motivation, job satisfaction, personnel selection and placement, and leadership. Also offered as BAD 348. (Prerequisite: PSYC 100). Offered as needed.

### **440. Current Research in Psychology: MPA (1-2).**

Exposure to current experimental research in psychology. Students attend presentations at the Midwestern Psychological Association annual meeting which usually takes place in Chicago in early May. Reading from current journals is also required. Students enrolling for 2

semester hours are required to do an additional integrative project. (Prerequisite: completion of 14 semester hours in PSYC, including PSYC 265). Offered as needed.

### **444. Advanced Research (2).**

Capstone preparatory course. Under supervision of a faculty member, each student chooses a research topic of interest, conducts an in-depth literature review, formulates hypotheses and predictions, designs an experiment, obtains IRB approval, and prepares a formal research proposal. Proposed research will be conducted in PSYC 445.

(Prerequisites: A "C" or better in PSYC 265; junior standing, departmental permission.) Spring.

### **445. Capstone: Senior Research (2).**

Under supervision of a faculty member, each student prepares an experiment, conducts a pilot study, conducts the research, and analyzes the data based on their hypotheses. Each student prepares a research report following APA publication guidelines and presents the findings in a public form. (Prerequisites: A "C" or better in PSYC 444, senior standing, and departmental permission). Fall.

#### *Special and Advanced Courses*

### **199. Exploratory Internship (1-3).**

(Prerequisite: junior or senior standing and written departmental permission).

### **299. Experimental Course (1-3).**

### **399. Professional Internship (1-12).**

(Prerequisite: junior or senior standing and written departmental permission).

### **451. Independent Study (1-3).**

Supervised reading or research in an area of special interest to the student; the project may be theoretical or experimental. (Prerequisites: PSYC 100 and permission of instructor).

### **499. Advanced Experimental Course (1-3).**

## **Social Work**

### ***Mission Statement***

The Adrian College Social Work Program prepares students in a challenging and supportive environment to become professional, competent and effective generalist social workers who embrace diversity and are committed to social and economic justice.

Social Work is a helping profession offering services to all people who need assistance in their lives because of social, emotional, financial or other life problems. The purpose of Social Work is the restoration and enhancement of social functioning through intervention with individuals, families, groups, larger social systems and social welfare policies and programs. Social Workers work with individuals, families, and groups, but also recognize that the ability to accomplish life tasks and solve problems depends on having resources available.

The Social Work curriculum builds upon a foundation of liberal arts education. It draws especially upon biological, psychological, and sociological knowledge while developing the unique social work knowledge and skills needed for helping people manage problem situations.

The Adrian College Social Work Program is fully accredited by the Council on Social Work Education (CSWE). This national accrediting body ensures that all baccalaureate and graduate-level social work programs are of a high quality and that they graduate competent professionals. Social workers are required to be licensed in the State of Michigan, as in most other states. Students graduating from a CSWE-accredited social work program are eligible to be licensed in the state in which they are employed. Accreditation also allows students to apply for advanced placement status in graduate schools of social work.

In addition to their classroom experiences, social work students engage in a wide variety of activities working with various client populations in their field placements:

- Work with the elderly
- Work with troubled children, youth, adults, & families
- Work with people encountering difficult life transitions
- Social research in the community
- Work with persons with developmental and physical challenges
- Work with juvenile delinquents
- Work with at-risk school children
- Work with community organizations
- Work with community agencies in program planning and implementation

### **Major Program Requirements**

All Social Work Majors must formally apply to the Social Work Program by the end of their sophomore year. To be eligible for admission;

Applicants must have completed or be enrolled currently in PSYC 100, SOC 104 or 201, PSCI 101 or 102, BIOL 101, and SOCW 200.

Applicants must have a minimum GPA of 2.5.

Applicants need two recommendations, one from Adrian College faculty.

Applicants must submit a written personal statement, which includes information about their commitment to social work as a vocation and describes volunteer service in the field.

A student who does not fully meet one or more of the admission criteria may be admitted to the Social Work Program conditionally, provided the student, after an interview with the Program Director of Social Work, agrees in writing to remove the deficiency by the time she/he makes application for admission to the practicum.

Program policies are detailed in the Social Work Program Student Handbook

### **Bachelor of Social Work**

(40 hours of SOCW, 17 hours of cognates)

#### **Social Work Core (40 hours)**

- SOCW 200 Foundations of Social Work (4)
- SOCW 325 Diversity: Inequality, Privilege, and Oppression (4)
- SOCW 330 Human Behavior in the Social Environ. (4)
- SOCW 333 Social Welfare Policy (4)
- SOCW 336 Generalist SW Practice Methods I (4)
- SOCW 337 Generalist SW Practice Methods II (4)
- SOCW 404 Modern Social Work Theory (4)
- SOCW 405 Capstone: Senior Social Work (2)
- SOCW 495 Social Work Practicum I (5)
- SOCW 496 Social Work Practicum II (5)

#### **Social Work Cognates (17 hours)**

- SOC 104 Introduction to Sociology (3)  
or SOC 201 Social Problems (3)
- SOC 305 Social Research Methods (3)
- PSYC 100 General Psychology (3)
- PSCI 101 American Federal Government (4)  
or PSCI 102 State and Local Government (4)
- BIOL 101 Biology and Society (4)

Additional suggested B.S.W. electives in other departments: ECON 202, MATH 204, PSYC 205, 206, 211, 303, 304, SOC 202, 303, 311, or TED 206. Proficiency in Spanish or American Sign Language strongly recommended. A statistics course is strongly recommended for students intending to pursue graduate school.

## Social Work

### Minor and Associate Program Requirements

Student pursuing a minor in social work will complete a minimum of 22-24 semester hours, including SOC 104 or SOC 201, SOCW 200, 325, 330, 333, and 399 (at least two credit hours).

### Courses and Descriptions

The semesters listed after course descriptions indicate when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs.

#### **200. Foundations of Social Work (4).**

The development, skills, knowledge, and perspectives of the Social Work profession. Students will be introduced to concepts fundamental to understanding the helping professions' efforts on behalf of vulnerable populations. Includes history, practice settings, professional roles, agencies, political implications, and values/ethics related to social work careers. Includes a required service learning project. Spring.

#### **325. Diversity: Inequality, Privilege, and Oppression (4).**

The dynamics of diversity and difference in American society. The impact of human differences such as age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation on life chances, including discrimination and oppression outcomes will be studied. Fall.

#### **330. Human Behavior in the Social Environment (4).**

Study of the person in her/his environment using models of human behavior focusing on the interaction between persons and the social systems they encounter throughout maturation. Knowledge about persons as biological, psychological, social, cultural, and spiritual creatures is integrated as the "person" is followed through the life cycle. Special attention will be given to the interactions and systems as they relate to and affect Social Work practice with a variety of populations, including those experiencing ethnic, racial, and age-based discrimination. (Prerequisite: SOCW 200). Spring.

#### **331. Selected Topics in Social Work (2-4).**

Topics not included in the regular course offerings. Topic and prerequisite specified in semester course schedule. May be repeated with different topics. Offered as needed.

#### **333. Social Welfare Policy and Services (4).**

The development and implementation of social welfare policies from historical, political, and philosophical frameworks. How does a society decide: who should be served, when, how much, and in what fashion? How does this reflect the society's perspectives about "others" in their world who may be poor or otherwise disadvantaged? What actions are chosen and why? Fall.

#### **336. Generalist Social Work Practice Methods I (Individuals & Families) (4).**

Theoretical foundations of generalist social work practice with individuals and families. Focus on case-management skills; assessment, goal-setting, intervention, termination, and practice evaluation in a systemic, Person-in-Environment context. Special attention to work with diverse and vulnerable populations. (Prerequisites: SOCW 200, 330 and admission to the Social Work program). Fall.

#### **337. Generalist Social Work Practice Methods II (Groups, Communities, & Organizations) (4).**

Theoretical foundations of generalist social work practice with groups, communities, and organizations. Groups dynamics concepts used to apply problem-solving methods for treatment and task groups. Community organization emphasized as a viable practice method. Close relationship between community and organizations explored through concepts of empowerment, control, mobilization, collective action and problem-solving. (Prerequisites: SOCW 336). Spring.

#### **404. Modern Social Work Theory (4).**

Major theoretical systems used in current social work practice at the micro, mezzo, and macro levels. Application to special populations will be included. (Prerequisites: SOCW 337, senior standing, departmental permission). Fall.

#### **405. Capstone: Senior Social Work (2).**

Culminating course in social work that synthesizes theory, research, policy and practice methods. Students produce documents that combines research and analysis applied to practice in the field. Understanding of social work concepts and readiness/competency to begin the professional social work practice must be demonstrated. (Prerequisites: senior standing, departmental permission, Co-requisites: SOCW 496). Fall, Spring.

#### **495. Social Work Practicum I (5).**

With 496, two consecutive semesters of supervised practicum consisting of a minimum of 400 hours in an approved social work setting. Requires weekly seminars on campus. Social Work majors only. (Prerequisites:

Social Work

SOC 337, and permission of Social Work Program Director). Fall, Spring.

**496. Social Work Practicum II (5).**

Continuation of 495. (Prerequisite: SOCW 495). Fall, Spring.

*Special and Advanced Courses*

**199. Exploratory Internship (1-3).**

An observational internship providing opportunities to gain relevant career experiences and information in the field of social work. Open to second-semester freshmen and above.

**299. Experimental Course (1-4).**

**399. Professional Internship (1-12).**

Students have the opportunity to participate in field projects or work with professional staff members in organizations such as prevention agencies, human service organizations, juvenile centers, community organizations, and probation departments. Open to juniors and seniors.

**451. Independent Study (1-4).**

Supervised reading and research in social work. (Prerequisite: department permission).

**499. Advanced Experimental Course (1-4).**

## **Sociology and Criminal Justice**

### ***Mission Statement***

The mission of the Adrian College Bachelor of Arts in the Sociology program is in a rigorous way to ready students in an understanding of the concepts, research methods, and theory foundations to prepare the student for graduate school experience. As well, there is an emphasis in the Adrian College Sociology program on a social activist stance, applying sociology with hands on experience in academic service learning, community based research, and internships in community agencies. This practical focus, perhaps combined with a minor in criminal justice or psychology, can lead to job placements upon graduation. Consistent with the mission and principles of the College, students should deepen their ability to be thoughtful caring, inclusive and active persons committed to human rights, and to social justice, and trained in the liberal arts tradition.

The Adrian College Bachelor of Arts in criminal justice program is to ready students to be competent, knowledgeable generalists in the criminal justice field. Consistent with the mission and principles of the College, students should deepen their ability to be thoughtful, caring, inclusive and active persons committed to human rights and constitutional remedies, and to social justice, and trained in the liberal arts tradition.

Adrian College's affiliation with the United Methodist Church informs the values, principles, and behavior of the College and the sociology program. Methodism's founder, John Wesley, advocated a Christian faith that emphasized a social consciousness. Adrian College's founder, Asa Mahan, opposed slavery and believed in the "power of action." The Methodist heritage encourages an active concern for peace and justice growing out of the commitment to Christian traditions and values and an ecumenical understanding of human spiritual experience. Because of these traditions, Adrian College has always sought to include persons from all backgrounds, particularly those who have not been well represented in higher education.

The sociology program continues this tradition of commitment to the values of social action, peace and justice, and inclusion. Students from all backgrounds are strongly encouraged to thoughtfully and critically assess their values and behavior, now and in the future. Students are challenged to develop intellectual and interpersonal skills to actuate these principles. The strong tradition of liberal arts education provides the academic backbone for a broad-based, generalist foundation of knowledge, values, and skills.

The criminal justice program continues this tradition of commitment to the values of social action, peace and justice, and inclusion. Students from all backgrounds are strongly encouraged to thoughtfully and critically assess

their values and behavior, now and in the future. Students are challenged to develop intellectual and interpersonal skills to actuate these principles. The strong tradition of liberal arts education provides the academic backbone for a broad-based, generalist foundation of knowledge, values, and skills.

### **Major Program Requirements**

#### **Bachelor of Arts in Sociology**

(33 hours)

#### **Sociology Core (21 hours)**

SOC 104	Introduction to Sociology (3)
SOC 201	Social Problems (3)
SOC 219	Social Deviance (3)
SOC 305	Social Research Methods (3)
SOC 402	Sociological Theory (3)
SOC 405	Critical Theory of Society (3)
SOC 407	Senior Research (3)

#### **Sociology Electives (15 hours)**

A minimum of 6 hours from:

SOC 303	Race and Ethnic Relations (3)
SOC 311	Class, Status & Power (3)
SOC 309	Urban Sociology (3)

and a minimum of 6 hours from:

SOC 202	Sociology of Sex and Gender (3)
SOC 307	Marriage and the Family (3)
SOC 308	Sex Discrimination & Violence against Women (3)

#### **Bachelor of Arts in Criminal Justice**

(29 hours of Criminal Justice Core and 9 hours of track options.)

#### **Criminal Justice B.A. Core (29 hours)**

SOC 104	Introduction to Sociology (3)
SOC 219	Social Deviance (3)
SOC 305	Social Research (3)
SOC 402	Sociological Theory (3)
SOC 407	Capstone: Senior Research (3)
SCJ 225	Introduction to Criminal and Juvenile Justice (3)
SCJ 360	Criminology & Prevention (3)
SCJ 366	Criminal Law (3)
SCJ 393	Criminal Procedure & the Courts (3)
SCJ 399	Professional Internship (2-12) (2)

All students must choose a track from:

Law Enforcement  
Corrections and Rehabilitation  
Law and the Judiciary

## Sociology and Criminal Justice

### Law Enforcement Track (9 hours)

Choose nine hours from the following:

SCJ 267	Criminal Investigation & Forensics (3)
SCJ 301	Federal Law Enforcement Careers (3)
SCJ 361	Police and Urban Society (3)
SCJ 404	Issues in Homeland Security (3)

### Corrections and Rehabilitation Track (9 hours)

Choose nine hours from the following:

SCJ 266	Juvenile Justice and Delinquency (3)
SCJ 363	Corrections and Rehabilitation (3)
SCJ 364	Drugs and American Society (3)
SCJ 405	Issues in Prison Reform (3)

### Law and the Judiciary Track (9 hours)

Choose nine hours from the following:

SCJ 396	Constitutional Law I: Powers of Government (3)
SCJ 397	Constitutional Law II: Individual Liberties (3)
SCJ 398	First Amendment (3)
SCJ 401	Legal Research and Case Analysis (3)

### Master of Arts in Criminal Justice (33 hours)

Students must have completed the requirements for the B.A. in Criminal Justice.

#### **Criminal Justice M.A. Core (33 hours)**

SCJ 500	Criminology and Prevention Policy (3)
SCJ 501	Theorizing Criminal Justice: Agendas and Policy (3)
SCJ 503	Advanced Criminal Procedure and the Constitution (3)
SCJ 504	Graduate Research Methods (3)
SCJ 505	Advanced Topics in Homeland Security (3)
SCJ 506	Advanced Community Policing (3)
SCJ 507	Criminal Justice Organizational Analysis and Management (3)
SCJ 508	Advanced Legal Thought (3)
or SCJ 550	Advanced Topics in Criminal Justice (3)
SCJ 590	Advanced Practicum (3)
SCJ 592	Thesis Preparation (3)
SCJ 599	Thesis Defense(3)

#### Minor and Associate Program Requirements

The Associate of Arts degree is available in sociology and criminal justice. Students pursuing an Associate of Arts degree in this department will complete the same requirements as indicated for the minors in these areas of study.

Students pursuing a minor in sociology will complete a minimum of 24 semester hours in the department, including: SOC 104, 201, 305, 402, 405 and a minimum

of 9 hours of electives from the following: SOC 202, 219, 303, 307, and 309.

Students pursuing a minor in criminal justice will complete a minimum of 24 semester hours, including SOC 104, 219, 305, SCJ 225, 360, 366, 393 and a minimum of one of the following: SCJ 361, 363, 364, or 401.

#### Courses and Descriptions

The semesters listed after course descriptions indicate when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs.

#### *Sociology (SOC)*

#### **104. Introduction to Sociology (3) (SOCIAL SCIENCE).**

The patterns of relationships among individuals, groups, organizations and social institutions in society. Students are introduced to different sociological perspectives and methodologies used in understanding social life. Fall, Spring.

#### **201. Social Problems (3).**

The nature, causes and attempted solutions to various American social problems are examined; these may include deviance, poverty, family violence, various forms of discrimination, health issues and environmental hazards. (Co-requisite: SOC 104). Offered as needed.

#### **202. Sociology of Sex and Gender (3).**

A sociological analysis of gender construction and sexual inequality, including an introduction to general historical knowledge about men's and women's lives, social forces affecting reproduction, sexuality, intimacy, parenthood and gender role patterns. Fall.

#### **219. Social Deviance (3).**

Examines social definitions of deviant behavior, social control, labeling, stigma, and official records. Topics include prohibition era, drugs, child abuse, white collar crime, juvenile and adult criminal subcultures, and restorative justice. (Prerequisites: SOC 104 and ENGL 101 when taught as a Writing Intensive course). Spring.

#### **230. Introduction to Art Therapy (3).**

See ART 230.

#### **303. Race and Ethnic Relations (3).**

A sociological analysis of the concepts of race and ethnicity both in the United States and around the world. Special emphasis placed on relationships between ethnic groups and solutions to problems associated with race and ethnicity. (Prerequisite: junior standing). Fall.

**307. Marriage and the Family (3).**

Topics include the development of marriage and the family in their various forms up to the present; consideration of contemporary marriage patterns and relationships; family disorganization and reorganization; and the effects of social change on marriage and the family. (Prerequisite: SOC 104).

**308. Sex Discrimination and Violence Against Women (3).**

Explores how legal and social institutions handle issues of sex and gender-based discrimination and violence. These issues include: sexual assault and exploitation, domestic violence, equal opportunity in the workplace and sexual harassment. Examines effects of patriarchy, prejudice and sex and gender stereotyping.

**309. Urban Sociology (3).**

Topics include types of communities; factors influencing urban growth and development in world regions and in the U.S.; demographic trends and ecological factors; urban planning and redevelopment; community agencies and services; social problems associated with urban life; and forms of interaction emanating from urban structures. (Prerequisite: SOC 104). Fall.

**311. Class, Status and Power (3).**

Who gets what and why? An examination of social class, the social conditions which lead to class formation, class-related behavior, social class through the life cycle and the historical basis of stratification, particularly in the United States. (Prerequisite: SOC 104). Fall.

**350. Selected Topics in Sociology (2-4).**

Examination of a particular topic of current interest to faculty and students. Topics which may be considered include: applied sociology, conflict management, crime and gender, crime prevention, sexual deviance, terrorism violence, the sociology of culture, of film, of the media. May be repeated with a different topic. (Prerequisite: One social science course). Offered as needed.

**381. Sociological Theory (3).**

Provides a survey of the history of social philosophy and theory, starting from early human civilizations and continuing through the 20th century. Grapples with questions with questions about human existence, social organization, division of labor, resource allocation, morality and the rule of law and non-conformity. (Prerequisite: SOC 104). Spring.

**385. Social Research Methods (3).**

An overview of the primary data collection methodologies used in social science research, including surveys, experiments, interviews, and observation. Introduces basic

analytic skills appropriate for quantitative and qualitative data. Discusses considerations such as research ethics, validity and reliability, and critical consumption of data. (Prerequisite: SOC 381).

**405. Critical Theory of Society (3).**

This course uses an interdisciplinary approach to examine how legal, political and social institutions function within society. It gives special emphasis to the roles class, authority, and ideology play within these systems. (Prerequisite: SOC 104). Offered as needed.

**407. Capstone: Senior Research (3).**

Each student will execute the scientific research process from start to finish, including: theoretical application; forming and testing research questions; database creation and management; utilizing existing data in social science fields or independent data collection; analysis of quantitative or qualitative data; and writing and presenting conclusions in a professional manner.

*Criminal Justice (SCJ)*

**225. Introduction to Criminal and Juvenile Justice (3).**

A sociological approach to prevention as justice, followed by an introduction to topics such as the U.S. legislative and legal system, crime, politics, and the media, police, courts, probation, corrections, parole and prisoner reentry as applied to both adults and juveniles (Prerequisite; SOC 104). Fall.

**266. Juvenile, Justice and Delinquency (3).**

Research on child development, family, school, neighborhoods, peers, and drug abuse as relates to criminology of youth crime. Introduction to the juvenile justice system, including teen court, juvenile probation, juvenile detention, residential treatment and aftercare for adjudicated youth. (Co-requisite: SCJ 225). Fall.

**267. Criminal Investigation and Forensics (3).**

Introduces aspects of police work involving investigative techniques, protecting and reconstructing the crime scene and use of natural and social sciences in gathering and analyzing evidence, and in preparing presentation for court. (Prerequisite: SOC 225). Spring.

**301. Federal Law Enforcement Careers (3).**

Survey of criminal justice occupations in the federal system, including positions in homeland security, law enforcement, corrections and the judiciary. This course will explore the roles those holding these occupations play within their respective institutions and the federal system as a whole. (Prerequisite: SCJ 225). Offered as needed.

**351. Selected Topics in Criminal Justice (2-4).**

Topics of interest to faculty and students, may include juvenile treatment domestic violence and batterers treatment; probation, prison, and parole; women and crime; federal law enforcement and public administration; stress and crime. Offered as needed.

**360. Criminology and Prevention (3).**

Introduction to major criminological theories and research, including fieldwork insights from criminals, prisoner stories, and ex-con academic criminologists. Application of criminological theory to design of crime prevention programs. (Prerequisite: SCJ 225). Fall.

**361. Police and Urban Society (3).**

Issues in urban policing, including the history, organization, roles and styles of policing, the police subculture, patrol and investigative duties, community relations, discretion, corruption and accountability. (Prerequisite: SCJ 225). Fall.

**363. Corrections and Rehabilitation (3).**

Introduces treatment and therapy modalities used in residential treatment for adjudicated youth, and in adult corrections. Exposure to U.S. prison system use of mass incarceration, roles of probation and parole, and reentry issues. (Prerequisite: SCJ 225). Fall.

**364. Drugs in American Society (3).**

The history of drug use in the U.S.; types of drugs and their effects; medical and health perspectives; social control and legal aspects of drug use; the "legalization" debate; the social consequences of drug use; the period of the "war on drugs" and its effectiveness. Drug policy in the criminal justice system. (Prerequisite: SOC 104). Offered as needed.

**366. Criminal Law (3).**

Introduce first year law school, American Court system, with focus on criminal law. Defense attorney's role, burdens of proof, forms of evidence, criminal evidence and legal reasoning. Introductory research skills for briefing a case. (Prerequisite: junior Standing). Fall.

**393. Criminal Procedure and the Courts (3).**

Focuses on constitutional rights of criminal suspects and defendants during the investigation and litigation process. Explores structures and procedures within state and federal trial and appellate courts. Attention is given to the role of participants, relevant substantive and procedural law, implications of court decisions. (Prerequisite: SCJ 225). Spring.

**396. Constitutional Law I: Powers of Government (3).**

Study of U.S. Supreme Court decisions that resolve struggles for power between the three branches of government and between the federal and state governments. Consideration of such issues as the government's authority to regulate drugs, the president's commander-in-chief powers and the distinctions between federal and state court cases. Students who are taking PSCI 396 may not take this course for credit. (Prerequisite: junior standing). Cross-listed with PSCI 396. Offered as needed.

**397. Constitutional Law II: Individual Liberties (3).**

Study of U.S. Supreme Court decisions that determine the extent to which individual liberties are protected under the U.S. Constitution, with special attention given to civil rights issues. Will include explorations of the constitutional rights to due process, equal protection, to keep and bear arms and other issues. Students who are taking PSCI 397 may not take this course for credit. (Prerequisite: junior standing). Cross-listed with PSCI 397. Offered as needed.

**400. Freedom of Expression and Crime (3).**

Uses major Supreme Court cases and other materials to explore the First Amendment rights of those who have been accused of crimes. Will include the study of the philosophical and legal history of freedom of expression. Will especially focus on how courts have sought to balance the constitutional right to freedom of expression with other important social interests. (Prerequisite: junior standing). Offered as needed.

**403. Death Penalty Seminar (3).**

Focuses on legal, historical, and philosophical issues related to capital punishment in the U.S. Special attention will be given to the processes by which criminal defendants are sentenced to death. (Prerequisite: junior standing). Offered every other Spring.

**404. Issues in Homeland Security (3).**

Focuses on national security agencies and issues, including cyber-crimes and terrorism. Special emphasis will be given to understanding the creation and operations of the U.S. Department of Homeland Security (Prerequisite: SCJ 225). Fall.

**405. Issues in Prison Reform (3).**

Explores controversial and topical issues in U.S. prisons. Special focus is given to exposing problems and studying proposed solutions regarding the quality and functionality of correctional institutions. (Prerequisite: SCJ 225). Fall.

*Graduate Courses*

**500. Criminology and Prevention Policy (3).**

Advanced criminology and crime prevention readings are used to examine recent criminology and public policy. Participants learn policy dimensions of criminology theory and use critical thinking, research methods, and writing skills to create a timely research or program proposal. (Prerequisite: Admission to MA in Criminal Justice Program). Fall.

**503. Advanced Criminal Procedure and the Constitution (3).**

Using Supreme Court cases, this course examines the rights of those accused of crimes throughout the criminal justice process—from the onset of police investigation to an inmate’s last legal appeal. Special attention given to the Fourth, Fifth, Sixth, Eighth and Fourteenth Amendments to the U.S. Constitution. (Prerequisites: SCJ 500 and 501). Fall.

**505. Advanced Topics in Homeland Security (3).**

Focuses on issues such as foreign and domestic terrorism, cyber-crimes and other non-military threats against internal U.S. security. Will also explore the structure of international criminal organizations and how they are investigated and prosecuted. (Prerequisites: SCJ 503 and 504).

**506. Advanced Community Policing (3).**

Analysis of relationships between policing agencies community partnerships, community policing, performance evaluation, police roles and discretion. Explores persistent problems, including: perception, attitudes, beliefs, values, demography, race and ethnic issues, media, violence and collective behavior, special populations, media, and crime prevention. Focus on research-based policy articles on policing. (Prerequisites: SCJ 503 and 504). Spring.

**507. Criminal Justice Organizational Analysis and Management (3).**

Organizational theory as applied to criminal justice agencies. Examines cases and research that highlight issues in criminal justice policies and agency management theory, such as: group processes, leadership, goals, environment, communication, motivation, job design, power, decision-making, innovation. Focus on case analysis. (Prerequisites: SCJ 500 and 501). Fall.

**509. Civil Liberties Seminar (3).**

Focuses on an important historical or contemporary civil liberties issue, such as the rights to freedom of expression, assembly, privacy, due process of law, and others. Will explore tension between liberty and security

inherent in our criminal justice system. Issues considered may vary by semester. Offered as needed.

**510. Legal Research Methods (3).**

Students will learn skills necessary to performing research-oriented tasks such as briefing court cases, preparing memos, and writing legal articles. Students will learn to locate court documents and to interpret and incorporate these documents into their research projects. Throughout, students will gain insight into judicial reasoning and decision-making. Offered as needed.

**520. Advanced Corrections (3).**

Analysis of theories and practice of correctional institutions, probation and parole. Focus on philosophical justifications for punishment, modes of correctional intervention, the impact of the incarcerative environment on the inmate and society, and issues of reentry. Exposure to social, political, economic, and organizational factors affecting correctional policies.

**525. Graduate Research Methods 1: Methods of Data Collection (3).**

Familiarizes graduate students with the mechanics, “best practices,” and strengths and weaknesses of data collection methods used in the social sciences. Discusses research design, measurement evaluation, and introductory data analysis. Students will research, evaluate, and discuss methodologies, draft their thesis proposal and literature review, and select a thesis committee chair.

**550. Advanced Topics in Criminal Justice (3).**

A seminar that examines a particular topic of interest to faculty and students not typically covered in other courses. Topics vary but will generally treat a particular issue relating to policing, corrections or legal studies (Prerequisites: SCJ 503, and 504). Spring.

**560. Family Theories of Delinquency (3).**

Graduate seminar focusing on understanding the ways in which family-level variables are associated with individual-level and societal-level crime and delinquency. Each week students will read theoretical and empirical works and meet to discuss them as a group.

**575. Graduate Research Methods 2: Methods of Data Analysis (3).**

Familiarizes graduate students with the purpose and mechanics of quantitative and qualitative data analysis methods used in the social sciences. Discusses parameter estimation, inferential statistics, correlational and associative techniques, linear regression, graphic presentation of data, and analysis of qualitative data.

## Sociology and Criminal Justice

Students receive hands-on experience using statistical processing software. (Prerequisite: SCJ525).

### **590. Advanced Practicum (3).**

Field placement in a professional criminal justice situation working with a local court, law firm, police agency, a state probation, corrections, or parole agency, prisoner reentry, federal law enforcement agency, or an educational group influencing legislation - applies criminal justice knowledge to the practitioner setting and goals. (Prerequisite: Admission into MA in CJ program). Fall.

### **599. Thesis Defense (3).**

A thesis normally requires a minimum fifty page research project of publishable quality focusing on a relevant scholarly issue. This requires substantial research, analysis, and writing. Students are expected to defend their thesis before their committee in the summer of their fifth year, demonstrating skill to merit an M.A. in Criminal Justice. (Prerequisite: SCJ 575). Summer.

#### Special and Advanced Courses

### **199. Exploratory Internship (1-3).**

An observational internship providing opportunities to gain relevant career experiences and information in the fields of sociology and criminal justice. Open to second-semester freshmen and above.

### **299. Experimental Course (1-4).**

### **399. Professional Internship (1-12).**

Students have the opportunity to participate in field projects or work with professional staff members in organizations such as police and sheriff's departments, courts, probation departments, juvenile centers, correction facilities, prevention agencies, community organizations and human service organizations. Open to juniors and seniors.

### **451. Independent Study (1-4).**

Supervised reading and research in sociology, criminal justice, or anthropology. (Prerequisite: department permission.)

### **499. Advanced Experimental Course (1-4).**

## Teacher Education

### *Mission Statement*

The Department of Teacher Education empowers competent, caring, creative, committed educators who will demonstrate the Adrian College Ribbons of Excellence by:

#### **Caring for Humanity and the World**

Differentiate instruction  
Hold high expectations for all  
Establish a safe and nurturing learning environment  
Examine and respect multiple perspectives and ways of thinking  
Demonstrate professional ethics

#### **Learning Throughout a Lifetime**

Equip students with disciplinary tools, skills, and content  
Strengthen thinking, problem solving, and teamwork skills  
Identify and apply technological solutions  
Set and pursue goals for continued growth

#### **Thinking Critically**

Support student growth  
Monitor and guide student progress through ongoing assessment  
Utilize curriculum standards, educational research, and professional resources

#### **Crossing Boundaries and Disciplines**

Implement interdisciplinary approaches  
Work collaboratively

#### **Developing Creativity**

Prepare and lead engaging instruction  
Implement creativity to develop a myriad of strategies to engage students in learning tasks

Adrian College's teacher certification programs are accredited by the Michigan Department of Education. Completing the program requirements lead to teacher certification from the State of Michigan, which is transferable to most other states, although some additional requirements may be necessary.

To be eligible for certification, candidates are responsible for meeting all Michigan requirements, whether or not they are explicitly stated in this catalog or the Guide to Teacher Certification. Although every effort is made to keep information current, requirements and options listed in this catalog may need to be changed in response to Michigan Department of Education actions. When such changes occur, efforts will be made to provide as smooth a transition to the new requirements.

All transfer student will be required to have an ACT composite score of 21 to be admitted to the Teacher Education Program. Exception to these requirements may be granted by the Vice President and Dean of Academic Affairs.

Teacher certification includes three options:

### **1. Elementary Certification**

Completion of the elementary education program qualifies you for Michigan certification to teach all subjects in grades kindergarten to 5 and all subjects in grades 6 to 8 in self-contained classrooms. Passing the MTTC content area test in your specialty area (major) also qualifies you to teach in a departmentalized program, grades 6 to 8.

The elementary program consists of four components:

<u>Liberal Arts Foundation</u>	<u>45 credits</u>
General requirements	25 credits
(some requirements may be waived by examination)	
Distribution requirements	20 credits
(some requirements may be double counted)	
<u>Elementary Professional Education Sequence</u>	
<u>38-40 credits</u>	
<u>Planned Program /Elementary Education Courses</u>	
	<u>22 /8-12 credits</u>
<u>Specialty Studies</u>	<u>36-46 credits</u>

*Select one Major:* Mathematics, Language Arts; Social Studies; or Integrated Science (Some majors allow double counting of Liberal Arts or cognate course credits, reducing their actual credit requirements.)

Program Components:

The Elementary Education Minor provides the general content knowledge needed by the elementary classroom teacher who is responsible for all subjects. It also prepares candidates for the required MTTC Elementary Education content area test.

Early Childhood Endorsement. Those intending to teach grades K-3 may find it valuable to add the Early Childhood Education (ZS) endorsement by completing the Early Childhood Education Planned Program Minor and passing the MTTC Early Childhood Education test. This minor must be taken in addition to the approved major described above.

### **2. Secondary Certification**

Those completing program requirements and passing the appropriate MTTC test are 'highly qualified' to teach grades 6-12 in their major subject area and, if they pass the additional MTTC test, in their minor subject area.

Program components:

In addition to the Secondary Professional Education Sequence, select either:

- An approved major and minor,
- or a single comprehensive group major.

Candidates must pass the MTTC test in their major area. Candidates selecting the physical education or Spanish

## Teacher Education

major can become eligible for a K-12 endorsement in that area.

### 3. **K-12 Certification in Art, Music, Physical Education or Modern Languages.**

Certificate holders are eligible to teach either music, visual art education, Physical Education, French, German or Spanish at all grades levels, K-12.

#### Program components

In addition to the Secondary Professional Education Sequence, select the music or the visual arts comprehensive group major. It is not necessary to select an additional minor. For Physical Education, select the Physical Education major. It is recommended to include the Health minor. Modern Language Majors will select French, German, or Spanish as their major and add an additional minor. Candidates must pass the MTTC test in their major area.

#### Teacher Preparation Programs Include Three Levels:

##### Level One

Level 1 involves introductory course work in the TED and passing the MTTC Processional Readiness Exam or equivalent substitutions. Any undergraduate student can enter Level 1 of the Teacher Education Program where they undertake course work to fulfill general education, skill, and distribution requirements. During this period students schedule advising sessions with TED and content-area faculty to further explore their options. At Level 1, the initial course is TED204 concurrent with TED200 (1 credit – 30 contact hours). This course is open to all students, allowing candidates to explore and experience the profession before making a larger commitment.

The next course in sequence is TED205 and TED203 (1 credit – 30 contact hours).

During enrollment in TED 204 and TED 205 students should take and pass the MTTC Processional Readiness Exam or equivalent substitutions to continue in the program. Elementary candidates will take TED 206.

Secondary candidates will take TED 217, and their accompanying co-requisite clinical courses. Also included in Level 1, are TED 330 and TED 340. Each course has a co-requisite enrollment in TED 300 Clinical Experience.

In addition, criminal background checks and self-reporting of misdemeanors/felonies are required. The Michigan Department of Education has the right to deny, suspend or withdraw teaching certificates in response to an individual's record of misdemeanors or felonies. To ensure that candidates are adequately counseled regarding possible results of such convictions, they are asked to sign a "Rule 101.1 Statement" a number of times throughout

the program. Fraud or misrepresentation in this process may result in removal from the Teacher Education program. In addition, candidates participating in field placements are required to first complete an on-line criminal record background check. At a minimum, this must be completed twice during the program - first when initial field placements are made for TED204 or 205 and again when beginning the Associate Teaching experience. The TED reserves the right to require additional background checks. The Adrian College Student Code of Conduct

([http://www.adrian.edu/student\\_life/office/student\\_code\\_conduct.php](http://www.adrian.edu/student_life/office/student_code_conduct.php)) also allows for further sanctions.

#### Level Two (Candidacy for Teacher Education)

##### **Admission to Level 2**

All TED courses in the Professional Education Sequences require admission into "Level 2" of the teacher education program. Applications for Level 2 are typically submitted while enrolled in TED205, with acceptance into Level 2 permitted upon completion of all Level 1 classes. The application process is described in the Guide to Teacher Certification.

##### **Criteria for Admission to Level 2 and Continuance**

- (1) Constant demonstration of professional dispositions necessary for success in teaching as outlined in Adrian College Teacher Education Professional Disposition Policy.
- (2) Passing scores on the MTTC Processional Readiness Exam tests.
- (3) Completion of TED204 and TED205 and co-requisite field experiences; completion of TED 206 or 207, and TED 330 or 340 and co-requisite field experiences.
- (4) Minimum 3.0 overall GPA, including a 3.0 GPA for all TED courses and all content courses for major and minor.
- (5) No grade lower than a C- is acceptable for any TED courses or content major/minor course.
- (6) Failure to maintain a 3.0 GPA and/or failure to consistently demonstrate the required professional dispositions will necessitate reapplication to level 2 providing evidence of completion.
- (7) Successful completion of and positive evaluations from required field placements.
- (8) Positive recommendations from faculty.
- (9) Evidence of strong writing and public speaking skills, grade of B- or better required in ENG101 and COMM102 or CORE 101 and 102.
- (10) Attendance at a Teacher Education Departmental orientation session.

## Teacher Education

- Secondary Social Studies Majors will be required to have an overall GPA of 3.5 and an ACT composite score of 22 to be admitted to Level 2. Exceptions to these requirements may be granted by the Vice President and Dean of Academic Affairs.

The TE Department periodically checks transcripts and field evaluations to ensure continued eligibility for Level 2 courses. Failure to maintain the criteria listed above will lead to removal from Level 2 or ineligibility for additional TED courses until deficiencies are corrected.

### Level Three (Program Completion and Certification)

#### Admission to Level 3

Admission to the Professional Semester is also by application. Courses undertaken during the Professional Semester include TED400 and TED444

As with admission to Level 2, a formal review is completed for each candidate. In addition to the Level 2 criteria outlined above, candidates must provide evidence of completion of a minimum of 200 contact hours of clinical field participation in K-12 classrooms appropriate to their level of certification.

In addition to the above criteria eligibility for program completion and certification includes passing scores on required MTTC subject area tests in endorsement area, successful completion of the Associate Teaching experience, and current First Aid/CPR certification.

Students who withdraw from the college and subsequently return may be required to meet any new or changed program requirements. The Michigan Department of Education stipulates a five-year window for submitting a program completer's recommendation for certification.

Application for the Professional Semester is due in February of the school year prior Associate Teaching.

#### Criteria for Admission to Level 3:

- (1) Attendance at mandatory Associate Teaching Information Meeting in Mid-January.
- (2) Minimum 3.0 cumulative GPA
- (3) Minimum 3.0 GPA in all TED courses, with no grade lower than a C-
- (4) Minimum 3.0 GPA in all declared majors/minors, with no grade lower than a C-
- (5) Demonstration of professional dispositions necessary for success in teaching as outlined in the Adrian College Teacher Education Professional Disposition Policy
- (6) Demonstration of appropriate writing skills, through submission of Biographical Information Form
- (7) Positive Clinical Experience evaluations
- (8) Appropriate progress towards completion of 200 hours of field experiences. (Completed log books are due at the start of Final Exam week of the

semester before Associate Teaching. Failure to complete this requirement may lead to removal from the Professional Semester.)

### Associate Teaching Placements

Placements are arranged and assigned by the Coordinator(s) of Associate Teaching. Applicants are asked to identify special requests or needs during the application process. Criteria used in selecting placements are listed in the Guide to Teacher Certification.

### Orientation Experience

All Associate Teachers whether fall or spring semester, must participate in a three- to four-day Orientation Experience at their assigned school in August and September. This includes participating in the school's pre-school teacher preparation activities and attending the opening day of school.

### Completion of Associate Teaching

Associate teachers are periodically evaluated according to a list of competencies reflecting the Teacher Education Department's program outcomes. If competencies are not attained in the designated period of time, the experience may be extended, at the discretion of the Coordinator(s) of Associate Teaching. Candidates experiencing significant difficulties achieving expectations may be withdrawn from the placement, and the Coordinator(s) will determine whether an alternate placement will be offered. Withdrawn students will not be refunded tuition and fees beyond the refund policies described elsewhere in this catalog. Students failing to complete Associate Teaching in the assigned semester will be required to reapply in order to be eligible for a new placement; readmission will be determined by the Coordinator(s) of Associate Teaching and the Teacher Education Department chair. Students repeating the Associate Teaching experience, for any reason, will be required to pay full tuition and fees.

### Planning Additional Classes or Activities during the Professional Semester

Associate Teachers must enroll in TED444, and may also enroll in TED407. Plans to enroll in additional courses or participate in other college activities during the Professional Semester must be reported on the Associate Teaching Application and pre-approved by the Coordinator(s) of Associate Teaching.

## Teacher Education

### Elementary Professional Education Sequence:

#### **Elementary Certification**

##### **Level One Core (16 hours)**

TED 101	Explorations in Education (1)
TED 200	Classroom Experience- Elementary (1) or TED 201 Classroom Experience- Middle School (1)
TED 211	Classroom Exp.- Early Childhood (1)
TED 203	Classroom Experience- Special Ed. (1) TED 204 Education Psychology (3)
TED 205	Education of Exceptional Students (3)
TED 206	Child Development (3)
TED 300	Clinical Experience (1)
TED 340	Teaching Learning Processes: Elem. (3)

##### **Level One Cognates (6-8)**

Elementary Social Studies, Language Arts, and Mathematics Program Only

PHYS 105	Inquiry Physics for Elementary Teachers (3)
PHYS 106	Physics for Elementary Teachers Laboratory (1).
PHYS 111	Earth and Space Science for the Elementary Teacher (4)

Elementary Mathematics, Language Arts, and Integrated Science Program Only

TED 208	History and Geography for the Elementary Teacher (3)
TED 209	Civics, Government, and Economics for the Elementary Teacher (3)

##### **Level Two Core (21 hours)**

Must be admitted to Level 2 before enrolling in these courses

TED 300	Clinical Experience (1)
TED 300	Clinical Experience (1)
TED 350	Instructional Technology (2)
TED 365	Teaching of Reading 1 (3)
TED 366	Teaching of Reading 2 (3)
TED 375	Teaching of Science and Mathematics in the Elementary School (3)
TED 376	Teaching of Social Studies and Language Arts in the Elementary School (3)
TED 407	Classroom Evaluation Testing and Counseling (3)

##### **Level Two Cognate (3 hours)**

ENGL 347	Children's Literature (3)
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##### **Level 3 Core (11-13 hours)**

TED 400	Associate Teaching (10-12)
TED 444	Associate Teaching Seminar (1)

### Secondary Professional Education Sequence

#### **Secondary Certification**

##### **Level One Core (16 hours)**

TED 101	Explorations in Education (1)
TED 201	Classroom Experience- Middle School (1) or TED 202 Classroom Experience- High School (1)
TED 203	Classroom Experience- Special Ed. (1)
TED 204	Education Psychology (3)
TED 205	Education of Exceptional Students (3)
TED 217	Adolescent Development (3)
TED 300	Clinical Experience (1)
TED 330	Teaching Learning Processes: Sec. (3)

\* Art education candidates select ART 200 rather than TED 201 or 202 and ART 330 rather than TED 300

##### **Level One Cognates**

This program is pending approval. Please see certification officer for courses required.

##### **Level Two Core (11 hours)**

Must be admitted to Level 2 before enrolling in these courses

TED 300	Clinical Experience (1)
TED 300	Clinical Experience (1)
TED 346	Literacy in Content Areas (3)
TED 350	Instructional Technology (2)
TED 407	Assessment and Evaluation (3)

##### **Level 2 Methods (2-5 hours)**

Choose the appropriate course(s) for your Major and Minor(s) as appropriate:

TED 332	Teaching Language Arts in the Middle and Secondary School (2)
TED 335	Teaching Modern Languages in the Middle and Secondary School (2)
TED 336	Teaching Mathematics in the Middle and Secondary School (2)
TED 337	Teaching Physical Education in the Elementary, Middle and Secondary School (2)
TED 338	Teaching Health Education in the Middle and Secondary School (2)
TED 341	Teaching Sciences in the Middle and Secondary School (2)
TED 343	Teaching Social Studies in the Middle and Secondary School (2)

## Teacher Education

TED 349 Teaching Communication Arts/Speech in the Middle and Secondary School (2)

Note: Art and Music Education Methods courses are included in the major. K-12 World Language Majors complete Elementary and Secondary Methods.

### Level 3 Core (11-13 hours)

TED 400 Associate Teaching (10-12)

TED 444 Associate Teaching Seminar (1)

### Master of Education in Curriculum, Instruction, and Assessment (33 hours of TED)

#### TED Graduate Core (21 hours)

TED 571 IB Beliefs and Values of PYP Classroom Practice (3)

TED 572 IB The Written Curriculum (3)

TED 573 IB The Taught Curriculum (3)

TED 574 IB The Assessed Curriculum (3)

TED 575 IB International Education

TED 576 IB Research in Education (3)

TED 577 IB Project/Thesis Understanding the PYP from Analysis to Synthesis (3)

#### TED Graduate Electives (12 hours)

(Choose 12 hours from the following courses)

TED 578 Comparative International Education (Study Abroad Component) (6)

TED 579 Assessment and Evaluation (3)

TED 580 School Law (3)

TED 581 Inquiry-based Literacy Instruction (3)

TED 582 Urban Education (3)

TED 583 Second Language Teaching and Learning (3)

TED 584 Literacy in the Content Area (3)

### Certificate in Teaching and Learning IB PYP.

#### Certificate Core:

TED 576 IB Research in Education (3)

TED 577 IB Project/Thesis Understanding the PYP from Analysis to Synthesis (3)

#### Certificate Electives:

(Choose 15 hours from the following courses)

TED 571 IB Beliefs and Values of PYP Classroom Practice (3)

TED 572 IB The Written Curriculum (3)

TED 573 IB The Taught Curriculum (3)

TED 574 IB The Assessed Curriculum (3)

TED 575 IB International Education Policy (3)

TED 576 IB Research in Education (3)

TED 577 Project/Thesis Understanding the PYP from Analysis to Synthesis (3)

### Teacher Certification Majors and Minors

Secondary-level candidates must select a MDE approved major, plus a minor. Elementary candidates select the Elementary Education Planned Program minor plus one major.

Comprehensive group majors (K12 music, K12 visual arts and secondary integrated science) do not require an additional minor.

With the approval of the Teacher Education Department chair, courses taken in fulfillment of a teaching major or minor requirement may also be used to meet cognate requirements in other teaching majors or minors.

Please see the certification officer for required courses.

Teacher Education

Biology

**Required Methods for Secondary Certification**

- TED 300 Clinical Experience (1)  
TED 341 Teaching Sciences in the Middle and  
Secondary School (2)

**MTTC Test Required for DA Endorsement:**  
#17 (Biology)

Major (S) 43 Hours

**Required Core (22 hours)**

- BIOL 103 Plant Biology (4)  
BIOL 104 Animal Biology (4)  
BIOL 217 Principles of Ecology (3)  
BIOL 218 Ecology Laboratory (1)  
BIOL 221 Principles of Genetics (3)  
BIOL 223 Genetics Laboratory (1)  
BIOL 301 Junior Seminar (1)  
BIOL 326 Microbiology (4)  
BIOL 401 Capstone: Senior Seminar (2)

**Electives in BIOL (8 hours)**

Select one from:

- BIOL 130 Local Flora (3)  
BIOL 212 Vertebrate Zoology (4)  
BIOL 262 Invertebrate Zoology (4)

Additional 4-5 elective hours in BIOL

**Cognates (12 hours)**

- CHEM 105 General Chemistry (3)  
or CHEM 115 Principles of Chemistry (3)  
CHEM 117 Introductory Chemistry Laboratory (1)  
MATH 115 Pre-Calculus Mathematics (4)  
CHEM 246 Intermediate Inorganic Chemistry (3)  
CHEM 248 Intermediate Inorganic Laboratory (1)

Minor (S) 29 Hours

**Required Core (21 hours)**

- BIOL 103 Plant Biology (4)  
BIOL 104 Animal Biology (4)  
BIOL 217 Principles of Ecology (3)  
BIOL 218 Ecology Laboratory (1)  
BIOL 221 Principles of Genetics (3)  
BIOL 223 Genetics Laboratory (1)  
BIOL 301 Junior Seminar (1)  
BIOL 326 Microbiology (4)

**Cognates (8 hours)**

- CHEM 105 General Chemistry (3)  
or CHEM 115 Principles of Chemistry (3)  
CHEM 117 Introductory Chemistry Laboratory (1)  
CHEM 246 Intermediate Inorganic Chemistry (3)  
CHEM 248 Intermediate Inorganic Laboratory (1)

Communication Arts and Sciences (Speech certification)

**Required Methods for Secondary Certification**

- TED 300 Clinical Experience (1)  
TED 349 Teaching Communication Arts/Speech in the  
Middle and Secondary School (2)

**MTTC Test Required for DA Endorsement:**  
#04 (Speech)

Minor (S) 24 Hours

**Core (15 hours)**

- COMM 109 TV and Radio Announcing (3)  
COMM 110 Survey of Mass Media (3)  
COMM 212 Small Group Communication (3)  
COMM 218 Introduction to Communication Theory  
(3)  
COMM 300 Argumentation and Debate (3)

**Cognates (9 hours)**

- THRE106 Introduction to Theatre (3)  
THRE 207 Stagecraft (3)  
THRE 304 Play Directing (3)

Early Childhood Education Planned Program Minor  
(ZS Endorsement)

This program must be taken in addition to all other  
elementary certification requirements.

**MTTC Test Required for ZS Endorsement:**  
#82 (Early Childhood Education)

Minor (E) 24 Hours

**Core (22 hours)**

- TED 206 Childhood Development: Conception  
Through Early Childhood (3)  
TED 211 Classroom Experience-Early Childhood  
(1)  
TED 311 Clinical Experience-Early Childhood (1)  
TED 320 Creative Programs for Young Children (3)  
TED 364 Teaching / Learning Processes:  
Elementary (3)  
TED 399 Professional Internship (4)  
or TED 451 Independent Study (4)  
TED 401 Child Care Administration (3)

**Cognates (2 hours)**

- ESAT 201 1st Aid and Emergency Care (2)

## Teacher Education

### Elementary Education Planned Program Minor

#### **MTTC Test Required for Elementary Certification**

#83 (Elementary Education)

See certification officer for courses required

### English

This program is pending approval. Please see certification officer for courses required.

#### **Required Methods for Secondary Certification**

TED 300 Clinical Experience (1)

TED 332 Teaching Language Arts in the Middle and Secondary School (2)

#### **MTTC Test Required for BA Endorsement:**

#02 (English)

#### Major (S)

This program is pending approval. Please see certification officer for courses required.

#### Minor (S)

This program is pending approval. Please see certification officer for courses required.

### German

#### **MTTC Test Required for FA Endorsement:**

#24 (German)

#### Minor (S)

This program is pending approval. Please see certification officer for courses required.

### Health Education

#### **Required Methods for Secondary Certification**

#### Minor (24 Hours)

TED 106 Personal Health (3)

TED 281 Today's Health Content I (3)

TED 282 Today's Health Content II (3)

TED 381 School Health Curriculum (3)

TED 398 Teaching Sexuality in Schools (3)

TED 402 Assessment in Health Education (3)

TED 380 Capstone: Role of Health Educator (3)

TED 338 Teaching Health Education in the Middle and Secondary School (2)

TED 300 Clinical Experience (1)

#### **MTTC Test Required for MA Endorsement:**

#43 (Health)

### History

#### **Required Methods for Secondary Certification**

TED 300 Clinical Experience (1)

TED 343 Teaching Social Studies in the Middle and Secondary School (2)

#### **MTTC Test Required for CC Endorsement:**

#09 (History)

#### Major (S)

This program is pending approval. Please see certification officer for courses required.

#### Minor (S)

This program is pending approval. Please see certification officer for courses required.

### Integrated Science

#### **Required Methods for Secondary Certification**

TED 300 Clinical Experience (1)

TED 341 Teaching Sciences in the Middle and Secondary School (2)

Required Seminar for Secondary Certification

TED 390 Integrated Science Seminar (1)

#### **MTTC Test Required for DI Endorsement:**

#93 (Integrated Science, Elementary)

or #94 (Integrated Science, Secondary)

Note: The Integrated Science majors exist only within the Teacher Education Program. They do not meet the requirements for a degree when completed without the associated Teacher Education requirements. However, secondary candidates can combine the 40-credit group major with a biology or earth/space science minor to earn the equivalent of the Liberal Arts major in that specialty area. See the Guide to Teacher Certification for details.

#### Comprehensive Group Major (S) 57-58 Hours

(With a comprehensive group major, secondary certification does not require an additional minor)

#### **Biology Group Core (19 hours)**

BIOL 103 Plant Biology (4)

BIOL 104 Animal Biology (4)

BIOL 217 Principles of Ecology (3)

BIOL 221 Principles of Genetics (3)

BIOL 301 Junior Seminar (1)

BIOL 326 Microbiology (4)

#### **Chemistry Group Core (8 hours)**

CHEM 105 General Chemistry I (3)

or CHEM 115 Principles of Chemistry I (3)

CHEM 117 Introductory Chemistry Laboratory (1)

CHEM 224 Organic Chemistry I (3)

CHEM 226 Organic Chemistry Lab I (1)

#### **Geology Group Core (11 hours)**

GEOL 101 Physical Geology (4)

GEOL 102 Historical Geology (4)

ESS 201 Weather and Climate (3)

## Teacher Education

### **Mathematics Group Core (3-4 hours)**

MATH 135 Calculus and Analytic Geometry I (4)  
or MATH 204 Elementary Statistics (3)

### **Physics Group Core (12 hours)**

PHYS 101 Introductory Physics I (3)  
PHYS 102 Introductory Physics II (3)  
PHYS 103 Introductory Physics Laboratory I (1)  
PHYS 104 Introductory Physics Laboratory II (1)  
PHYS 110 Descriptive Astronomy (4)

### Group Major (S) 40 Hours

#### **Biology Group Core (9 hours)**

BIOL 103 Plant Biology (4)  
BIOL 104 Animal Biology (4)  
BIOL 301 Junior Seminar (1)

#### **Chemistry Group Core (8 hours)**

CHEM 105 General Chemistry I (3)  
or CHEM 115 Principles of Chemistry I (3)  
CHEM 117 Introductory Chemistry Laboratory (1)  
CHEM 224 Organic Chemistry I (3)  
CHEM 226 Organic Chemistry Lab I (1)

#### **Geology Group Core (7 hours)**

GEOL 101 Physical Geology (4)  
ESS 201 Weather and Climate (3)

#### **Physics Group Core (12 hours)**

PHYS 101 Introductory Physics I (3)  
PHYS 102 Introductory Physics II (3)  
PHYS 103 Introductory Physics Laboratory I (1)  
PHYS 104 Introductory Physics Laboratory II (1)  
PHYS 110 Descriptive Astronomy (4)

### Group Major (E) 43 Hours

#### **Biology Group Core (16 hours)**

BIOL 103 Plant Biology (4)  
BIOL 104 Animal Biology (4)  
BIOL 217 Principles of Ecology (3)  
BIOL 301 Junior Seminar (1)  
BIOL 326 Microbiology (4)

#### **Chemistry Group Core (8 hours)**

CHEM 105 General Chemistry I (3)  
or CHEM 115 Principles of Chemistry I (3)  
CHEM 117 Introductory Chemistry Laboratory (1)  
CHEM 224 Organic Chemistry I (3)  
CHEM 226 Organic Chemistry Lab I (1)

#### **Geology Group Core (7 hours)**

GEOL 101 Physical Geology (4)  
ESS 201 Weather and Climate (3)

#### **Physics Group Core (12 hours)**

PHYS 101 Introductory Physics I (3)  
PHYS 102 Introductory Physics II (3)  
PHYS 103 Introductory Physics Laboratory I (1)  
PHYS 104 Introductory Physics Laboratory II (1)  
PHYS 110 Descriptive Astronomy (4)

## Language Arts

**MTTC Test Required for BX Endorsement:**  
#90 (Language Arts)

### Major (E)

This program is pending approval. Please see certification officer for courses required.

## Mathematics

### **Required Methods for Secondary Certification**

TED 300 Clinical Experience (1)  
TED 336 Teaching Mathematics in the Middle and Secondary School (2)

### **MTTC Test Required for EX Endorsement:**

#89 (Mathematics, Elementary) or  
#22 (Mathematics, Secondary)

### Major (E, S) 33 Hours

MATH 135 Calculus and Analytical Geometry I (4)  
MATH 205 Calculus and Analytical Geometry II (4)  
MATH 215 Calculus and Analytical Geometry III (4)  
MATH 216 Discrete Mathematics (3)  
MATH 303 Linear Algebra and Matrices (3)  
MATH 304 Theory of Probability (3)  
MATH 313 Abstract Algebra (3)  
MATH 323 Geometry (3)  
MATH 403 Number Theory (3)  
or MATH 405 Real Analysis (3)

One additional MATH course at 220 or higher level. (3)

### Minor (E, S) 23 Hours

MATH 135 Calculus and Analytical Geometry I (4)  
MATH 205 Calculus and Analytical Geometry II (4)  
MATH 216 Discrete Mathematics (3)  
MATH 303 Linear Algebra and Matrices (3)  
MATH 304 Theory of Probability (3)  
MATH 313 Abstract Algebra (3)  
MATH 323 Geometry (3)

## Music (Bachelors of Music Education)

**Required methods courses are included in the major**

**MTTC Test Required for JQ Endorsement:**  
#99 (Music)

### Comprehensive Group Major (K-12) 60 Semester Hours

#### **B.M.E. Core (46 hours)**

MUS 101 Theory I (3)  
MUS 102 Theory II (3)  
MUS 103 Aural Skills I (2)  
MUS 104 Aural Skills II (2)  
MUS 115 Keyboard I (1)  
MUS 116 Keyboard II (1)  
MUS 120 String Methods (1)

## Teacher Education

MUS 124	Percussion Methods (1)
MUS 131	Foundations in Music Education (2)
MUS 201	Theory III (2)
MUS 202	Theory IV (2)
MUS 203	Aural Skills III (2)
MUS 204	Aural Skills IV (2)
MUS 215	Keyboard III (1)
MUS 216	Keyboard IV (1)
MUS 303	Conducting I (2)
MUS 316	Music History Before 1750 (3)
MUS 318	Music History from 1750 to 1880 (3)
MUS 319	Music History After 1880 (3)
MUS 371	Music in the Elementary Schools (2)
MUS 401	Musical Form (2)
MUS 402	Orchestration (4)
MUS 410	Senior Recital (1)

Students must pass piano proficiency examination prior to Associate Teaching.

(Music majors whose primary instrument is piano choose 4 hours of music electives in place of MUS 115, 116, 215, and 216.)

Choose either Instrumental or Vocal Track

### **Instrumental Track (4 hours)**

MUS 122	Brass Methods (1)
MUS 126	Woodwind Methods (1)
MUS 362	Instrumental Materials and Methods (2)

### **Vocal Track (4 hours)**

MUS 128	Singers Diction (English/French) (1)
MUS 132	Vocal Pedagogy (1)
MUS 363	Choral Methods and Materials (2)

### **Applied Music (7 hours)**

7 semesters applied music in principal instrument

### **Ensembles (9 hours)**

7 semesters large ensemble  
2 semesters small ensemble

## Physical Education

### **Required Methods for Elementary, Secondary or K-12 Certification**

TED 300	Clinical Experience (1)
TED 337	Teaching Physical Education in the Elementary, Middle and Secondary School (2)

### **MTTC Test Required for MB Endorsement:**

#44 (Physical Education)

### **Major (K-12)**

This program is pending approval. Please see certification officer for courses required.

### **Minor Teacher Certification/Associates**

This program is pending approval. Please see certification officer for courses required.

## Psychology

### **Required Methods for Secondary Certification**

TED 300	Clinical Experience (1)
TED 343	Teaching Social Studies in the Middle and Secondary School (2)

### **MTTC Test Required for CE Endorsement:**

#09 (Psychology)

### **Minor (S)**

This program is pending approval. Please see certification officer for courses required.

## Social Studies

### **Required Methods for Secondary Certification**

TED 300	Clinical Experience (1)
TED 343	Teaching Social Studies in the Middle and Secondary School (2)

### **MTTC Test Required for RX Endorsement:**

#84 (Social Studies)

Note: The Social Studies major/minor exists only within the Teacher Education Program. They do not meet the requirements for a degree when completed without all other Teacher Education requirements.

### **Major (E, S)**

This program is pending approval. Please see certification officer for courses required.

## Spanish

### **Required Methods for Elementary Endorsement**

TED 374	Teaching Foreign Language in Elementary Schools (2)
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### **Required Methods for Secondary Certification**

TED 300	Clinical Experience (1)
TED 335	Teaching Modern Languages in the Middle and Secondary School (2)

### **Required Methods for K-12 Certification**

TED 300	Clinical Experience (1)
TED 335	Teaching Modern Languages in the Middle and Secondary School (2)

TED 374	Teaching Foreign Language in Elementary Schools (2)
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### **MTTC Test Required for FF Endorsement:**

#28 (Spanish)

### **Major (S, K-12) 31 Hours**

This program is pending approval. Please see certification officer for courses required.

### **Minor (S) 21**

This program is pending approval. Please see certification officer for courses required.

Visual Arts (Bachelor of Fine Arts)

**Required methods courses are included in the major MTTC Test Required for LQ Endorsement:**

#95 (Art Education)

Comprehensive Group Major (K-12) 64 Hours

This program is pending approval. Please see certification officer for courses required.

Courses and Descriptions

The semesters listed after course descriptions indicate when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs.

**Required Courses for All Programs**

**101. Explorations in Education (2).**

An opportunity for students to explore the field of professional education as a possible vocation, to evaluate their own motivations, skills and abilities and personal goals in relation to the tasks of teaching and to expand their career horizons in human services. Field experiences are an important element in the course. Fall and Spring.

**204. Educational Psychology (3) (SOCIAL SCIENCE).**

The application of psychological principles in education, focusing on the teacher as a professional educator and as an individual. Topics include the components of effective classroom teaching and pre-adolescent and adolescent growth and development. (Co-requisite: TED200, 201 or 202, based on certification level desired. Visual Arts majors select ART 200 as co-requisite). Fall, Spring.

**205. Education of Exceptional Students (3).**

An overview of characteristics needs and current practices in the education of the gifted, mentally challenged, emotionally impaired, physically handicapped and those with cultural differences. The course will cover preschool, pre-adolescent and the adolescent exceptional student. (Prerequisite: TED 204; Co-requisite: TED 203). Fall, Spring.

**350. Instructional Technology (2).**

The integration of instructional technology into elementary, middle, and secondary programs, including the use of software and hardware and the appropriate application of available materials to specific classroom settings. In addition, students will demonstrate competencies in the use of computer technology tools. (Co-requisite: TED 330 or 340). Fall, Spring.

**407. Assessment and Evaluation (3).**

The evaluation of goals, objectives, and testing techniques; creation of teacher-made tests and interpretation of standardized tests; recording and reporting test results; the use of test results in planning. (Prerequisite: TED 330 or 340). Spring.

**471. Social Foundations of Education (2).**

An examination of the sociological, economic, historical, philosophical and curricular foundations of education. While the historical approach is a vital component of such an interdisciplinary study, emphasis is on the status of education here and now in the United States. The course concentrates on current social issues and problems, stressing their relation to and implications for education. (Prerequisites: Level 2 admission and senior status). Fall, Spring.

**Required field-based experiences**

Candidates are required to complete 200 hours of field/clinical experiences in school settings, appropriate to their certification areas and levels, before Associate Teaching. Most of these hours will be completed as co-requisite experiences for TED courses (while enrolled in the various sections of TED 200 and TED 300 listed below). A log sheet for documenting hours (including cooperating teachers' signatures) is provided in the *Guide to Teacher Certification*.

**200. Classroom Experience - Elementary (1).**

Provides the opportunity to gain observational and practical experience in the classroom setting. Thirty field hours are required for each semester hour academic credit. Students are placed in the field in accordance with their major/minor(s). (Co-requisite: TED 204 or TED 206). Fall, Spring.

**201. Classroom Experience - Middle School (1).**

Provides the opportunity to gain observational and practical experience in the classroom setting. Thirty field hours are required for each semester hour academic credit. Students are placed in the field in accordance with their major/minor(s). (Co-requisite: TED204 or TED 207). Fall, Spring.

**202. Classroom Experience - High School (1).**

Provides the opportunity to gain observational and practical experience in the classroom setting. Thirty field hours are required for each semester hour academic credit. Students are placed in the field in accordance with their major/minor(s). (Co-requisite: TED204 or TED 207). Fall, Spring.

**203. Classroom Experience - Special Education (1).**

Students will receive field placements in classroom settings with students who are defined as exceptional with an approved IEP. (Co-requisite: TED205). May be repeated. Fall/Spring.

**211. Classroom Experience - Early Childhood (1).**

A specialized section of TED 200 for the Early Childhood Education minor. This field-based course is designed for teacher candidates in early childhood to observe young children and gain practical experience in early-childhood settings. Thirty field hours are required. (Co-requisite: TED 206). Fall.

**300. Clinical Experience (1).**

Laboratory study of the structure of learning in schools. Special attention is paid to the nature of learning in specific areas of academic study, such as in actual pupil-teacher experience. This course is a co-requisite to TED 330, 340, and most secondary education methods courses. Elementary candidates should register for 1 credit of TED 300 each semester in which they are enrolled in a methods course. Thirty contact hours are required for each semester hour of academic credit. May be repeated. Fall/Spring.

**311. Clinical Experience - Early Childhood (1).**

A specialized section of TED 300 for the Early Childhood Education minor. Laboratory study of the structure of learning in early childhood settings. Special attention is paid to the nature of developmentally-appropriate practice and learning. Thirty contact hours are required. (Co-requisite: TED364).

**Elementary/Middle School Methods Courses**

**337. Teaching Physical Education in the Middle/Secondary School (2).**

Students will develop unit and lesson plans to implement effective developmentally appropriate physical activities. Systematic self-assessment and reflective skills of teaching performance are an integral part of this course. Clinical experience will provide practical application of coursework. (Prerequisite: ESPE 222).

**340. Teaching/Learning Processes: Elementary (3).**

Teaching-learning processes in elementary and middle schools, with emphasis on such competencies as formulating purposes of the school; developing a philosophy of classroom management; identifying learning styles; developing course, unit and lesson plans; addressing curriculum standards; setting learning objectives; and developing assessment instruments. This course serves as a prerequisite for all other elementary education methods classes. (Prerequisite: Level 2 admission. Co-requisite: TED 300). Fall, Spring.

**365. Teaching of Reading I and Clinical Experience (3).**

An introduction to literacy education. Topics include research-based exploration of the nature of the reading process and related classroom practice; emergent and early literacy; developing word identification skills, including phonics; and building vocabulary. Comprehension is emphasized throughout the course. Peer teaching or elementary classroom teaching is also included. (Co-requisite: TED 340). Fall.

**366. Teaching of Reading II and Clinical Experience (3).**

Topics include the application of reading instruction to content areas; the organization and management of classroom reading programs; the development and/or selection of specific objectives for reading instruction; a survey of factors which contribute to difficulties in literacy education, techniques for evaluating student progress, and programs and procedures for strengthening literacy learning; and communication of information to administrators, parents, teachers and students. Field experience is a required part of the course. (Prerequisite: TED 365). Spring.

**368. Teaching Elementary Language Arts (2).**

Methods of teaching the integrated language arts, including: best instructional practices, teaching methodologies and techniques, classroom organization and management, instructional technology integration, standards-based instruction including Michigan's content expectations.

**374. Teaching Foreign Languages in Elementary Schools (2).**

Methods of teaching world languages in the elementary school (FLES) classroom. Topics include: theories and research on second language acquisition in children; current methods and trends; the development of appropriate instructional and assessment techniques; the integration of foreign languages into the elementary curriculum. Required for elementary or K-12 certification in a world language. (Prerequisite: TED 340 and permission of instructor). Offered as needed.

**375. Teaching of Science and Mathematics in the Elementary School and Clinical Experience (3).**

Methods of teaching. Topics include an examination of the latest curricula in relation to the integration of science and mathematics as well as each area as a distinct discipline; how students learn; as well as best practices of effective and reflective teaching. Clinical experience will provide practical application of coursework.

**376. Teaching of Social Studies and Language Arts in the Elementary School (3).**

Methods of teaching through an examination of the latest curricula in relation to the integration of Social Studies and Language Arts as well as each area as a distinct discipline; how students learn, and best practices of effective and reflective teaching. Clinical experience provides practical application of coursework.

**Middle/Secondary Methods Courses**

Secondary education certification requires completion of the methods course in the major area. Unless a single methods course is shared by both, the minor area methods course must also be completed. Co-enrollment in TED 300 Clinical Experience is required for all secondary methods courses except TED 346.

**206. Child Development**

**217. Adolescent Development (3).**

An in-depth study of the physical, social, emotional and intellectual development of adolescents as applied to the unique problems and possibilities confronting adolescents. (Co-requisite: TED 201 or 202).

**330. Teaching-Learning Processes: Secondary (3).**

The teaching-learning processes in the middle and secondary schools, with emphasis on such competencies as formulating purposes of the school; developing a philosophy of classroom management; identifying learning styles; developing course, unit and lesson plans; meeting curriculum standards; setting learning objectives; and developing assessment instruments. (Prerequisite: Level 2 admission. Co-requisite: TED 300. Art Education candidates enroll in ART 330 as the co-requisite). Fall, Spring.

**332. Teaching Language Arts in the Middle and Secondary School (2).**

Designing and selecting materials that engage students in learning the English language arts; differentiating instruction through a variety of instructional and assessment strategies; Michigan's ELA content expectations. (Prerequisite: TED 330. Co-requisite: TED 300). Spring.

**335. Teaching Modern Languages in the Middle and Secondary School (2).**

Methods of teaching modern languages with emphasis on: best instructional practices, teaching methodologies and techniques, systematic classroom organization and management, instructional technology integration, standards based education including the Michigan Curriculum content standards. Subject/grade appropriate clinical experience must be completed concurrently with

the course. Required for secondary or K-12 certification in world language. (Prerequisite: TED 330. Co-requisite: TED 300). Spring.

**336. Teaching Mathematics in the Middle and Secondary School (2).**

Standards based mathematics instruction including: Michigan Curriculum content expectations; differentiating instruction through various teaching and assessment methodologies; classroom organization and management; instructional technology integration. (Prerequisite: TED 330. Co-requisite: TED 300). Spring.

**337. Teaching Physical Education in the Elementary, Middle and Secondary School (2).**

Standards based physical education; planning and delivering a variety of teaching/learning strategies to meet the needs of diverse students; classroom organization, management and safety. Required methods course for elementary, secondary, or K12 PE certification. (Prerequisite: TED330 or 340. Co-requisite: TED300). Spring.

**338. Teaching Health Education in the Middle and Secondary School (2).**

Standards based health instruction; assessment of student learning and needs; selecting, planning and delivering a variety of teaching/learning strategies to meet the needs of diverse students; integrating health education across the curriculum; use of technology to support student learning. Subject/grade appropriate clinical experience must be completed concurrently with the course. (Prerequisite: TED 330. Co-requisite: TED 300). Fall.

**341. Teaching Sciences in the Middle and Secondary School (2).**

Integrating the sciences using essential features of classroom inquiry, best instructional practices, teaching methodologies and techniques, systematic classroom organization, management and safety, instructional technology integration, standards-based education including Michigan's content expectations. Subject/grade appropriate clinical experience must be completed concurrently with the course. (Prerequisite: TED 330. Co-requisite: TED 300). Spring.

**343. Teaching Social Studies in the Middle and Secondary School (2).**

Curricular goals and strategies for the social sciences; differentiating instruction through a variety of teaching methodologies; classroom organization and management, integration of technology, Michigan's content expectations. Subject/grade appropriate clinical experience must be completed concurrently with the

## Teacher Education

course. (Prerequisite: TED 330. Co-requisite: TED 300). Spring.

### **346. Literacy in Content Areas (3).**

Topics include the application of literacy instruction to all content areas; determining the readability of instructional materials; determining the suitability of instructional materials for given students; recognizing the basic and unique literacy skills required in various content areas and evaluation of student abilities in using those skills; using various strategies for improving student literacy in the content areas. (Prerequisite: TED 330). Fall, Spring.

### **349. Teaching Communication Arts/Speech in the Middle and Secondary School (2).**

Methods of teaching speech and communication arts; teaching methods and assessment of student learning, classroom organization and management, instructional technology, standards-based education, role and organization of co-curricular activities. Subject/grade appropriate clinical experience must be completed concurrently with the course. (Prerequisite: TED 330. Co-requisite: TED 303). Spring.

### **Early Childhood Education Courses (do not require Level 2 admission)**

### **206. Child Development: Conception Through Early Childhood (3).**

An in-depth study of the physical, social, emotional and intellectual development of children, including children with special needs. (Co-requisite for those pursuing ZA endorsement: TED 211). Fall.

### **320. Creative Programs for Young Children (3).**

Methods of planning the curriculum for a preschool program in small and large group settings, including creative expression, language arts, music and rhythm, science, pre-number experiences and large and small motor skills. Planning for children with special needs in the regular preschool program is also included. (Prerequisite: TED 206). Offered as needed.

### **364. Methods and Materials for Early Childhood Education (3).**

The history, theories, and basic principles of developmentally appropriate instruction, along with methods and materials appropriate to early childhood education are studied. (Prerequisite: TED 206. Co-requisite: TED 311). Offered as needed.

### **401. Child Care Administration (3).**

The role of the preschool program and its director and the legal and administrative controls which affect them. Students will participate in field-based experience in a

nursery school and day-care center and will simulate the responsibility for organizing and administering a child care program. (Prerequisite: TED 206). Offered as needed.

### **Health Education Courses (Do not require Level 2 admission)**

Program currently under construction to meet new MDE standards

### **106. Personal Health (3).**

Introduction to the six risk factors identified by the CDC; how they impact the individual's personal fitness, wellness, and health. Topics include; nutrition, physical activity, intentional/unintentional injury, sexuality, tobacco, alcohol and other drugs, stress management; disease prevention. Empowers students to make responsible decision that lead to healthy lifetime behaviors. Spring.

### **281. Today's Health Content I (3).**

Comprehensive Health Ed. is one of the eight components of a Coordinated School Health Program. Provides an understanding of optimal nutrition, weight mgmt. principles, physical activity, concepts & responsible use of ATOD. Emphasis on providing accurate age-appropriate functional knowledge selecting effective educational resource materials and encouraging children to adopt healthy behaviors. Spring.

### **282. Today's Health Content II (3).**

Continuation of content in a Comprehensive Health Education Curriculum; topics include mental/emotional health, intentional/unintentional injuries, character education, suicide and violence prevention. Emphasizes providing age-appropriate functional knowledge, selecting effective educational resources materials and encouraging children to adopt health behaviors. Fall.

### **338. Teaching Health Methods in Middle and High School (3).**

Best practices in health education methods including age-appropriate scope and sequence and performance indicators based on the Michigan Content Standards and Benchmarks for Health Education. Teaching strategies to address diverse learning styles and health needs will be addressed. Content specific to middle and high school settings. (Prerequisites: T ED 330, T ED 398, T ED281, T ED282, TED 106). Fall.

### **381. School Health Curriculum (3).**

Introduction to health curriculum models as they apply to a Comprehensive School health Education Program. Students will examine criteria for evaluating effective curricula, scope and sequence. Students will analyze

## Teacher Education

factors that influence choices of curricula, strategies and materials. Michigan Model for health Curriculum will be extensively utilized. (Prerequisites: T ED281, T ED 282, TED 106, T ED398). Spring.

### **398. Teaching Sexuality in Schools (3).**

Sexuality is a content area in a Comprehensive Health Education Curriculum, one of the eight components of a Coordinated School health Program. Addresses how to implement a human sexuality curriculum at the middle and or high school level. Legalities, teaching strategies, sensitive issues, values and resources will be covered. (Prerequisite: ESAT 100 or T ED 106). Fall

### **380. Assessment in Health Education (3).**

The competent school health teacher evaluates the effectiveness of a school-based health ed. program. Appropriate content, skills, & methodology to develop assessment strategies for health education will be covered. Numerous assessment tools will be used including rubrics, formative and summative evaluation techniques. (Prerequisites: T ED 281, T ED 282, T ED 398). Fall.

### **402. Capstone: Role of the Health Educator (3).**

Capstone class for the health minor explores the health educator's roles within the school and community, including: providing resources, leadership and advocacy in support of young people's health. Partnerships with key community and state organizations are emphasized. Participation in a health education related conference is required. (Prerequisites: T ED 281, T ED 282, T ED 398). Spring.

The Professional Semester/Associate Teaching

### **400. Associate Teaching (1-12).**

Teaching in an appropriate grade or subject level of the elementary, middle or secondary schools for 10-12 semester hours (12 to 14 weeks). Individuals pursuing K-12 certification in art, music, physical education or a world language must enroll for 12 credit hours and will be placed in both elementary and secondary classrooms. (Prerequisite: Admission into the Level 3 Professional Semester. Co-requisite: TED 444). Fall, Spring.

### **444. Associate Teaching Seminar (1).**

The course is devoted to discussion and appraisal of the candidate's teaching experiences and development of a portfolio demonstrating achievement of Michigan's Entry-Level Standards for Teachers. The course includes discussion of topics and issues including execution of effective lessons, classroom discipline, and ways of providing and accepting effective feedback. Also considered are teacher associations, job interviewing, and resume building. (Pre-requisite: Admission into the

Professional Semester. Co-requisite: TED 400). Fall, Spring.

### Special and Advanced Courses

### **199. Exploratory Internship (1-3).**

Offered as needed.

### **299. Experimental Course (1-3).**

### **390. Integrated Science Seminar (1).**

Required for all TED Integrated Science Group majors. A course exploring critical issues in Integrated Science through selected readings, discussion and presentations (oral and written). Students will apply readings to their areas of study and certification and develop instructional plans for use in the classroom. (Prerequisite: Senior standing or permission of the Instructor, TED 341).

### **399. Internship (1-4).**

A full-time, intensive clinical experience. May be a paid position. (Available to Level 2 teacher candidates. A 4-credit internship is required for the Early Childhood Education Planned Program Minor). Requires 30 clinical hours for each credit hour. (Prerequisite: Level 2 admission and permission of the department chair).

### **399. Professional Internship (4).**

This course is a full-time, intensive, clinical experience focusing on infant/toddler through pre-primary child care.

### **451. Independent Study (1-4).**

(Prerequisite: written permission of the department chairperson).

### **490-498. Workshop, Seminar or Colloquium in Education (1-6).**

The laboratory approach is emphasized in the study of administrative, classroom and supervisory problems.

### **499. Advanced Experimental Course (1-4).**

### **ESAT 201. 1<sup>st</sup> Aid and Emergency Care (2).**

Development of knowledge, skills and personal judgment in first aid, CPR, airway obstruction and rescue breathing. Upon satisfactory completion, students earn American Red Cross certification in First Aid, Adult, Child, and Infant CPR.

**M.Ed. in Curriculum, Instruction, and Assessment**  
(33 hours of TED)

**Certificate in Teaching and Learning IB PYP**  
(21 hours of TED)

**571. IB – Beliefs and Values of PYP: Classroom Practice (3).**

Students will examine the international Baccalaureate Organization beliefs, values, and international-mindedness from the PYP perspective. Students will be introduced to the Primary Years Programme (PYP), in the International Baccalaureate, as a philosophy and framework to promote teaching and learning and international-mindedness. (Prerequisite: written departmental approval)

**572. IB – The Written Curriculum (3).**

Students will explore what curriculum is; what we want to learn (knowledge, concepts, skills, attitudes, and action) via the written curriculum from the PYP perspective. Students will explore definitions of international-mindedness and will articulate their understandings of the behavior associated with the learner profile and the developing child. (Co-requisite: T ED571).

**573. IB – The Taught Curriculum (3).**

Students will explore how students learn best; the connections between the written curriculum and classroom practice (why, what, and how to plan) via the taught curriculum from the PYP perspective. Students will explore how learners construct meaning including how understanding is acquired and what differentiates it from knowledge. (Co-requisite T ED571).

**574. IB – The Assessed Curriculum (3).**

Students will explore how we will know what we have learned (assessing, recording, and reporting) via the assessed curriculum from the PYP perspective. Students will investigate the integral role of assessment and reporting for learning and teaching. (Co-requisite: T ED 571).

**575. IB – International Education Policy (3).**

Students will critically examine the implications of the historical, cultural, economic, social and political forces that influence education policy from an international and global perspective. (Co-requisite: T ED571).

**576. IB – Research In Education (3).**

Students will be introduced to various methods in educational research and will study an area of research methodology relevant to their proposed project or thesis. (Co-requisite: T ED571).

**577. Project / Thesis: Understanding the PYP from analysis to synthesis (3).**

This project/thesis will focus on inquiry and school and community-based research into understanding learnings,

curriculum development and pedagogy, assessment, teacher collegiality and leadership or international – mindedness, with reference to IB policy and practice. (Prerequisites: T ED 571,572, 573, 574, 575, 576, or instructor permission).

**578. Comparative International Education (3).**

Students will examine the educational systems of selected nations with analysis of various social, historical, political and economic forces in relation to their effect on the establishment of education practices. Study Abroad Component. (Prerequisite: Admission into the T ED Graduate Program).

**579. Assessment and Evaluation (3).**

Students will critically examine goals, objectives and testing techniques; creation of teacher-made tests and interpretation of standardized tests; recording and reporting test results; and the use of the test results in planning. (Prerequisite: Admission into the T ED Graduate Program).

**580. School Law (3).**

Students will examine formal and informal legal dimensions of the American system of education. Students will become knowledgeable about the legal limits on teachers in daily school operations. (Prerequisite: Admission into the T ED Graduate Program).

**581. Inquiry – Based Reading Instruction (3).**

Students will extend the concept of literacy teaching in elementary grades, focusing upon assessment-based instruction. Content includes wide range of literacy topics including classroom-based assessment, evaluation and instruction. Meets the Michigan reading requirements for certificate renewal and professional certificate. (Prerequisite: Admission into the T ED Graduate Program).

**582. Urban Education (3).**

Students will combine theoretical study with first-hand observations of the urban school. Emphasis is on probing the uniqueness of the urban school subculture and its problems, the nature of the social forces that directly impinge on its functioning and discernment of the basic similarities which characterize schools servicing socio-geographical populations. (Prerequisite: Admission into the T ED Graduate Program).

**583. Second Language Teaching and Learning (3).**

Students will examine the methodology, materials and curricula appropriate for use with non-English speaking pupils and pupils who have learned or are learning

## Teacher Education

English as second language. (Prerequisite: Admission into the T ED Graduate Program).

### **584. Literacy in the Content Area (3).**

In this course, students will analyze the application of literacy instruction to all content areas; Determining the readability of instructional materials; determining the suitability of instructional materials for given students; recognizing the basic and unique literacy skills required in various content areas and evaluation of student abilities in using those skills; using various strategies for improving student literacy in the content area. (Co-requisites: T ED571,572, 573, 574, 575,576, 577).

## Theatre and Dance

### *Mission Statement*

In accordance with the Adrian College mission statement of pursuing truth and dignity of all people, the Department of Theatre and Dance through a community of scholarship and artistry offers opportunities to study the creativity of humanity via the context of a liberal arts environment. Knowledge of and appreciation for the art of theatre and dance are important aspects in a society that wishes to maintain its culture, consciousness, and compassion. While seeking a balance between theoretical and applied material, the department of theatre and dance creatively engages students who are able to establish connections in many disciplines through their own means of personal expression.

The Department of Theatre and Dance believes the study of the performing arts embodies interpersonal connectivity by fostering skills required of critical evaluation of literature, history, and theory, cultivating collaborative production skills, and offering public performance opportunities. A major in theatre prepares a student for graduate study in theatre as well as providing the foundation for a variety of careers in the performing arts.

### Major Program Requirements

#### Bachelor of Arts in Theatre

(38 hours)

#### **Theatre Core (22 hours)**

THRE 100	Theatre Workshop I (1)
THRE 101	Theatre Workshop II (1)
THRE 108	Acting I: Introduction to Acting (3)
THRE 207	Stagecraft (3)
THRE 260	Play Analysis (3)
THRE 300	Theatre Workshop II (1)
THRE 301	Theatre Workshop IV (1)
THRE 315	Theatre History I (3)
THRE 316	Theatre History II (3)
THRE 419	Senior Research in Theatre (2)
THRE 421	Capstone: Senior Presentation in Theatre (1)

#### **Theatre Electives (15 hours)**

THRE 304	Play Directing (3)
or	
THRE 305	Stage Management (3)
THRE 312	Production Design: Scenery & Lighting (3)
or	
THRE 313	Production Design: Costume & Makeup (3)

9 additional hours of THRE courses.

### **Cognate (1 credit)**

DANC 100 Dance Fundamentals (1)

### Minor and Associate Program Requirements

#### Minor in Theatre (22 credits)

#### Associate of Arts in Theatre (22 credits)

THRE 100	Theatre Workshop I (1)
THRE 101	Theatre Workshop II (1)
THRE 108	Acting I: Introduction to Acting (3)
THRE 207	Stagecraft (3)
THRE 260	Play Analysis (3)
THRE 300	Theatre Workshop II (1)
THRE 301	Theatre Workshop IV (1)

#### Theatre Electives

THRE 304	Play Directing (3)
or	
THRE 305	Stage Management (3)
THRE 314	History of Musical Theatre (3)
or	
THRE 315	Theatre History I (3)
or	
THRE 316	Theatre History II (3)

3 additional credits of THRE courses.

#### Minor in Dance (20 Credits)

#### Technique (9 credits)

Choose 9 of the following –one must be at 300 level:

DANC 110	Modern I (1)
DANC 120	Jazz I (1)
DANC 130	Ballet I (1)
DANC 140	Tap I (1)
DANC 210	Modern II (1)
DANC 220	Jazz II (1)
DANC 230	Ballet II (1)
DANC 240	Tap II (1)
DANC 320	Jazz III (2)
DANC 330	Ballet III (2)

#### Performance (3 credits)

DANC 150	Dance Workshop I (1)
DANC 250	Dance Workshop II (1)
DANC 350	Dance Workshop III (1)

#### Foundations (8 credits)

DANC 290	Mechanics of Movement for Dancers (3)
DANC 370	Dance Composition and Choreography (2)
DANC 380	Western Dance History (3)

## Theatre and Dance

### Courses and Descriptions

The semesters listed after course descriptions indicate when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs.

To fulfill Arts general distribution requirements using dance courses, students must complete 3 hours in dance.

### Theatre (THRE)

#### 100. Theatre Workshop I (1).

This seminar course explores the relationship of theatre to the world around us. It includes visiting guest artists, workshops, techniques, and special topics of current theatre. Significant practical work on departmental productions in acting, directing, management, design, and or construction will be expected. (Prerequisite: Permission of instructor). Fall, Spring.

#### 101. Theatre Workshop II (1).

Continuation of Theatre Workshop I. This seminar course explores the relationship of theatre to the world around us. It included visiting guest artists, workshops, techniques, and special topics of current theater. Significant practical work in departmental productions in acting, directing, management, design, and/or construction will be expected. (Prerequisite: THRE100). Fall, Spring.

#### 106. Introduction to Theatre (3) (ARTS).

An examination of the theatre and its place as an art form in our society, including the personnel and basic literary, aesthetic and production techniques involved in dramatic production. Fall, Spring.

#### 108. Acting I: Introduction to Acting (3) (ARTS).

Fundamental principles of acting with emphasis on training and practice in the acting craft, includes exercises in improvisation and characterization. Fall, Spring.

#### 207. Stagecraft (3).

Technical aspects of play production, including basic shop techniques and tools, parts and functions of the stage, scenery construction and painting and an introduction to stage lighting, and costuming. Lecture and laboratory. Open to freshmen. Fall.

#### 250. Topics in Dramatic Literature (3) (ARTS).

A focused study of dramatic literature such as an historical period, a country or a particular genre. May be repeated with a different topic. Offered as needed.

#### 260. Play Analysis (3) (ARTS).

This course will study the different methods of analyzing dramatic literature intended for performance. With focus on structure, genre, theme, style, character, and language, students will use dramatic literature that has dominated the theatre canon for the past two thousand years. (Prerequisite: CORE 101). Offered in rotation with THRE 315 and 316. Open to freshman.

#### 300. Theatre Workshop III (1).

Explores the relationship of theatre to the world around us on a more advanced level. It includes visiting guest artists, workshops, techniques, special topics of current theatre, and other related topics. Significant practical work in acting, directing, management, design, and construction will be expected. (Prerequisite: THRE 101). Fall, Spring.

#### 301. Theatre Workshop IV (1).

Explores the relationship of theatre to the world around us on a more advanced level. It includes visiting guest artists, workshops, techniques, and special topics of current theatre. Significant practical work on departmental productions in acting, directing, management, design, and or construction will be expected. May be repeated. (Prerequisite: THRE 300). Fall, Spring.

#### 303. Acting II: Character Portrayal (3).

Theory and practice in the art of creating a believable character for the stage, with emphasis on representational theatre techniques. (Prerequisite: THRE 108). Fall.

#### 304. Play Directing (3).

Basic laboratory training in the techniques of conducting rehearsals and directing the work of actors and other play production personnel. (Prerequisite: THRE 108 or 207). Spring.

#### 305. Stage Management (3).

Insight into the responsibilities and techniques of a stage manager in pre-producing, rehearsal and performance. This course will concentrate on the collaborative process of putting on a live performance. Industry standard terminology will be taught. This lecture/lab class will require students to participate in classroom discussions, activities, and group projects (Prerequisite: THRE 108 or 207). Spring of even years.

#### 310. Playwriting Workshop (3).

This course deals with the step-by-step process of writing scripts for the theatre with the final project being a revised script of a one-act play. (Prerequisite: CORE 101). Fall.

## Theatre and Dance

### **312. Production Design: Scenery and Lighting (3).**

Explores the basic principles of scenery and lighting design in creating a proper theatre environment. Practical application of technique through script analysis, period and atmosphere research, design theory, design presentation styles, and execution of projects. (Prerequisite: THRE 207). Spring of odd years.

### **313. Production Design: Costume and Makeup (3).**

Examines the basic principles of costume and makeup design in creating a character apropos to the theatre production. Instruction and practical application of fashion history, principles and theories of costume and makeup design, character and play analysis, design presentation styles, and execution of projects. (Prerequisite: THRE 207). Spring of even years.

### **314. History of Musical Theatre (3) (ARTS).**

The development of a distinctive American art form, from the European variety that were its progenitors to the contemporary musical range. Various types and styles of musical theatre and their influences. Spring of odd years.

### **315. Theatre History I (3) (ARTS).**

Development of Western drama and the theatre from their origins until approximately the Restoration. A less detailed exploration of some of the major developments in the history of Eastern drama and theatre. Factors that influenced the development of the art, and their social, political, economic and religious contexts. (Prerequisite: Must have successfully passed any Writing Intensive course). In rotation with THRE 260, 316.

### **316. Theatre History II (3) (ARTS).**

Development of Western drama and the theatre from approximately the Restoration to the present. Factors that influenced the development of the art, and their social, political, economic and religious contexts. (Prerequisite: Must have successfully passed any Writing Intensive designated course). In rotation with THRE 260, 315.

### **394. Advanced Play Direction (3).**

Advanced study in play direction, including analysis, research, rehearsal and performance techniques. (Prerequisite: THRE 304 and permission of instructor). Offered as needed.

### **398. Acting III: Advanced Acting (3).**

Advanced theory and practice in acting styles, representational and presentational theatre techniques, and individualized and small group practice. (Prerequisite: THRE 303). Spring of even years.

### **415. Topics Seminar (3).**

An examination of a particular topic of interest to faculty members and students in theatre. (Prerequisite: dependent upon topic). With departmental approval, may be repeated with different topic. Offered as needed.

### **418. Senior Research in Musical Theatre (2).**

The student conducts extensive research and design of appropriate musical theatre material of their choosing. The results of this course will be carried over into a culminating presentation for the undergraduate academic career. (Prerequisite: Permission of the department chairperson). Fall.

### **419. Senior Research in Theatre (2).**

The student conducts extensive research and design of an appropriate topic of their choosing. The results of this course will be carried over into a culminating presentation for the undergraduate academic career. (Prerequisite: Permission of the department chairperson). Fall.

### **420. Capstone: Senior Presentation in Musical Theatre (1).**

The student executes a musical theatre recital as a culminating experience to the undergraduate academic career. The project is presented in a departmental forum at the end of the term in which the student earns credit for the course. (Prerequisites: THRE 418 and permission of the department chairperson). Spring.

### **421. Capstone: Senior Presentation in Theatre (1).**

The student executes the appropriate project for a culminating experience to the undergraduate academic career. The project is presented in a departmental forum at the end of the term in which the student earns credit for the course. (Prerequisite: THRE 419 and permission of the department chairperson). Spring.

## **Dance (DANC)**

### **100. Dance Fundamentals (1) (ARTS).**

Introduction to dance as a performing art, focusing on the Western European dance forms of classical ballet, jazz, and modern. Emphasis on alignment and basic movement vocabulary. Designed for students with little or no experience.

### **110. Modern I (1) (ARTS).**

A study of basic techniques in modern dance. Fundamental warm up exercises are taught, followed by center practice and combinations of dance steps. (Prerequisite: DANC 100).

**120. Jazz Dance I (1) (ARTS).**

Study of basic techniques in jazz dance. Fundamental warm up exercises are taught, followed by center practice and combinations of dance steps. (Prerequisite: DANC 100).

**130. Ballet I (1) (ARTS).**

Study of basic techniques in ballet. Fundamental ballet exercises are taught at the barre, followed by center practice and combinations of dance steps. (Prerequisite: DANC 100).

**140. Tap I (1) (ARTS).**

Fundamentals of tap dance. Students must provide their own tap shoes. (Prerequisite: DANC 100).

**150. Dance Workshop I (1).**

Explores various dance styles through the preparation and performance of solo and group dance. This course provides practical experience and develops skills for performances and auditions. (Prerequisite: Permission of Instructor).

**200. Musical Theatre Dance (1) (ARTS).**

Musical theatre choreography and techniques with emphasis on original Broadway choreography and dance routines original to Broadway-style music. (Prerequisite: DANC 100).

**210. Modern II (1) (ARTS).**

Study of techniques in modern dance at the intermediate level. Increased complexity of warm up exercises are taught, followed by center practice and combinations of dance steps. (Prerequisite: DANC 110).

**220. Jazz Dance II (1) (ARTS).**

Study of techniques in Jazz dance at the intermediate level. Increased complexity of warm up and center practice will focus on increasing strength and flexibility building on the basics introduced in Jazz Dance I. (Prerequisite: DANC 120)

**230. Ballet II (1) (ARTS).**

Study of techniques in ballet at the intermediate level. Increased complexity of ballet exercises are taught at the barre, followed by center practice and combinations of dance steps. (Prerequisite: DANC 130).

**250. Dance Workshop II (1).**

Explores various dance styles through the preparation and performance of solo and group dance. This course provides practical experience and develops skills for performances and auditions. (Prerequisite: DANC 150).

**290. Mechanics of Movement for Dancers (3).**

Focusing on human skeletal and muscular anatomy and its relationship to movement skills and postural alignment, the course will analyze gravity and its effect on posture and muscular function. Additionally, the course examines the principles of alignment, conditioning, and injury prevention. (Prerequisite: DANC 100).

**320. Jazz Dance III (2) (ARTS).**

Study of techniques in Jazz dance at the advanced level. Students improve their dance technique, dynamic, spatial and performance skills. Syncopation, improvisation, phrasing and complex movement combinations are emphasized building on the techniques introduced in Jazz Dance I and II. Students will analyze and critique dance technique and choreography. (Prerequisite: DANC 220).

**330. Ballet III (2) (ARTS).**

Study of techniques in ballet dance at the advanced level. Students improve their dance technique, alignment, dynamic, spatial, musical, and performance skills. Students will analyze and critique dance technique and choreography. (Prerequisite: DANC 230).

**350. Dance Workshop III (1)**

Explores various dance styles through the preparation and performance of solo and group dance. Emphasis on choreographic skills. This course provides practical experience and develops skills for performances and auditions. (Prerequisite: DANC 250).

**360. Musical Theatre Dance Composition and Choreography (2).**

Through Musical theatre repertoire, the performer will examine the structure of stage choreography through dance theme, construction of dances and small group studies. Aesthetic considerations, forms, and elements of performance with an emphasis on showmanship. (Prerequisite DANC 200)

**370. Dance Composition and Choreography (2).**

Selection of dance theme, construction of dances and small group studies. Aesthetic considerations, forms, and elements of performance. (Prerequisite DANC 220 or 230)

**380. Western Dance History (3) (ARTS).**

A survey of Western dance from 15<sup>th</sup> century European court dance to the present. Explores the origins of theatrical dance forms, from the development of ballet, the revolutions of Modern Dance, to contemporary choreographic innovators and performance practices. (Prerequisite: Writing Intensive).

Theatre and Dance

*Special and Advanced Courses*

**199. Exploratory Internship (1-3).**

**299. Experimental Course (1-3).**

**399. Professional Internship (1-12).**

(May Term limited to 4 credit hours; Summer Term limited to 6 credit hours).

**451. Independent Study (1-3).**

Supervised reading and research in a special interest area of theatre. (Prerequisite: department permission and instructor's approval of a written proposal that is submitted to the department prior to registration for the course). Fall, Spring, May and Summer.

**499. Advanced Experimental Course (1-3).**

## Women's and Gender Studies

### *Mission Statement*

Women's and Gender Studies is an interdisciplinary program that examines the impact of gender on and the role of gender (and gender difference) in shaping society, culture, history, intellectual traditions, and the arts. Study will focus on women's experiences and the construction of gender roles and identities in a variety of contexts. The goals of the Women's and Gender Studies Minor are:

To introduce both male and female students to the often neglected contributions of women in such areas as the sciences, medicine, humanities, social sciences, and the arts.

To explore the relationships between gender, race, class, ethnicity, and sexual identity and how these dynamics shape human experience in different cultures.

To think critically about the construction of gender and to take seriously the impact that gender stereotypes can have on society.

To help students become more aware of women's experiences so that they can be more sensitive and effective professionals.

To apply concepts and theories to address gender issues in academic and professional contexts.

### Minor Program Requirements

The minor in Women's and Gender Studies requires the completion of a minimum of 18 semester hours, including the Women's and Gender Studies Core and at least four other courses from among the listed electives.

### **Women's and Gender Studies Core (6 hours)**

WGS 129	Introduction to Women's and Gender Studies (3)
WGS 329	Feminist Thought (3)

### **Women's and Gender Studies Electives (12 hours)**

Choose at least four courses from:

AHIS 232	Representations of Gender in Art (3)
AHIS 333	Gay and Lesbian Art History (3)

HIST 213	Topics in Modern European Women's History (3)
HIST 221	History of Japanese Women (3)
HIST 261	Women in the U.S. (3)
HIST 327	Women's and Gender Studies Leadership Seminar (3)
JRNL310	Women in Journalism (3)
MATH210	Women in Science and Mathematics (3)
PSYC 306	Psychology of Gender (3)
RELG 310	Women in World Religions (3)
RELG 332	Women in the Bible (3)
SOC 202	Sociology of Sex and Gender (3)
SOC 307	Marriage and Family (3)

Other courses not listed here may also be applied to the minor if approved by the director of the program.

### Courses and Descriptions

The semesters listed after course descriptions indicate when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs.

### Women and Gender Studies (WGS)

#### **129. Introduction to Women's and Gender Studies (3).**

An introduction to basic women's studies concepts and theories, drawing on methodologies and content of multiple disciplines. Explores the social and psychological processes by which individuals establish gender identity, the institutions that shape identity and the articulation of gender across racial and socio-economic categories. Spring.

#### **329. Feminist Theory (3).**

Feminist theory from several disciplinary perspectives on a variety of topics. Emphasis on debates within feminism. Spring.

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## **Administration**

### **Office of the President**

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President

B.A., Michigan State University; M.Div., Garrett-Evangelical Theological Seminary; Ph.D., Boston University

#### **Cindy A. Beaubien (1995)**

Assistant to the President for Events and Special Projects  
Ferris State University, Adrian College

#### **Andrea R. Burt (2005)**

Executive Assistant to the President; Assistant Secretary to the Board of Trustees  
B.A., Adrian College; M.Ed. University of Toledo

### **Office of Alumni Affairs**

#### **Marsha L. Fielder (1989)**

Director of Alumni Relations  
B.A., Adrian College

### **Office of Chaplain and Church Relations**

#### **Christopher P. Momany (1996)**

Chaplain and Director of Church Relations  
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### **Division of Academic Affairs**

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B.A., Siena Heights University

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B.A., Miami University

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Women's Head Hockey Coach  
B.S. American International College

**James I. Deere (2007)**

Football Head Coach  
B.A., Adrian College

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Equipment Manager  
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B.S., Defiance College; M.S., Ohio University

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**Richard Halverson (2016)**

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B.S., Michigan Technological University

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Men's Hockey Coach  
B.A., Adrian College

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B.A., M.S., York University

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Dean of Student Affairs  
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B.A., Adrian College

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**James A. Dodd (1964-1990)**

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**O. Ioan Stepp (1973-1985)**

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Chairman of the Board of Trustees

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**Tina Claiborne**

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Faculty, Administration and Trustees

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## Index

Academic Activities	24	Faculty, Administration, and Trustees	198
Academic Advising	37	Federal Aid Programs	18
Academic Affairs	29	Financial Aid	13
Academic Governance, System of	4	Financial Information	13
Academic Honesty	35	Geology	118
Academic Lectureships	53	Grade Change Policy	40
Academic Petition	38	Grade Reports	40
Academic Policies	31	Grades	38
Academic Policies and Programs	31	Grading System	51
Academic Progress Standards	39	Graduate Programs	50
Academic Scholarships	18	Graduation Honors	40
Academic Status Review Committee	38	Guest Students	11
Accreditation	4	Health Services	21
Accountancy/Business/Economics	61	High School Students	10
Admissions	10	History	121
Advanced Placement	42	History of the College	4
Advising	37	Honors Ceremony	40
Alternative Credit Programs	42	Honors Program	44, 126
Art and Design	76	Individually Designed Major	45
Art Exhibits	24	Institutes	53
Art History	81	Interior Design	128
Arts Management	83	International Baccalaureate	42
Athletic Activities	26	International Students	11
Athletic Insurance Policy	27	International Studies	130
Biology	85	Internships	29
Campus Activities Network (CAN)	22	Intramural Sports	26
Campus Safety	21	Journalism	132
Chemistry and Biochemistry	89	Late Financial Registration Fee	13
Class Load	37	Life Learning Experience Credit	44
Club Sports	26	Living Accommodations	14
College Charges	13	Mathematics	134
College Level Examination Program	42	Men's Varsity Sports	26
Commencement Fee	13	Modern Languages and Cultures	137
Commencement Participation	31	Multicultural Programs	22
Common Terms	56	Multicultural Programs, Office of	11
Communication Arts and Sciences	96	Music	144
Computer Information Systems	99	Musical Organizations	24
Counseling Services	20	Musical Theatre	150
Courses of Instruction	56	NCAA Division III Affiliation	26
Degree Requirements	31	Nontraditional Students	10
Departmental Honors	40	Office of Foundations and Corporate Relations	30
Dining Facilities	14	Office of Institutional Research and Assessment	30
Dual Enrollment for High School Students	11	Office of the Registrar	30
Educational Mission	3	On-Campus Living	21
English	102	Orientation Fees	13
Enrollment Deposit	13	Parking Fee	14
Environmental Studies/ Science Program	106	Payment of Accounts	15
Exercise Science/Physical Education	108	Philosophy and Religion	151
Facilities		Physics	157
Academic	7	Political Science	161
Athletic	26	Pre-Architecture Program	47
College	4	Pre-Art Therapy Program	47
		Pre-Engineering Program	47
		Pre-Health Science Program	48
		Pre-Law Program	48

## Index

Pre-Professional and Related Programs	47	Student Financial Aid	17
Pre-Seminary Program	48	Student Government Association (SGA)	23
Psychology	164	Student Housing	9
Refunds	15	Student Life	20
Registering for Classes	37	Student Records	41
Registration	52	Study Abroad	46
Registration of Motor Vehicles	21	Teacher Education	176
Religious Activities	25	Telecommunication Activities	24
Requirements for Graduation	31	The Foundation of Adrian College	3
Associate of Arts Degree	31	The Office Academic Services	29
Baccalaureate Degree	32	The Office of Career Planning	29
Graduate Degree	34	Theatre and Dance	192
Residence Life	21	Theatre Activities	25
Ribbons of Excellence	3	Time Limitations	51
Ribbons of Excellence Program	55	Transcripts	41
Services for Students with Disabilities	29	Transfer Credit	41
Social Work	167	Transfer Students	10
Sociology and Criminal Justice	170	Tuition	13
Special Academic Programs	44	Veterans	11
Special Course Fees	14	Withdrawal from College	42
Special Students	11	Women's and Gender Studies	197
Student Activities	22	Women's Varsity Sports	26
Student Activity and Technology Fees	14		
Student Employment	19		

Notes

## **Notes**