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.

EDITED BY:
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# Table of Contents

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Introduction to Adrian College ............................................................................................................................................................... 3  
General Information.................................................................................................................................................................................... 4  
Admissions ............................................................................................................................................................................................................. 9  
Financial Information ................................................................................................................................................................................. 11  
Student Life .......................................................................................................................................................................................... 18  
Academic Activities ................................................................................................................................................................................. 22  
Athletic Activities .................................................................................................................................................................................. 24  
Academic Affairs .................................................................................................................................................................................... 27  
Academic Policies and Programs ............................................................................................................................................................ 29  
Courses of Instruction ........................................................................................................................................................................... 51  
Department and Degree Index ............................................................................................................................................................... 54  
  Accountancy/Business Administration.................................................................................................................................................. 56  
  Art and Design .................................................................................................................................................................................... 64  
  Art History .......................................................................................................................................................................................... 68  
  Arts Management ................................................................................................................................................................................ 70  
  Biology .............................................................................................................................................................................................. 72  
  Chemistry and Biochemistry ......................................................................................................................................................... 76  
  Communication Arts and Sciences .................................................................................................................................................... 83  
  Computer Information Systems ........................................................................................................................................................ 86  
  CORE ............................................................................................................................................................................................... 88  
  Economics ......................................................................................................................................................................................... 89  
  English ........................................................................................................................................................................................... 91  
  Environmental Studies/ Science Program ........................................................................................................................................ 95  
  Exercise Science/Physical Education ............................................................................................................................................... 97  
  Geology ........................................................................................................................................................................................... 106  
  History and Art History ................................................................................................................................................................. 109  
  Honors Program .............................................................................................................................................................................. 113  
  Interior Design ................................................................................................................................................................................ 115  
  International Studies ....................................................................................................................................................................... 117  
  Journalism ....................................................................................................................................................................................... 119  
  Mathematics .................................................................................................................................................................................. 120  
  Modern Languages and Cultures .................................................................................................................................................... 123  
  Music ............................................................................................................................................................................................. 129  
  Musical Theatre ............................................................................................................................................................................... 135  
  Philosophy and Religion ............................................................................................................................................................ 136  
  Physics .......................................................................................................................................................................................... 142  
  Political Science ............................................................................................................................................................................... 145  
  Psychology ..................................................................................................................................................................................... 149  
  Social Work ................................................................................................................................................................................... 152  
  Sociology and Criminal Justice ..................................................................................................................................................... 155  
  Teacher Education ......................................................................................................................................................................... 161  
  Theatre .......................................................................................................................................................................................... 179  
    Women’s and Gender Studies .................................................................................................................................................. 182  
  Faculty, Administration, and Trustees ............................................................................................................................................ 183  
Index ................................................................................................................................................................................................... 195  
Notes ................................................................................................................................................................................................... 197
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 to the dignity of all people. Through active and creative learning in a supportive community, 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 of the North Central Association of Colleges and Schools (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). 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 (CAATE).

Adrian’s affiliations include membership in the Association of Independent Colleges and Universities of Michigan; the Michigan Colleges Foundation; 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.

The Adrian campus is remarkably modern for a college which just celebrated its 150th anniversary. The architecture of 19th century newly renovated Downs Hall, however, recalls the College’s long educational tradition.

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 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.

Madison Street, on the east edge of campus, 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.

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 regular 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 in 1845. This was united with the Leoni Seminary, a Methodist Protestant institution, establishing Michigan Union College in 1855.

Local circumstances made it advisable either to relocate or to close Michigan Union College in 1859. In that same year Dr. Asa Mahan, pastor of the Plymouth Congregational Church in Adrian, was encouraged by citizens of the community to establish a college there. Mahan was a veteran educator, having 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 officials and supporters of the closing Michigan Union College to join in establishing the new college at Adrian. The invitation was accepted and the library holdings and a number of students and faculty members of the former institution joined the enterprise at 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.

In 1868, Adrian College trustees transferred sole ownership and control of the College to the Methodist Protestant denomination. For over seventy years, Adrian College was identified with the academic egalitarianism of the Methodist Protestant movement. In 1916, a Methodist Protestant college at West Lafayette, Ohio, was consolidated with Adrian by action of the General Conference. The Methodist Protestant Church united with the Methodist Episcopal Church and the Methodist Episcopal Church, South, in 1939, and Adrian College became affiliated with The Methodist Church.

The unification of the Methodist Church and the Evangelical United Brethren Church in 1968 resulted in the affiliation of Adrian College with The United Methodist Church. In 1970, the College’s Articles of Association were revised and Adrian became “a non-profit education corporation, operating under the provisions of the Michigan General Corporation Act (Act No. 327, P.A. 1931 as amended).”

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 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 field turf was added to the area in 2012 to allow for indoor soccer, lacrosse and other events.

The Campus Services Building (1965) houses central stores and the maintenance 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. It provides information, services, and an activity center for students, staff, alumni and other guests of the College. It houses a 24-hour Margaret Valade Computer Lab, Jazzman’s Café, 155 Grill, 110 Madison Ave. Salon, Arrington Bookstore, Zebe’s grill and the Hickman Board Room. Student Government Association, Campus Activities Network, Safety, the College World, and all Student Affairs offices are located in Caine. The Caine Student Center staff approves any on-campus posters or flyers and is the campus “lost and found.” The Ridge Center Court memorializes Caine’s history as Ridge Gymnasium.

Commencement Plaza (2011) The Commencement Plaza is home to the Auguste Rodan “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 the natural stage of Commencement Plaza.
General Information

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 Center, provides facilities for students playing foot-ball, men’s and women’s soccer, men’s and women’s lacrosse, and women’s field hockey and for the marching band. It also includes classrooms and lab space for the Exercise Science and Athletic Training Department.

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 community 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, the center was doubled in size in 1963 and underwent major renovations in 1976, 2006 and 2008.

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, Executive Vice President, Vice President and Dean of Academic Affairs, Vice President for Business Affairs and CFO, and Vice President for Development. In addition The Business Office, The Registrar, Financial Aid Office, Career Planning and Alumni Office are also located in the building.

The Ward Admissions House (2005) 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.

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) It currently 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 Holley Solar Greenhouse (1980) was made possible by the Earl-Beth Foundation and its former president, Danforth Holley, an advocate of alternative energy sources. The greenhouse is used by classes in botany and biology, providing research opportunities in biology and solar technology for students and faculty members.

Jones Hall (1965) houses a computer science laboratory and the departments of history, political science, accountancy/business administration, geology and economics. Named in honor and memory of Dr. Elmer M. Jones, a distinguished teacher of chemistry from 1907-1940, the facility includes the 109 seat Charles and Shirley Baer Lecture Room.

Mahan Hall (1965) Center for Art and Interior Design. Mahan Hall is named in honor of Asa Mahan, first president of Adrian College, who served from 1859-65 and again from 1867-71. Mahan Hall also houses the Stubnitz Art Gallery, named for Dorothy and Maurice Stubnitz.
General Information

The Merillat Sport & Fitness Center (1990) provides educational, recreation and fitness facilities for all Adrian College students, faculty members and staff. The 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, a weight training and conditioning 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. The Merillat Center is named for Orville and Ruth Merillat, civic and business leaders in the community of Adrian for many years, whose leadership gift to the project provided the impetus for construction.

The Jack and Elaine Vivian Wellness Center (2005), located in the Merillat Sport and Fitness Center, provides students and staff state-of-the-art exercise facilities for conditioning and cardiovascular health. Jack Vivian, a graduate and former trustee of the College, has been involved in sports management and sports facility management for much of his life.

Peelle Hall (1960) contains laboratories, classrooms, scientific equipment and a greenhouse. Named for Dr. Miles L. Peelle, an esteemed biological scientist and Adrian professor emeritus, the building houses most of the science departments, including biology, chemistry, environmental science, mathematics and physics. A renovated (2010) 85 seat lecture hall and Bosio Math Lab (2006) are located here. The Peelle Addition contains state of the art science laboratories and upgraded classrooms. This area was completed in August of 2014.

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.

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 in Communication an opportunity to mesh technology with the courses they take.

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 borrowing arrangement with nearby Siena Heights University provides access to an additional 100,000 volumes. The library web page (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 20 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 students, staff and the greater community 87 hours per week.

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 and instrument storage areas. The renovation by Dr. Hildreth Spencer provides the music department’s new home.

Valade Hall (1971, formerly North Hall) 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, Teacher Education. It also includes the Richards Meditation Chapel, the Chaplain’s Office, the Education Curriculum Center, and the Knight Auditorium (renovated 2008). The third floor is named MacNaughton Floor, honoring 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.
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.

Cargo Hall (1964) was named in honor of Dr. Ruth Cargo, professor emeritus of American history and political science. Cargo reopened in the Fall of 2007 after undergoing renovations.

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.

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


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
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.

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.

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.

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

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.

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.

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.

3. Official college transcripts. If the applicant has had previous college course work, official college transcripts must be sent directly from the previous college(s) to the Office of Admissions.
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 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 students’ 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 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 1-800-877-2246, admissions@adrian.edu, or 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 2014-15

<table>
<thead>
<tr>
<th></th>
<th>Resident Student</th>
<th>Commuter Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$31,870</td>
<td>$31,870</td>
</tr>
<tr>
<td>Activity Fee</td>
<td>$200</td>
<td>$200</td>
</tr>
<tr>
<td>Facilities Fee</td>
<td>$190</td>
<td>$190</td>
</tr>
<tr>
<td>Technology Fee</td>
<td>$400</td>
<td>$400</td>
</tr>
<tr>
<td>Room</td>
<td>$4,680</td>
<td>$0</td>
</tr>
<tr>
<td>Board (14-meal plan)</td>
<td>$5,060</td>
<td>$0</td>
</tr>
<tr>
<td>Total Cost</td>
<td>$42,400</td>
<td>$32,660</td>
</tr>
</tbody>
</table>

**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 (2014-15 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 $490 (2014-15 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 2014-15 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.

Parking Fee

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

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 2014-15

<table>
<thead>
<tr>
<th>Service</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment Deposit</td>
<td>$350</td>
</tr>
<tr>
<td>Student activity fee</td>
<td>$200</td>
</tr>
<tr>
<td>Facility Fee</td>
<td>$190</td>
</tr>
<tr>
<td>Technology fee</td>
<td>$400</td>
</tr>
<tr>
<td>Individual study (per cr. hour)</td>
<td>$175</td>
</tr>
<tr>
<td>Residential damage deposit</td>
<td>$100</td>
</tr>
<tr>
<td>Late academic registration Fee</td>
<td>$100</td>
</tr>
<tr>
<td>Graduation fee</td>
<td>$50</td>
</tr>
<tr>
<td>Late Student Account Contract fee</td>
<td>$50</td>
</tr>
<tr>
<td>Parking fee</td>
<td>$200</td>
</tr>
<tr>
<td>Late Payment Fee</td>
<td>$75</td>
</tr>
</tbody>
</table>

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

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

All statements will be sent to the student’s Adrian College email address. FERPA law does not allow Adrian College to add an email address other than the students to the statement. It is the student’s responsibility to add as many email addresses as needed allowing Heartland Educational Computer Systems Inc. (ECSI) to email the statements to any other person(s).

ECSI offers a monthly payment plan due on the 1st of August, September, October, November, and December for the fall semester and the 1st of January, February, March, April, and May for the spring semester. If paying for the full semester, payments are due on August 1st for the fall semester and January 1st for the spring semester.

Payments can be made by calling TMS, paying online through www.ecsi.net/adrian, using a credit card or by check, or by mailing in your payment. By teaming up with ECSI, Adrian College is doing everything we can to make education more affordable for our students.

A $75 monthly late payment fee will be assessed by ECSI when the minimum payment is not received by the due date. If you have not set up a payment plan through ECSI and carry a balance, $75 monthly late fee will be applied to your student account though Adrian College for any outstanding balance. No late fee will be applied if the outstanding balance is due to work study that will be applied to the student account.

Any non-current student with a past due balance will be subject to any/all collection fees 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 1st.

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 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:

<table>
<thead>
<tr>
<th>Liability Period</th>
<th>Tuition / Room and Board Ineligible for Refund</th>
<th>Tuition / Room and Board Eligible for Refund</th>
<th>Fees Ineligible for Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through Thursday of the First Week of Classes (the “Add/Drop” deadline)</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>Friday of the First Week of Classes through the Second Week of Classes</td>
<td>30%</td>
<td>70%</td>
<td>100%</td>
</tr>
<tr>
<td>Third Week</td>
<td>50%</td>
<td>50%</td>
<td>100%</td>
</tr>
<tr>
<td>Fourth Week</td>
<td>70%</td>
<td>30%</td>
<td>100%</td>
</tr>
<tr>
<td>After the Fourth Week</td>
<td>100%</td>
<td>0%</td>
<td>100%</td>
</tr>
</tbody>
</table>

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.

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.

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.
Financial Information

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 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.

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 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 Information

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

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.

Dawson Business Scholarship
Select upperclass students are chosen annually by the business department to receive full-tuition scholarships plus $500 for books. Dawson Scholarships are renewable for one additional year and are named in honor of former Adrian College president John H. Dawson. (’38)

Other Adrian Scholarships
Additional Adrian scholarships are available for students who are children or siblings of Adrian College alumni (Legacy Scholarship), recipients of Dollars for Scholars Scholarships (Dollars for Scholars Matching Grant), 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. 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 to discuss possibilities.
Student Life

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 8:30-5:00 am 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 - 5 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
Student Life

- follow-up of emergency hospital visits
- 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 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.
- 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
Student Life

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 fieldtrips 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 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 lab, meeting rooms, recreational space, and snack bar.

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 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
Student Life

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.

Calendar of Events
The College produces a full calendar of events each year including lectures, cultural events and films. In recent years, Adrian audiences have seen and heard speakers as varied as Ramsey Clark, Frederick Douglass IV, Alfie Kohn, Randall Kennedy, Diana Eck, Katie Cannon, Billy Beane, Arkadi Kuhlmann, Jonah Lehrer, Temple Grandin, Rupert Isaacson, and the National Theater of the Deaf. The Adrian Symphony, the Professional Orchestra-in-Residence, presents a season of concerts with guest artists. The season includes classical concerts, chamber music, pops concerts and family concerts.

Art Exhibits
The Valade Gallery 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 Invitational High School Choral Festival in October, the Showcase Concert in November, the Service of Lessons and Carols in December, the annual Choir/Band Tour in March, 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.

Lenawee Community Chorus
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.

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 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 multipurpose 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.

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 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
**Academic Activities**

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. 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

Athletic Activities

Athletics and Intramurals

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 16 men’s and 18 women’s varsity and club teams enjoy nearly 50 percent participation from the student body. We also take great pride in the number of Adrian student-athletes who have been named Academic All-America throughout the years.

Men’s Varsity/Club Sports
Teams for men are available in these 18 sports:
Baseball  ACHA D1 Ice Hockey
Bass Fishing  ACHA D3 Gold Ice Hockey
Bowling  ACHA D3 Black Ice Hockey
Basketball  Lacrosse
Cross Country  Soccer
Football  Tennis
Golf  Track & Field (indoor/outdoor)
NCAA Ice Hockey  Volleyball

Nationally, Adrian has been successful in baseball finishing fourth in Division III in 2008 with five straight conference titles and men’s hockey finishing second nationally in 2010-11. The men’s lacrosse team has also not lost a conference game in the last four seasons. The football team captured the 2012 MIAA Championship and hosted a NCAA playoff game for the first time. Any male student carrying at least 12 credit hours may try-out for any of these activities, provided he is academically eligible as certified by the Registrar. See Student Athletic Handbook for details.

Women’s Varsity/Club Sports
Teams for women are available in these 19 sports:
Basketball  Soccer
Bowling  Softball
Cross Country  Tennis
Golf  ACHA Ice Hockey
NCAA Ice Hockey  Cheerleading
Dance  Acrobatics & Tumbling
Equestrian  Intercollegiate Figure Skating
Lacrosse  Synchronized Skating
Volleyball  Track & Field (indoor/outdoor)

The softball team advanced to the NCAA regionals in 2009 after setting a school-record for wins. The women’s ice hockey team won the NCHA O’Brien Cup and advanced to the NCAA Tournament in 2010-11. The women’s lacrosse team has won three straight conference titles and won their first NCAA playoff game in 2013. Chelsea Essenmacher of the bowling team finished seventh nationally in singles play in 2012. Kelsea Sellers of the track team was an indoor All-American in the 60 meters. Any female student carrying at least 12 credit hours may try out for any of these activities, provided she is academically eligible as certified by the Registrar. See Student Athletic Handbook for details.

NCAA Division III Affiliation
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. Conference members include:

Albion College
Alma College
Calvin College
Hope College
Kalamazoo College
Olivet College
Saint Mary’s College (women’s athletics)
Trine University

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).

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  Men’s broom hockey
Co-ed softball  Men’s dodge ball
Co-ed soccer  Men’s wiffleball
Co-ed dodge ball  Women’s basketball
Co-ed 5-on-5 basketball  Women’s flag football
Co-ed flag football  Women’s softball
Co-ed wiffleball  Women’s broom hockey
Men’s basketball  Women’s volleyball
Men’s volleyball  Women’s soccer
Men’s softball  Women’s dodge ball
Men’s flag football  Women’s wiffleball
Men’s soccer

Activities may be added or deleted according to interest. Participation requires completion of waiver liability form.
Athletic Activities

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 end of campus. Nicolay Field was built in 2008 and has 500 chair-back seats above the dugouts on either baseline for optimal viewing. The softball field was also renovated in 2008 to add a new press box, dugouts and permanent chair-back seating for 100. The complex also added a new building adjacent to the field which features a locker room and concession stand.

The outdoor track complex hosted their first meet in 2011 to rave reviews from around Division III circles. The Craft Tennis Complex features 12 outdoor courts right along US-223 and the Multi-Sport Performance Stadium.

Arrington Ice Arena was completed in 2007 and houses all ice sports at Adrian. The arena has 500 chair-back seats and has seen crowds over 1,000 with standing-room along the glass. The arena has offices for coaches, an athletic training room and several locker rooms. In 2012, the arena also added a restaurant called WOW Café and Wingery, which overlooks the ice surface.

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.

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.

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.
Athletic Activities

Don and Dolly Smith Foundation Athletic Department Fund
This fund was endowed in 1982 by the trustees of the Don and Dolly Smith Foundation in Flat Rock. One of the trustees, Roger D. Smith is a 1965 graduate of Adrian. Income from the fund helps students with limited financial means to earn part of their educational expense by working in the athletic department.

S. Gary Spicer/Harry W. Speedy Athletic Department Fund
This fund was endowed in 1982 by S. Gary Spicer and Harry W. Speedy. Mr. Spicer, a 1964 graduate and a trustee of the College, is an attorney in Detroit. Dr. Speedy, a 1963 alumnus, is a physician in Greensburg, Pa. Administered in the same manner as all College student aid programs; the Spicer-Speedy Fund complies with all published financial regulations of the Michigan Intercollegiate Athletic Association. Income from the fund pays students employed by the athletic department. The athletic director recommends candidates for selection at the February or May meetings of the Athletic Board of Control and the award is used the following year.
Academic Affairs

The Division of Academic Affairs houses the Office of the Vice-President and Dean of Academic Affairs, the Assistant Dean of Academic Affairs Office of Academic Services, Office of Career Planning, Office of Foundations and Corporate Relations, Office of Information Technology, Office of Institutional Research and Assessment, and Office of the Registrar. Each office provides support to the institutions academic mission, enforces academic policies, and reviews policies and procedures for the academic structure of the college.

The Office Academic Services

The Office of Academic Services, located in 205 Jones Hall, has a professional staff to help students’ academic success. Services include tutoring, learning and study strategy consultations, and support for students having disabilities. All services are provided free of charge.

Academic Services also provides foundational coursework that includes college reading and critical thinking, study skills, and research paper writing. In addition, a reading for graduate school entrance exam course is offered each spring. Please see the course descriptions listed in the English Department section of the catalog.

Services for Students with Disabilities

Support for students with disabilities is coordinated with the Disabilities Services Specialist in the Academic Services Office, 205 Jones Hall. Services include test proctoring, adaptive software, readers, mobility assistance, and others. Students who would like to receive these services should provide the disabilities services specialist with written documentation from an appropriate, certified professional as soon as possible in order to ensure reasonable and appropriate adjustments are made early in the semester.

The Institute For Career Planning

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 Adrian 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 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 a 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 fund raising and grant writing.

The Office of Information Technology
The Office of Information Technology, located in Shipman Library, is responsible for maintain College Owned computers and related equipment as well as software upgrades.

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

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 9 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).

Degree Requirements

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, 4 hours (English 101)
2. Oral Communication Skills, 3 hours (Communication Arts & Sciences 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.
Academic Policies and Programs

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 21 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
**Academic Policies and Programs**

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 through 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. Writing Skills - 4 hours
(English 101) Virtually all professionals – whether in business, education, science or service – are expected to communicate effectively in writing. This English course, normally taken in the freshman year, is designed to provide students with the opportunity to develop and refine college-level writing skills.

B. Public Speaking Skills - 3 hours
(Communication Arts and Sciences 102) Professional success depends on the ability to communicate orally — both formally and informally, with other individuals or in large groups. Students are therefore required to take this beginning level course in oral communication, usually during one of the first three semesters of study.

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 waved 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, ML CJ 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 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; French; German; 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.

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 course work 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 course work 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
Academic Policies and Programs

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

Academic Policies

Expectations for Academic Honesty
1. No student shall intentionally or inadvertently present others’ ideas as his/her own.
2. No student shall give or receive assistance on course assignments beyond the guidelines established by the professor.
3. No student shall violate the ethical standards as established by the professor, including professional association of the discipline or other sanctioning bodies such as the state or federal government.
4. No student shall falsify, fabricate, or distort data through omission.
5. No student shall engage in conduct that destroys another person’s work or hinders another in her/his academic endeavors.
6. No student shall forge a signature of a faculty, staff member, or student. No student shall misrepresent his/her personal accomplishments or misrepresent information on his/her Adrian College career.

Definitions of Academic Dishonesty
1. Academic dishonesty includes attempts to present as one’s own work that which is not.
2. Academic dishonesty includes attempts to help others in efforts to present as their own work that which is not.
3. Academic dishonesty includes attempts to prevent others from receiving their academic credit.

Examples of Academic Dishonesty
(This list is not exhaustive and may be modified to reflect specific course requirements by a professor)
1. Academic dishonesty includes any behaviors that would affect another’s work or materials necessary to complete such work; for example, withholding reference materials, destroying or tampering with computer files, laboratory, studio work, library resources, or research projects.
2. Academic dishonesty includes submission of work that the student knows to be inaccurate; for example, a lab report in which data has been adjusted or falsified.
3. Academic dishonesty includes providing examinations, papers, or other academic work to fellow students when the assignment has not been produced by the student turning it in; for example, using sorority or fraternity files.
4. Academic dishonesty includes submission of work that has been produced by another as one’s own work; for example, using another student’s speech from last year.

5. Academic dishonesty includes copying or using unauthorized materials or equipment for exams, performances, rehearsals, or class assignments; for example, using “cheat sheets” in exams.
6. Academic dishonesty includes submission of a paper purchased from the Internet or other commercial sources.
7. Academic dishonesty includes turning in the same paper for two classes without permission of both professors.
8. Note: Seeking assistance from appropriate sources such as professors, tutors, or assistants in the College Writing Center or Math Department is NOT academically dishonest.

   a. Plagiarize – to steal and pass off (the ideas or words of another) as one’s own; use (a created production) without crediting the source – vi: to commit literary theft; present as new and original an idea or product derived from an existing source. Mish, F. (Ed.), et.al. (1988). Webster’s New Collegiate Dictionary (9th ed.). (p. 898). Springfield, MA: Merriman.
   b. Types of Plagiarism:
      i. Direct or intentional plagiarism is taking the exact words of an author without giving due credit.
      ii. Acceptable: “To the extent that behavior problems occur in the classroom, teachers should question the students and conduct systematic observations of them” (Good & Brophy, 1991, p. 257).
      iii. Unacceptable: To the extent that behavior problems occur in the classroom, teachers should question the students and conduct systematic observations of them.
      iv. Indirect or unintentional plagiarism occurs “when paraphrasing someone’s words or ideas without changing the sentence structure or only occasionally changing a word or phrase” (Storey, 1999).
   v. Inadvertent plagiarism is failure to provide appropriate citations or failure to include quotation marks and thus indicates sloppy scholarship. Inadvertent plagiarism is not acceptable, even with the statement, “I didn’t know.”
   c. How to avoid plagiarism
      i. Give a complete acknowledgement of sources and include a bibliography of all sources used. The bibliography must be prepared in a standard style (e.g., APA, MLA).
      ii. Use quotation marks to indicate a direct use of someone’s work.
      iii. Acknowledge the author when using his/her ideas.
      iv. Take careful notes, indicating the source of the information or idea.
Academic Policies and Programs

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 17 hours under normal tuition. Students who take more than 17 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 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 inquire 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 Policies and Programs

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.
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

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<tr>
<th>Enrollments Probation Status for Full-Time Students</th>
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<tbody>
<tr>
<td>Semesters Completed</td>
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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 |

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.

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.
Academic Policies and Programs

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 re-admitted 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 semester.

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, 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.
Academic Policies and Programs

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

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.
Academic Policies and Programs

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 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

<table>
<thead>
<tr>
<th>Subject Examination</th>
<th>Score</th>
<th>AC Equivalent</th>
<th>Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History</td>
<td>4 or 5</td>
<td>AHIS 209, 210</td>
<td>6 S.H.</td>
</tr>
<tr>
<td>Art Studio - Drawing Port</td>
<td>4 or 5</td>
<td>ART 103</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>Art Studio - 3D Port</td>
<td>4 or 5</td>
<td>ART 100</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>Art Studio - 2D Port</td>
<td>4 or 5</td>
<td>ART 101</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>Biology</td>
<td>4 or 5</td>
<td>BIOL 103, 104</td>
<td>8 S.H.</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4 or 5</td>
<td>CHEM 101</td>
<td>4 S.H.</td>
</tr>
<tr>
<td>Economics - Macro</td>
<td>4 or 5</td>
<td>ECON 202</td>
<td>4 S.H.</td>
</tr>
<tr>
<td>Economics - Micro</td>
<td>4 or 5</td>
<td>ECON 201</td>
<td>4 S.H.</td>
</tr>
<tr>
<td>Eng. Language and Comp.</td>
<td>4 or 5</td>
<td>ENGL 101</td>
<td>4 S.H.</td>
</tr>
<tr>
<td>Eng. Literature and Comp.</td>
<td>4 or 5</td>
<td>ENGL 250</td>
<td>4 S.H.</td>
</tr>
<tr>
<td>French Language</td>
<td>4, 5</td>
<td>MLCF 101, 102</td>
<td>4-8 S.H.</td>
</tr>
<tr>
<td>German Language</td>
<td>4, 5</td>
<td>MLCG 101, 102</td>
<td>4-8 S.H.</td>
</tr>
<tr>
<td>Gov't &amp; Politics/U.S.</td>
<td>4 or 5</td>
<td>PSCI 101</td>
<td>4 S.H.</td>
</tr>
<tr>
<td>Gov't &amp; Politics/Comp</td>
<td>4 or 5</td>
<td>PSCI (comp.)</td>
<td>4 S.H.</td>
</tr>
<tr>
<td>History, American</td>
<td>4, 5</td>
<td>HIST 105, 106</td>
<td>4-8 S.H.</td>
</tr>
<tr>
<td>History, European</td>
<td>4, 5</td>
<td>HIST 103, 104</td>
<td>4-8 S.H.</td>
</tr>
<tr>
<td>Math - Calculus AB</td>
<td>4 or 5</td>
<td>MATH 135</td>
<td>4 S.H.</td>
</tr>
<tr>
<td>Math - Calculus BC</td>
<td>4 or 5</td>
<td>MATH 135, 205</td>
<td>8 S.H.</td>
</tr>
<tr>
<td>Mathematics Statistics</td>
<td>4 or 5</td>
<td>MATH 204</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>Music Theory</td>
<td>4, 5</td>
<td>MUS 101, 102</td>
<td>3-6 S.H.</td>
</tr>
<tr>
<td>Music Listening &amp; Lit.</td>
<td>5</td>
<td>MUS 107</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>Physics B</td>
<td>4, 5</td>
<td>PHYS 101, 102</td>
<td>3-6 S.H.</td>
</tr>
<tr>
<td>Physics C. Mechanics</td>
<td>4, 5</td>
<td>PHYS 205</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>Physics C. Electr/Magn.</td>
<td>4, 5</td>
<td>PHYS 206</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>Psychology</td>
<td>4 or 5</td>
<td>PSYC 100</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>Spanish Language</td>
<td>4, 5</td>
<td>MLCS 101, 102</td>
<td>4-8 S.H.</td>
</tr>
</tbody>
</table>

39
**International Baccalaureate**

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Area</th>
<th>AC Equivalent</th>
<th>Credit Hours</th>
<th>Will Accept with Chair Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>MLC</td>
<td>Language A1</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>MLC</td>
<td>Language A2</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>MLC</td>
<td>Language B</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>MLC</td>
<td>Classical Languages</td>
<td>No AC Equivalent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B AD</td>
<td>Business and Management</td>
<td>No AC Equivalent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEOL</td>
<td>Geography</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>ECON</td>
<td>Economics</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>HIST</td>
<td>History</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>HIST</td>
<td>Islamic History</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIS</td>
<td>Information Technology in a Global Society</td>
<td>CIS 120</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PHIL</td>
<td>Philosophy</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>PSYC</td>
<td>Psychology</td>
<td>PSYC 100</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SOC</td>
<td>Social and Cultural Anthropology</td>
<td>SOC 102</td>
<td>4</td>
<td>x</td>
</tr>
<tr>
<td>BIOL</td>
<td>Biology</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>CHEM</td>
<td>Chemistry</td>
<td>CHEM 105, 106, 107, 108</td>
<td>3,3,1,1</td>
<td>x</td>
</tr>
<tr>
<td>PHYS</td>
<td>Physics</td>
<td>PHYS 205, 206, 209, 210</td>
<td>3,3,1,1</td>
<td></td>
</tr>
<tr>
<td>INTD</td>
<td>Design Technology</td>
<td>No AC Equivalent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH</td>
<td>Mathematics</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>CIS</td>
<td>Computer Science</td>
<td>CIS 105, 104</td>
<td>3.3</td>
<td></td>
</tr>
<tr>
<td>ART</td>
<td>Visual Arts</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>MUS</td>
<td>Music</td>
<td>MUS 107</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>THRE</td>
<td>Theatre Arts</td>
<td>THRE 106, THRE 108</td>
<td>3,3</td>
<td></td>
</tr>
</tbody>
</table>

**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.
Academic Policies and Programs

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.

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 toward 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. The Irish-American Scholars Program and Yonsei University).

During May and summer terms, the student will be charged the fees of the host institution or program and an Administrative fee of $200. Exceptions to this policy are Adrian College’s Oxford and York summer programs, which are administered through the College and have their fees set by the College.

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.
Academic Policies and Programs

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. An option is available to attend Washington 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 portfolio which shows competence in a wide variety of media.
2. Art majors: Psychology 100, 205, 303, 304 and 311.
3. Psychology majors: Art 100, 101, 103, 201, 205, 301, 303, 305, with at least 6 credits of 351 in one medium.
4. Completion of an internship of at least 3 hours with a registered Art Therapist.
Advisor: Professor Pi Benio

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 course work: 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
Academic Policies and Programs

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 health care must complete graduate education at the masters 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 pre-requisites 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;
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 pre-requisite 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 pre-requisite 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 health care 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 Post Graduate 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/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
Academic Policies and Programs

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.

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;
- 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 scale 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. Please see academic honesty section earlier in the catalog.

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 suspected of dishonesty, meet with
Academic Policies and Programs

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 may also report the incident in the student’s file in the Office of Student Life. In the second procedural level, the student may also be reported to the Office of Student Life for administrative action in addition to or in lieu of academic disciplinary procedures. Contact the Assistant Dean of Students at x3142 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.
Academic Policies and Programs

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. Adrian’s lecture program encompasses the entire College. 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.

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
Academic Policies and Programs

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. Andrea Milner

**Institute for Entrepreneurial Studies**
The Institute strives to create and provide an academic environment (classes, seminars, lecturers 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 start-up 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. Fritz Detwiler

**Institute for Health Studies**
The Adrian College Institute for Health Studies supports students planning any career in the health care 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, Mr. Lynn Schefsky, BA, JD

Future institutes being explored include Institute for Social Justice, Institute for Experiential and Service Learning and the Institute for Lifelong Learning.
Academic Policies and Programs

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

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

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 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.
Courses of Instruction

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 offering 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 hour 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).

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.
Courses of Instruction

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.

Return to Table of Contents
# Department and Degree Index

## Department and Degree Index

Note: Teacher education certificates are listed in italics; please see the Teacher Education portion of the catalog for more information.

<table>
<thead>
<tr>
<th>Department/Program/Degree</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accountancy/Business Administration</strong></td>
<td>56</td>
</tr>
<tr>
<td>Bachelor of Business Administration in Accounting</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science in Public Accounting</td>
<td></td>
</tr>
<tr>
<td>Masters of Science in Accounting</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Business Administration in Entrepreneurial Studies</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Business Administration in Marketing</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Business Administration in Management</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Business Administration in Sports Management</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts in Business</td>
<td></td>
</tr>
<tr>
<td>Associate of Arts in Business</td>
<td></td>
</tr>
<tr>
<td>Minor in Business Administration</td>
<td></td>
</tr>
<tr>
<td><strong>Art and Design</strong></td>
<td>64</td>
</tr>
<tr>
<td>Bachelor of Arts in Studio Art</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Fine Arts in Studio Art</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Fine Arts with Teacher Certification in Studio Art</td>
<td></td>
</tr>
<tr>
<td>Pre-Art Therapy</td>
<td></td>
</tr>
<tr>
<td>Associate of Arts in Art</td>
<td></td>
</tr>
<tr>
<td>Minor in Art</td>
<td></td>
</tr>
<tr>
<td>Art History</td>
<td></td>
</tr>
<tr>
<td>Minor in Art History</td>
<td></td>
</tr>
<tr>
<td><strong>Arts Management</strong></td>
<td>69</td>
</tr>
<tr>
<td>Bachelor of Arts in Arts Management</td>
<td></td>
</tr>
<tr>
<td><strong>Biology</strong></td>
<td>71</td>
</tr>
<tr>
<td>Bachelor of Arts in Biology</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts with Teacher Certification in Biology</td>
<td></td>
</tr>
<tr>
<td>Associate of Arts in Biology</td>
<td></td>
</tr>
<tr>
<td>Minor in Biology</td>
<td></td>
</tr>
<tr>
<td><strong>Chemistry and Biochemistry</strong></td>
<td>75</td>
</tr>
<tr>
<td>Bachelor of Arts in Chemistry</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science in Chemistry</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science in Biochemistry</td>
<td></td>
</tr>
<tr>
<td>Minor in Chemistry</td>
<td></td>
</tr>
<tr>
<td><strong>Communication Arts and Sciences</strong></td>
<td>80</td>
</tr>
<tr>
<td>Bachelor of Arts in Communication Arts and Sciences</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts with Teacher Certification in Speech/Communication</td>
<td></td>
</tr>
<tr>
<td>Associate of Arts in Communication Arts and Sciences</td>
<td></td>
</tr>
<tr>
<td>Minor in Communication Arts and Sciences</td>
<td></td>
</tr>
<tr>
<td>Minor in Public Relations</td>
<td></td>
</tr>
<tr>
<td><strong>Computer Information Systems</strong></td>
<td>83</td>
</tr>
<tr>
<td>Minor in Computer Information Systems</td>
<td></td>
</tr>
<tr>
<td><strong>Economics</strong></td>
<td>85</td>
</tr>
<tr>
<td>Bachelor of Arts in Economics</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts with Teacher Certification in Economics</td>
<td></td>
</tr>
<tr>
<td>Associate of Arts in Economics</td>
<td></td>
</tr>
<tr>
<td>Minor in Economics</td>
<td></td>
</tr>
<tr>
<td><strong>English</strong></td>
<td>87</td>
</tr>
<tr>
<td>Bachelor of Arts in English with Emphasis in Literature</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts in English with Emphasis in Writing</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts with Teacher Certification in English</td>
<td></td>
</tr>
<tr>
<td>Associate of Arts in English Literature</td>
<td></td>
</tr>
<tr>
<td>Associate of Arts in English Writing</td>
<td></td>
</tr>
<tr>
<td>Minor in English Literature</td>
<td></td>
</tr>
<tr>
<td>Minor in Writing</td>
<td></td>
</tr>
<tr>
<td><strong>Environmental Studies/Science Program</strong></td>
<td>91</td>
</tr>
<tr>
<td>Bachelor of Arts in Environmental Studies</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts in Environmental Science</td>
<td></td>
</tr>
<tr>
<td><strong>Exercise Science/Physical Education</strong></td>
<td>93</td>
</tr>
<tr>
<td>Bachelor of Science in Exercise Science: Health Management</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science in Exercise Science: Pre-Professional</td>
<td></td>
</tr>
<tr>
<td>Master of Science in Athletic Training</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts in Physical Education</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts with Teacher Certification in Physical Education</td>
<td></td>
</tr>
<tr>
<td>Associate of Arts in Physical Education</td>
<td></td>
</tr>
<tr>
<td>Minor in Physical Education</td>
<td></td>
</tr>
<tr>
<td><strong>Geology</strong></td>
<td>101</td>
</tr>
<tr>
<td>Bachelor of Arts in Geology</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science in Geology</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts in Environmental Geology</td>
<td></td>
</tr>
<tr>
<td>Associate of Arts in Geology</td>
<td></td>
</tr>
<tr>
<td>Minor in Geology</td>
<td></td>
</tr>
<tr>
<td><strong>History</strong></td>
<td>104</td>
</tr>
<tr>
<td>Bachelor of Arts in History</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts with Teacher Certification in History</td>
<td></td>
</tr>
<tr>
<td>Associate of Arts in History</td>
<td></td>
</tr>
<tr>
<td>Minor in History</td>
<td></td>
</tr>
<tr>
<td><strong>Honors Program</strong></td>
<td>109</td>
</tr>
<tr>
<td>Bachelor of Science in Interior Design</td>
<td></td>
</tr>
<tr>
<td>Pre-Architecture Program</td>
<td></td>
</tr>
<tr>
<td><strong>International Studies</strong></td>
<td>113</td>
</tr>
<tr>
<td>Bachelor of Arts in International Studies</td>
<td></td>
</tr>
<tr>
<td><strong>Journalism</strong></td>
<td>115</td>
</tr>
<tr>
<td>Minor in Journalism</td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>116</td>
</tr>
<tr>
<td>Bachelor of Arts in Mathematics</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts with Teacher Certification in Mathematics</td>
<td></td>
</tr>
<tr>
<td>Minor in Mathematics</td>
<td></td>
</tr>
<tr>
<td><strong>Modern Languages and Cultures</strong></td>
<td>119</td>
</tr>
<tr>
<td>Bachelor of Arts in French</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts with Teacher Certification in French</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts in German</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts with Teacher Certification in German</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts in Japanese Studies</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts in Spanish</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts with Teacher Certification in Spanish</td>
<td></td>
</tr>
<tr>
<td>Associate of Arts in French</td>
<td></td>
</tr>
<tr>
<td>Associate of Arts in German</td>
<td></td>
</tr>
<tr>
<td>Associate of Arts in Spanish</td>
<td></td>
</tr>
<tr>
<td>Minor in French</td>
<td></td>
</tr>
<tr>
<td>Minor in German</td>
<td></td>
</tr>
<tr>
<td>Minor in Japanese Studies</td>
<td></td>
</tr>
<tr>
<td>Minor in Spanish</td>
<td></td>
</tr>
<tr>
<td><strong>Music</strong></td>
<td>125</td>
</tr>
<tr>
<td>Bachelor of Music Education with Teacher Certification in Music</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Music in Performance</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts in Music</td>
<td></td>
</tr>
<tr>
<td>Minor in Music</td>
<td></td>
</tr>
<tr>
<td><strong>Musical Theatre</strong></td>
<td>131</td>
</tr>
<tr>
<td>Bachelor of Arts in Musical Theatre</td>
<td></td>
</tr>
<tr>
<td>Department/Program/Degree</td>
<td>Page</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td><strong>Philosophy and Religion</strong></td>
<td>132</td>
</tr>
<tr>
<td>Bachelor of Arts in Philosophy</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts in Religion</td>
<td></td>
</tr>
<tr>
<td>Associate of Arts in Philosophy</td>
<td></td>
</tr>
<tr>
<td>Associate of Arts in Religion</td>
<td></td>
</tr>
<tr>
<td>Minor in Ethics</td>
<td></td>
</tr>
<tr>
<td>Minor in Philosophy</td>
<td></td>
</tr>
<tr>
<td>Minor in Religion</td>
<td></td>
</tr>
<tr>
<td><strong>Physics</strong></td>
<td>138</td>
</tr>
<tr>
<td>Bachelor of Arts in Physics</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science in Physics</td>
<td></td>
</tr>
<tr>
<td>Associate of Arts in Physics</td>
<td></td>
</tr>
<tr>
<td>Minor in Physics</td>
<td></td>
</tr>
<tr>
<td><strong>Political Science</strong></td>
<td>141</td>
</tr>
<tr>
<td>Bachelor of Arts in Political Science</td>
<td></td>
</tr>
<tr>
<td>Associate of Arts in Political Science</td>
<td></td>
</tr>
<tr>
<td>Minor in Political Science</td>
<td></td>
</tr>
<tr>
<td><strong>Psychology</strong></td>
<td>144</td>
</tr>
<tr>
<td>Bachelor of Arts in Psychology</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science in Psychology</td>
<td></td>
</tr>
<tr>
<td>Associate of Arts in Psychology</td>
<td></td>
</tr>
<tr>
<td>Minor in Psychology</td>
<td></td>
</tr>
<tr>
<td>Pre-Art Therapy</td>
<td></td>
</tr>
<tr>
<td><strong>Social Work</strong></td>
<td>147</td>
</tr>
<tr>
<td>Bachelor of Social Work</td>
<td></td>
</tr>
<tr>
<td>Minor in Social Work</td>
<td></td>
</tr>
<tr>
<td><strong>Sociology and Criminal Justice</strong></td>
<td>150</td>
</tr>
<tr>
<td>Bachelor of Arts in Sociology</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts in Criminal Justice</td>
<td></td>
</tr>
<tr>
<td>Master of Arts in Criminal Justice</td>
<td></td>
</tr>
<tr>
<td>Associate of Arts in Sociology</td>
<td></td>
</tr>
<tr>
<td>Associate of Arts in Criminal Justice</td>
<td></td>
</tr>
<tr>
<td>Minor in Sociology</td>
<td></td>
</tr>
<tr>
<td>Minor in Criminal Justice</td>
<td></td>
</tr>
<tr>
<td><strong>Teacher Education</strong></td>
<td>156</td>
</tr>
<tr>
<td><strong>Theatre</strong></td>
<td>173</td>
</tr>
<tr>
<td>Bachelor of Arts in Theatre</td>
<td></td>
</tr>
<tr>
<td>Associate of Arts in Theatre</td>
<td></td>
</tr>
<tr>
<td>Minor in Theatre</td>
<td></td>
</tr>
<tr>
<td><strong>Women’s and Gender Studies</strong></td>
<td>176</td>
</tr>
<tr>
<td>Minor in Women’s and Gender Studies</td>
<td></td>
</tr>
</tbody>
</table>
Mission Statement
In a professional, supportive work environment that encourages interdependency and sharing of individual student insight, the Department of Accountancy and Business Administration 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 320 Managerial Finance (3)
- BAD 449 Capstone: Business Policy (3)

Business Major Cognates (17-18 credit hours)
- CIS 140 Business Applications for Computers (3)
- ECON 201 Principles of Microeconomics (4)
- ECON 202 Principles of Macroeconomics (4)
- 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 17-18 hours of cognates)

Business Major Core (24 hours)

Business Major Cognates (17-18 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.

The emphasis can be on preparation for public accounting, private accounting or accounting for governmental and non-profit organizations.
Accountancy/Business Administration

Bachelor of Science in Public Accounting
(48 hours of Accountancy and Business Administration courses, 13 hours of Public Accounting electives, and 17-18 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 (17-18 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.

**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.

**M.S. in Accountancy Core (30 hours)**
- ACCT 510 Corporate Financial Reporting (3)
- ACCT 511 Controllership and Internal Accounting (3)
- ACCT 512 Advanced Auditing (3)
- ACCT 513 Advanced Corporate and Partnership Taxation (3)
- ACCT 514 Advanced Accounting Information Systems (3)
- ACCT 515 Financial Statement and Fraud Analysis (3)
- ACCT 516 Current Topics and Accounting Theory (3)
- ACCT 518 Accounting for Non-Profit Entities (3)
- ACCT 520 Advanced Analytics (3)
- ACCT 521 Leadership, Communications and Professional Ethics (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 (17-18 hours)**

**Marketing Electives (15 hours)**
15 hours from these courses:
- BAD 331 Marketing Research (3)
- 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.
Accountancy/Business Administration

Bachelor of Business Administration in Management
(48 hours of Accountancy and Business Administration courses and 17-18 hours of cognates)

Business Major Core (24 hours - see above)
Business Major Cognates (17-18 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. (4)
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, 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 (17-18 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 Sports Management (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

Bachelor of Business Administration in Entrepreneurial Studies
(48 hours of Accountancy and Business Administration courses and 17-18 hours of cognates)

Business Major Core (24 hours – see above)
Business Major Cognates (17-18 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  450   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

Bachelor of Arts in Business Administration
(33 hours of Accountancy and Business Administration courses and 17-18 hours of cognates)

Business Major Core (24 hours - see above)
Business Major Cognates (17-18 hours - see above)

Accountancy/Business Administration 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  320   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 (4)
ECON  202   Principles of Macroeconomics (4)
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
Accountancy/Business Administration

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, with emphasis on sole proprietorships. Topics include journalizing and posting transactions, adjustments, financial statement preparation, current assets, plant and equipment, and liabilities. (Prerequisite: MATH 101 or Math Placement Examination). Fall.

204. Principles of Accounting II (3).
A continuation of financial accounting with emphasis on corporations, including an introduction to cost accounting, the budgeting and accounting concepts involved in managerial decision-making, and a brief introduction to federal income taxation. (Prerequisite: ACCT 203). Spring.

301, 302. Intermediate Accounting I, II (3, 3).
A detailed study of financial accounting and statement presentation, including the application of accounting theory, standards, principles and procedures to financial accounting problems. This is a central course sequence for accountancy majors, also open to non-majors seeking more detailed study of financial accounting. (Prerequisite: ACCT 204 for 301; 301 for 302). Fall, Spring.

305. Business Law I (3).
Review of the nature of law, legal procedure, the judicial system and crimes and torts; a study of contracts, forms of agreement and performance, and the discharge and enforcement of contractual arrangements; analysis of sales of goods and other transactions under the Uniform Commercial Code, including the rights of customers, dealers, managers and the public. (Prerequisite: junior standing or departmental permission). Fall, Spring.

306. Business Law II (3).
Legal problems of business enterprises, including employer-employee relationships, principals and agents, partnerships and corporations, and government regulation of business; creditors’ and debtors rights; and real and personal property laws. (Prerequisite: ACCT 305). Offered occasionally.

311. Managerial Cost Accounting (3).
Coverage includes the cost accounting cycle, job order, process and standard cost systems; by-products and joint-products; direct costing; and profit planning. (Prerequisite: ACCT 204). Spring.

A study of federal taxation as it applied to individuals (including sole proprietorships), partnerships and corporations, with some discussion of tax planning and research. (Prerequisite: ACCT 204). Fall.

318. Accounting for Governmental and Non-Profit Organizations (3).
Specialized accounting for non-profit organizations, including state and local government units and institutions such as colleges and hospitals. (Co-requisite: ACCT 302). Offered as needed, including some May terms.

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.

412. Auditing (3).
Auditing principles, concepts, procedures, standards, opinions and reports; ethics of the profession; and sampling techniques. (Prerequisites: ACCT 302 and 414). Fall.

413. Advanced Tax Accounting (3).
Higher level issues pertaining to the taxation of individuals, partnerships, corporations, estates and trusts are studied. A portion of the course is devoted to state and local taxes and taxation of non-profits. The emphasis of this course is on tax research and tax planning. (Prerequisite: ACCT 313). Offered as needed.

414. Accounting Systems and Controls (3).
This course studies Accounting Information Systems with an emphasis on internal controls to assure the quality of financial information and prevention of fraud and theft. Best practices for operation and control of a responsive
system that supports external financial reporting; internal managerial reporting and effective cash management are also emphasized. (Prerequisites: ACCT 301 and CIS 140). Spring.

416. **Advanced Accounting (3).**
The emphasis is on business combinations and consolidated financial statements, with some consideration given to other complex accounting applications such as partnerships, non-profit accounting, fiduciary accounting and foreign currency translations. (Prerequisite: ACCT 302). Fall.

417. **CPA Review (3).**
For students who have completed their accounting major and are planning to take the CPA or CMA examination. Emphasis is on the theory and practice portions of the examination, with some additional work on auditing. Review materials and assistance are also available for the business law portion of the examination. (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)

510. **Corporate Financial Reporting (3).**
Course will examine theory for financial accounting for income measurement and balance sheet reporting. Selected Generally Accepted Accounting Principles advanced topics will be discussed. Annual and quarterly reports to shareholders and governmental agencies will be examined. (Spring and Fall of odd numbered years).

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. (Spring and Fall of even numbered years).

512. **Advanced Auditing (3).**
Course will cover current auditing professional pronouncements and standards as promulgated by Auditing Standards Board, Public Company Accounting Oversight Board, and the International Accounting Standards Board. Course will include the process and preparation of financial statements in accordance with professional standards. (Spring and Fall of even numbered years).

513. **Advanced Corporate and Partnership Taxation (3).**
Study of tax theory and application of tax laws to corporate, partnership and non-profit entities. Topic coverage will include tax issues related to formation, operation, reorganization, consolidation, liquidation, and filing requirements of corporate, partnership and non-profit entities. (Spring and Fall of even numbered years).

514. **Advanced Accounting Information Systems (3).**
Management of accounting information system projects. Topic coverage includes planning, implementing and control of selected information models. Course will also discuss and analyze the auditing of financial data in a computerized environment. (Spring and Fall of even numbered years).

515. **Financial Statement and Fraud Analysis (3).**
Course will analyze financial statements and case studies illustrating examples of financial fraud. The roles of management and the fiduciary responsibility of the public accountant will be examined. (Spring and Fall of even numbered years).

516. **Current Topics and Accounting Theory (3).**
Study of the convergence process of Generally Accepted Accounting Principles and International Accounting Standards. Topic coverage of the ongoing process to integrate U.S. and international accounting standards. Course coverage will include the discussion and comparison of integrated financial principles into the comprehensive financial statements. (Spring and Fall of odd numbered years).

518. **Accounting for Non Profit Entities (3).**
Topic coverage of accounting and reporting for non-profit organizations including state and local government units, hospitals, public schools, and colleges and universities. Analysis of financial statements and audit procedures related to non-profit organizations will also be examined. (Spring and Fall of odd numbered years).

520. **Advanced Analytics (3).**
Course emphasizes the importance of analytical tools in the accounting profession. Topic coverage will include the use of Excel and Access for problem solving with statistical analysis tools, what-if analysis situations, advanced charting and building and using data bases and analyzing data and information for effective decision making. (Spring and Fall of odd numbered years).
Accountancy/Business Administration

521. Leadership, Communication, and Professional Ethics (3).
A study of professional and ethical standards of various governing bodies and the development of written and oral communication skills pertinent to the accounting profession. Course will also discuss practice management, and the development and maintenance of client relations. (Spring and Fall of even numbered years).

Business Administration (BAD)

Finance

320. 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.

321. 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: BAD 320). Offered as needed.

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.

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 retail 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.

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.

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.

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 Sports Management (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; gender equity. Explores and analyses options for resolving specific legal and ethical dilemmas applying the rational decision making model. (Prerequisite: BAD 261).
Accountancy/Business Administration

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.

251. 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: BAD 250). Fall, Spring.

450. 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 320).

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).
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 lifelong 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 in 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.

Art and Design Core (10 hours)
- ART 100 Three-Dimensional Design (3)
- ART 101 Two-Dimensional Design (3)
- ART 103 Drawing from Life (3)
- ART 300 Art and Design Career Seminar (1)

Art and Design Electives (18 Hours)
Three two-course sequences chosen from the following:
- Painting: ART 201, 301
- Printmaking: ART 203, 204
- Ceramics: ART 205, 305
- Fibers: ART 209, 210
- Photography: ART 215, 315
- Digital Art: ART 218, 228, 319, 328, 329 (Pick two)
- Sculpture: ART 220, 320
*At least one sequence must be in ceramics or sculpture.

Bachelor of Arts in Studio Art
(32 hours of Art and Design and 8 hours of cognates)

Art and Design Core (10 hours)

Art and Design Electives (18 Hours)

Senior Exhibition
At least one hour Advanced Studio (ART 351) in the medium of your exhibition, in each semester of your senior year, is required.

Sr. Exhibition & Career Preparation (2 hours)
One hour of ART 401 each semester of the senior year.

Art History Cognates
Eight hours of AHIS courses.

Bachelor of Fine Arts in Studio Art
(51 hours in Art and Design and 16 hours of cognates)

Art and Design Core (10 hours)

Art and Design Electives (18 hours)

Art and Design Electives
- ART 250 Drawing and Illustration (3)
- ART 303 Figure Studies (3)

Advanced Studio
Six hours of ART 351 in a single medium. Enroll in at least 1 credit hour each semester of senior year.

Art History Cognates (16 hours)
- AHIS 209 World Art History I (4)
- or AHIS 210 World Art History II (4)
- AHIS 337 Contemporary Art History (4)
- Eight hours AHIS electives
Art and Design

Career Focus Classes (12 hours)
These classes will be selected by the student and Art Department Faculty from classes within and/or outside the Art and Design Department, and approved by the Art Department faculty by the end of the junior year.

Senior Exhibition & Career Preparation (2 hours)
One hour ART 401 each semester of the senior year.

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 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, 103; nine hours of art electives; and one AHIS cognate (4 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).
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).
Design elements, principles, processes and media in two dimensions, in a variety of visual concepts in both black and white and color. Fall, Spring.

103. Drawing from Life (3) (ARTS).
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).
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 (3).
Painting as a creative process involving aspects of drawing, design, image, color, and material techniques, in the expressive organization of a two-dimensional surface. Work will involve a variety of media and methods. (Prerequisite: 6 hours from ART 100, 101, 103). Fall.

203. Non-Acid Intaglio Printmaking (3).
Non-acid intaglio techniques on Plexiglas and metal etching plates, manipulation of point and criblé textures and vocabulary of nontraditional techniques. Creation of images using collage-based collagraph plates. (Prerequisite: 6 hours from ART 100, 101, 103).

204. Relief Printmaking (3).
Work in basic woodcut and linoleum printing. (Prerequisite: 6 hours from ART 100, 101, 103). Spring.

205. Ceramics (3).
The construction processes, materials, glazing and firing of ceramic works (low and hire fire, including gas, salt/soda, and wood fire). Emphasis is on hand-building and wheel techniques in sculptural and functional forms. (Prerequisite: 6 hours from ART 100, 101, 103). Fall.

208. Metals (3) (ARTS).
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). Spring.

209. Weaving and Fiber Construction (3) (ARTS).
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.

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. Basic Photography (3) (ARTS).
Beginning level study of Digital Photography. Learn camera operation, electronic image editing and techniques to improve one’s skill as a photographer. While refining technical skill, there is also an emphasis on developing aesthetic sensitivity and appreciation of the medium as a potent vehicle for communication. Fall.
Art and Design

218. Digital Imaging (3) (ARTS).
An introduction to the computer and Adobe Photoshop software. Students create a variety of digital images while applying creative solutions to design problems. Students will explore the unique challenges and advantages of making art with a computer. Emphasis is also placed on developing creative thought processes and personal expression. (Prerequisite: ART 101). Fall, Spring.

220. Sculpture I (3).
A continuation of the media presented in Art 100. New techniques and media presented may include aluminum casting, woodcarving, earthwork, ice carving, glass casting, welding, or paper sculpture. The class will culminate in a significant independent project. (Prerequisite: ART 100). Fall.

228. Graphic Design (3).
An introduction to the basics of print design and the application of industry standard software such as Adobe InDesign and Adobe Illustrator. Topics may include page-layout, creation of logos, use and manipulation of text and graphics, product label design, basic printing and post-production. Fall.

250. Drawing and Illustration (3).
Continued exploration of perceptual and expressive drawing, utilizing a variety of technical means and media, including color drawing media, animation/video, and illustration projects. (Prerequisite: Art 103). Spring.

300. 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 art work, port-folio and resume preparation, gallery and exhibition experiences appropriate to the students’ possible career directions will be identified and initiated. Fall.

301. Painting II (3).
Continuing study of painting as a creative process involving aspects of drawing, design, image, color and material techniques, in the expressive organization of a two-dimensional surface. Increasing focus on the development of the student’s unique personal aesthetic. (Prerequisite: Art 201). Spring.

303. Figure Studies (3).
Students draw and model in clay from figure and costume models and complete additional work in medium of choice (drawing, painting, sculpture). Course content includes both problems proposed by the instructor and those initiated by the student. (Prerequisites: Art 100 and 103). Spring.

305. Ceramics II (3).
Emphasis on the wheel and advanced hand building techniques. Multi-temperature low fire surfaces, glaze testing and kiln firing will be stressed. Historical perspectives of ceramics will be explored along with the development of the student’s unique personal aesthetic. (Prerequisite: Art 106 or 205). Spring.

315. Intermediate Photography (3).
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, and instructor’s permission). Spring.

319. Creating a Website (3).
Students will learn industry-standard software, such as Adobe Dreamweaver, to create and launch multi-faceted, functional websites. This course includes building web galleries, user interactivity, video, and navigation systems. Spring.

320. Sculpture II (3).
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). Spring.

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). Spring. (Alternates with ART 325).

328. Graphic Design II and Web Design (3).
This course is a continuation and further exploration of Graphic Design. Students will expand their skills in design through creatively solving real-world design problems. Students will also learn web site design, which includes information architecture, interactivity, and enhanced navigation. (Prerequisite: ART 228). Spring.
Art and Design

329. Video Art (3).
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 218). Spring.

350 Design Studio (1).
Students create print or web design for real clients. Clients may include non-profit organizations city government, or college initiatives. (Prerequisite: ART 328). (Repeatable up to three credits). Fall, Spring.

351. Advanced Studio (1-15).
Advanced study in drawing, painting, ceramics, illustration, graphic design, fibers, photography, or sculpture. Repeatable up to 15 semester hours. (Prerequisite: instructor’s permission). Fall, Spring.

401. Sr. Exhibition & Career Preparation (1).
Majors graduating in April, or December of the next year, prepare exhibitions, install them in Gallery, write press releases, design announcement. They write resumes, artist statements, and letters of application, using these materials to apply for an exhibition, graduate program, job, or other opportunity. Repeatable up to 2 credits. (Prerequisite: instructor’s permission). Fall, Spring.

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).

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 TED 300). Spring.

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 TED 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, is- sues 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 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 Associates Program Requirement

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 22-24 hours including the Art History Core.

Art History Core (10-12 hours)
AHIS 209 World Art History I (4) (HUMANITIES, NON-WESTERN).
First of two courses surveying 40,000 years of art history. Covers art and architecture of ancient world to the modern period, Africa, Asia, Southeast Asia, pre-Columbian Americas, the Middle East, and Pacific Cultures. (Prerequisite: ENGL 101). Fall.

AHIS 210 World Art History II (4) (HUMANITIES).
Second of two courses surveying 40,000 years of art history. Covers art and architecture of Western tradition, including ancient Greece and Rome, Jewish and Early Christian, Byzantine, Medieval, Renaissance and Modern Contemporary art. (Prerequisite: ENGL 101). Spring.

AHIS 232 Representations of Gender in Art (4).
An introduction to feminist and masculinity theories in art. Examines connections between art, visual culture, gender, and sexual identities. (Prerequisite: ENGL 101). Offered as needed.

AHIS 270 Western Architecture and Design (4).
History of Western architecture, urban planning, graphic design, craft arts, and decorative arts from the ancient period through the 18th century. In-depth study of cultural histories, movements, technologies, designers, architecture and design theories, and significant forms. (Prerequisite: ENGL 101). Fall.

AHIS 271 Modern Architecture and Design (4).
History of Western architecture, urban planning, graphic design, craft arts, and decorative arts from the 19th century to the contemporary setting. In-depth study of cultural histories, movements, technologies, designers, architecture and design theories, significant forms, and the connection between fine arts and design. Spring.

AHIS 301 Topics in Art History (4).
In-depth study of topics in various fields and periods of art history. Topics may include Photography and Identity, Native American Art, and Arts of the United States. Course can be repeated with different topics. (Prerequisite: ENGL 101). Fall, Spring.

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.
Art History

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: AHIS 210 and ENGL 101). Offered as needed.

337. Contemporary Art History (4).
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: AHIS 210 and ENGL 101). Offered as needed.

Examination of the histories of art in African cultures and art’s role within daily life, cultural heritage, as well as the origins and development of the artwork itself. Modern African and African-American artists’ work will be examined for the purposes of comparison to their predecessors.(Prerequisite: ENGL 101). Offered as needed.

401. Professional Studies in Art History (2-4).
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.

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 (6 hours)
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: (3 hours)
- 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)

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; 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.

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 104). Fall.

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. Not intended for Biology majors (Prerequisite: BIOL 101 or 104). Spring.

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.

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 104). Fall.

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.
Biology

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-Requisite: 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: CHEM 224 and instructors permission or CHEM 225). Spring.

334. Biochemistry Laboratory (1).
Lab techniques for the study macromolecules. (Co-requisite: BIOL 333). 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, CHEM 224). 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.

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: BIOL 103, BIOL 217). 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, ENGL 101 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.

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.

368. 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. (Prerequisites: BIOL 221, CHEM 224). Offered as needed.
Biology

370. Immunology (3).
Principles of immunology, including the structure of antigens and the regulation of cell-mediated and humoral 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.

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). Spring, 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)

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>CHEM 105</td>
<td>General Chemistry (3)</td>
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<td>or CHEM 115</td>
<td>Principles of Chemistry (3)</td>
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<td>CHEM 117</td>
<td>Introductory Chemistry Laboratory (1)</td>
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<td>CHEM 210</td>
<td>Computers and Data Processing Chemistry (2)</td>
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<td>CHEM 224</td>
<td>Organic Chemistry I (3)</td>
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<tr>
<td>CHEM 225</td>
<td>Organic Chemistry II (3)</td>
</tr>
<tr>
<td>CHEM 226</td>
<td>Organic Chemistry Laboratory I (1)</td>
</tr>
<tr>
<td>CHEM 227</td>
<td>Organic Chemistry Laboratory II (1)</td>
</tr>
<tr>
<td>CHEM 228</td>
<td>Intermediate Inorganic Chemistry Laboratory (3)</td>
</tr>
<tr>
<td>CHEM 246</td>
<td>Physical Chemistry Laboratory (1)</td>
</tr>
<tr>
<td>CHEM 401</td>
<td>Senior Seminar (1)</td>
</tr>
<tr>
<td>CHEM 470</td>
<td>Capstone: Interdisciplinary Chemistry (1)</td>
</tr>
</tbody>
</table>

Chemistry B.A. Cognates (20 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 115</td>
<td>Pre-Calculus Mathematics (4)</td>
</tr>
<tr>
<td>MATH 135</td>
<td>Calculus I (4)</td>
</tr>
<tr>
<td>MATH 205</td>
<td>Calculus II (4)</td>
</tr>
<tr>
<td>PHYS 101*</td>
<td>Introductory Physics I (3)</td>
</tr>
<tr>
<td>PHYS 102*</td>
<td>Introductory Physics II (3)</td>
</tr>
<tr>
<td>PHYS 103*</td>
<td>Introductory Physics Laboratory I (1)</td>
</tr>
<tr>
<td>PHYS 104*</td>
<td>Introductory Physics Laboratory II (1)</td>
</tr>
</tbody>
</table>

* 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)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>CHEM 105</td>
<td>General Chemistry</td>
<td>(3)</td>
</tr>
<tr>
<td>or CHEM 115</td>
<td>Principles of Chemistry</td>
<td>(3)</td>
</tr>
<tr>
<td>CHEM 117</td>
<td>Introductory Chemistry</td>
<td></td>
</tr>
<tr>
<td>Laboratory</td>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td>CHEM 210</td>
<td>Computers and Data Processing</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
<td>(2)</td>
</tr>
<tr>
<td>CHEM 224</td>
<td>Organic Chemistry I</td>
<td>(3)</td>
</tr>
<tr>
<td>CHEM 225</td>
<td>Organic Chemistry II</td>
<td>(3)</td>
</tr>
<tr>
<td>CHEM 226</td>
<td>Organic Chemistry Laboratory I</td>
<td>(1)</td>
</tr>
<tr>
<td>CHEM 227</td>
<td>Organic Chemistry Laboratory II</td>
<td>(1)</td>
</tr>
<tr>
<td>CHEM 246</td>
<td>Intermediate Inorganic Chemistry</td>
<td>(3)</td>
</tr>
<tr>
<td>CHEM 248</td>
<td>Intermediate Inorganic Chemistry Laboratory</td>
<td>(1)</td>
</tr>
<tr>
<td>CHEM 303</td>
<td>Analytical Chemistry</td>
<td>(3)</td>
</tr>
<tr>
<td>CHEM 304</td>
<td>Analytical Chemistry Laboratory</td>
<td></td>
</tr>
<tr>
<td>CHEM 321</td>
<td>Thermodynamics</td>
<td>(3)</td>
</tr>
<tr>
<td>CHEM 322</td>
<td>Quantum Mechanics</td>
<td>(3)</td>
</tr>
<tr>
<td>CHEM 325</td>
<td>Physical Chemistry Laboratory</td>
<td>(1)</td>
</tr>
<tr>
<td>CHEM 341</td>
<td>Biochemistry I</td>
<td>(3)</td>
</tr>
<tr>
<td>CHEM 401</td>
<td>Senior Seminar</td>
<td>(1)</td>
</tr>
<tr>
<td>CHEM 404</td>
<td>Advanced Inorganic Chemistry</td>
<td>(3)</td>
</tr>
<tr>
<td>CHEM 450</td>
<td>Research in Chemistry</td>
<td>(1-3)</td>
</tr>
<tr>
<td>CHEM 470</td>
<td>Capstone: Interdisciplinary Chemistry</td>
<td>(1)</td>
</tr>
</tbody>
</table>

### Chemistry B.S. Cognates (23-24 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>MATH 115</td>
<td>Pre-Calculus Mathematics</td>
<td>(4)</td>
</tr>
<tr>
<td>MATH 135</td>
<td>Calculus I</td>
<td>(4)</td>
</tr>
<tr>
<td>MATH 205</td>
<td>Calculus II</td>
<td>(4)</td>
</tr>
<tr>
<td>MATH 215</td>
<td>Calculus III</td>
<td>(4)</td>
</tr>
<tr>
<td>or 3 hours of 300-level Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS 205</td>
<td>General Physics I</td>
<td>(3)</td>
</tr>
<tr>
<td>PHYS 206</td>
<td>General Physics II</td>
<td>(3)</td>
</tr>
<tr>
<td>PHYS 209</td>
<td>General Physics I Laboratory</td>
<td>(1)</td>
</tr>
<tr>
<td>PHYS210</td>
<td>General Physics II Laboratory</td>
<td></td>
</tr>
</tbody>
</table>

## Bachelor of Science in Biochemistry

(39-41 hours of Chemistry and 34-35 hours of cognates)

### Biochemistry B.S. Core (39-41 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>CHEM 105</td>
<td>General Chemistry</td>
<td>(3)</td>
</tr>
<tr>
<td>or CHEM 115</td>
<td>Principles of Chemistry</td>
<td>(3)</td>
</tr>
<tr>
<td>CHEM 117</td>
<td>Introductory Chemistry</td>
<td></td>
</tr>
<tr>
<td>Laboratory</td>
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<td>(1)</td>
</tr>
<tr>
<td>CHEM 210</td>
<td>Computers and Data Processing</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
<td>(2)</td>
</tr>
<tr>
<td>CHEM 224</td>
<td>Organic Chemistry I</td>
<td>(3)</td>
</tr>
<tr>
<td>CHEM 225</td>
<td>Organic Chemistry II</td>
<td>(3)</td>
</tr>
<tr>
<td>CHEM 226</td>
<td>Organic Chemistry Laboratory I</td>
<td>(1)</td>
</tr>
<tr>
<td>CHEM 227</td>
<td>Organic Chemistry Laboratory II</td>
<td></td>
</tr>
<tr>
<td>CHEM 248</td>
<td>Intermediate Inorganic Chemistry</td>
<td></td>
</tr>
<tr>
<td>Laboratory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 303</td>
<td>Analytical Chemistry</td>
<td>(3)</td>
</tr>
</tbody>
</table>

## Master of Science in Chemistry

(71 hours of Chemistry and 48-49 hours of Cognates)

### Chemistry M.S. Core (71 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td>CHEM 105</td>
<td>General Chemistry</td>
<td>(3)</td>
</tr>
<tr>
<td>or CHEM 115</td>
<td>Principles of Chemistry</td>
<td>(3)</td>
</tr>
<tr>
<td>CHEM 117</td>
<td>Introductory Chemistry</td>
<td></td>
</tr>
<tr>
<td>Laboratory</td>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td>CHEM 210</td>
<td>Computers and Data Processing</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
<td>(2)</td>
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<tr>
<td>CHEM 224</td>
<td>Organic Chemistry I</td>
<td>(3)</td>
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<tr>
<td>CHEM 225</td>
<td>Organic Chemistry II</td>
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<tr>
<td>CHEM 226</td>
<td>Organic Chemistry Laboratory I</td>
<td>(1)</td>
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<tr>
<td>CHEM 227</td>
<td>Organic Chemistry Laboratory II</td>
<td></td>
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<tr>
<td>CHEM 246</td>
<td>Intermediate Inorganic Chemistry</td>
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</tr>
<tr>
<td>Laboratory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 280</td>
<td>Laboratory Safety and Regulation</td>
<td>(1)</td>
</tr>
<tr>
<td>CHEM 303</td>
<td>Analytical Chemistry</td>
<td>(3)</td>
</tr>
</tbody>
</table>
Chemistry and Biochemistry

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 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)

American Chemical Society Accredited Bachelor of Science

In Chemistry
(47 hours of Chemistry and 23-24 hours of Cognates)

* Dependent on Approval of the American Chemical Society

Chemistry ACS Core (42-45)
CHEM 105 General Chemistry (3)
or CHEM 115 Principles of Chemistry (3)
CHEM 117 Introductory Chemistry Laboratory (1)
CHEM 210 Computers and Data Processing (2)
CHEM 222 Scientific Writing (3)

CHEM 224 Organic Chemistry I (3)
CHEM 225 Organic Chemistry II (3)
CHEM 226 Intermediate Inorganic Chemistry Laboratory (1)
CHEM 227 Organic Chemistry Laboratory II (1)
CHEM 246 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)
CHEM 450 Research in Chemistry (1-3)
CHEM 470 Capstone: Interdisciplinary Chemistry (1)

ACS Chemistry B.S. Electives (6 Hours)
CHEM 205 Environmental Chemistry (3)
CHEM 342 Biochemistry II (3)
CHEM 404 Advanced Inorganic Chemistry (3)
CHEM 415 Advanced Topics in Chemistry (3)*
• May be repeated with different topic

Chemistry B.S. Cognates (23-24 hours)
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
Chemistry and Biochemistry

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: Math101). 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.

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.

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). 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. Fall.

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, acetics, 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. Spring.

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). Fall.

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). Spring.

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 and CHEM 117, Co-requisite CHEM 248). Fall, 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). Fall, Spring.

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). 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). 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 102, or PHYS 206). 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 304, MATH 135 and PHYS 102, or PHYS 206). 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 (2).  
The study of biochemical lab techniques with emphasis on isolation, purification, and characterization of biological macromolecules, electrophoresis, and enzyme kinetics using purified proteins. Course culminates with
Chemistry and Biochemistry

completion and presentation of a student-designed project. (Prerequisite: CHEM 341). Fall.

401. Senior 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 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 321). 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 no 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, Spring.

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.

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.
Chemistry and Biochemistry

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.

In the capstone course for the Masters Degree in Chemistry, candidates will give an oral presentation based upon the graduate research project with a corresponding defense based upon questions by their Masters 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 Masters 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 (4)
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 (4)
COMM 316 Directing II (4)
COMM 319 Film History (3)
COMM 422 Capstone: Senior Experience in Media 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.

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: COMM102). 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 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.

Principles of radio and television broadcast operations.
Emphasis on objectives, procedures and policies for radio
and television. (Prerequisites: COMM 102, and 109).
Spring.

308.  Mass Communication Criticism (3).
Major perspectives of mass communication theory. Emphasis
on television and film theory. (Prerequisites: C or better in
COMM 218, and COMM 280). Fall.

309.  Directing I (4).
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 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 (4).
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. (Prerequisites:
COMM 110 and junior standing). 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, 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, 280). Offered as needed.
Communication Arts and Sciences

416.  Topics in Media Arts (3).
Examination of a particular topic of interest to faculty and students in Media Arts. (Prerequisite: Permission of Instructor). Offered as needed.

422.  Capstone: Experience in Media 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 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

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 collecting, storing, and disseminating information electronically and controlling external objects through programming. (Prerequisite: CIS 106 or 108). Offered as needed.
Computer Information Systems

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.
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. The Bachelor of Arts degree in economics also provides excellent preparation for graduate study in economics itself, or in business, law, public administration and other areas.

Major Program Requirements
Bachelor of Arts in Economics
(34 hours of Economics and 3 hours of cognates)

Economics Core (18 hours)
- ECON 201 Microeconomics (4)
- ECON 202 Macroeconomics (4)
- ECON 320 Intermediate Macroeconomics (4)
- ECON 321 Intermediate Microeconomics (4)
- ECON 401 Capstone: Senior Research (2)

Economics Electives (16 hours)
Economics Cognates (3 hours)
- MATH 204 Elementary Statistics
  or MATH 314 Mathematical Probability & Statistics II (3)

It is strongly recommended that economics majors, especially those interested in graduate school, also complete MATH 135 and 205.

An economics major may elect to have one of the following three areas of concentration: Public Policy, requiring completion of the core courses plus ECON 310, 317, 318 and another four-hour ECON course; Global Economics, requiring ECON 223, 319 and two other 4-hour ECON courses in addition to the core courses; or Banking and Commerce, requiring ECON 301, 302, 317 and 319 in addition to the core. Alternatively, a student can major in economics without a concentration by completing the core courses, any four other economics courses and the mathematics requirement.

Bachelor of Arts with Teacher Certification in Economics.
See the Teacher Education section of the catalog.

Minor and Associate Program Requirements
The department also offers the Associate of Arts degree in Economics. The associate’s degree and the minor in Economics each require 20 semester hours in the subject, including ECON 201, 202, 320, 321 and 4 hours of electives.

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.

201. Principles of Microeconomics (4)
(SOCIAL SCIENCE).
General microeconomic theory, including an introduction to theories of consumer behavior, product demand, cost and supply, production, the firm and its markets, capital and pricing factors. The lives and work of selected important economists are also studied, with emphasis on the development of microeconomic ideas. (Open to freshmen; may be taken before or after ECON 202). Fall, Spring.

202. Principles of Macroeconomics (4)
(SOCIAL SCIENCE).
General macroeconomic theory and the relationship of economics to other social sciences, including principles and theories of national income determination, consumption, investment, savings, business cycles, prices and money, the banking system, monetary and fiscal policy and international trade and growth. The lives and work of selected important economists are also studied, with emphasis on the development of macroeconomic ideas. (Open to freshmen; may be taken before or after ECON 201). Fall, Spring.

223. Economics of Developing Countries (4)
(SOCIAL SCIENCE, NON-WESTERN).
Economic conditions of developing countries and causes of their slow growth, including a survey of the various theories of economic development. Topics include the relationships of developing countries with developed countries and with various international agencies such as the United Nations and the World Bank. (Open to freshmen). Spring.

301. Economics of Money and Banking (4).
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 international context. (Prerequisite: ECON 202). Offered as needed.

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). Offered as needed.
Economics

305. Political Economy (4).
Examination of government’s role in the economy, including consideration of the theoretical foundations of free trade, Marxism, Keynesianism and monetarism, with emphasis on Public Choice theory, rent-seeking behavior, market distorting effects of government regulation, and economic analysis of politics. Students who are taking PSCI 305 may not take this course for credit. (Prerequisite: Junior standing). Cross-listed with PSCI 305. Fall.

310. Public Finance (4).
Principles of fiscal development, the countercyclical effectiveness of fiscal measures, budgeting, revenue and public expenditures, debt structure and management, and the incidence and effects of taxation. (Prerequisites: ECON 201 and 202). Spring.

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.

Central issues of the global political economy: global governance, international organizations such as the World Bank, International Monetary Fund and World Trade organization, and the phenomenon of globalization and its implications. (Prerequisites: PSCI101, 102, 236, or 295). Offered Alternate Springs.

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). Offered Alternate Falls.

318. Industrial Organization (4).
Market structures ranging from perfect competition to monopoly and evaluation of the social benefits from each; philosophies and practices of government regulation to improve market performance. (Prerequisites: ECON 201 and 202). Offered as needed.

Topics include the balance of payments; comparative costs (including opportunity costs), general equilibrium theory, price elasticity, income absorption and combined approaches to currency revaluation and devaluation problems; and foreign exchange problems and international trade and finance policy considerations. (Prerequisites: ECON 201 and 202). Offered as needed.

320. Intermediate Macroeconomics (4).
Aggregate economic theory of consumption, investment savings, money, interest, the price level and economic growth and fluctuations as related to determination of national income and employment. (Prerequisites: ECON 202). Spring.

Price and market analysis, allocation of resources, the theory of consumer preferences and distribution of income. (Prerequisites: ECON 201 and 202). Fall.

322. Econometrics (4).
The construction of economic models using mathematical techniques, for the purpose of testing theory empirically and forecasting economic events. (Prerequisites: ECON 320 and 321; MATH 204). Offered as needed.

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 (1-4).

299. Experimental Course (1-4).

399. Professional Internship (1-12).

451. Independent Study (1-4).
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 major for professional work. For economics majors only. (Prerequisites: Completion of core courses, senior status). Fall, Spring.

499. Advanced Experimental Course (1-4).
English

Mission Statement
The program in English fosters inquiry into the tradition, theory, and practice of writing, literature, and language. Through a series of required and elective courses and a senior capstone seminar, students take a variety of writing courses in creative writing, non-fiction writing, and British and American Literature from the Medieval period to the present, as well as courses in the history and structure of English and methods of literary research. This study of literature, language, and writing engages students’ critical thinking skills, sets them on the path of lifelong learning—indepedently, in their careers, or in graduate/professional study; and it encourages them to develop their creative writing and thinking skills. The English faculty and program provide a supportive community which enables students to achieve academic, personal, and professional excellence.

The English program at Adrian College is designed to produce students with superior writing and critical thinking skills. Students graduating with a major in English will demonstrate proficiency in writing and research and will be expected to produce extended essays which demonstrate a grasp of critical, literary, or pedagogical theory with a clearly-defined thesis which is well developed and supported with appropriate sources and an effective voice and style.

The English department offers students an opportunity to increase their knowledge of language and their appreciation of literature as ways of understanding human relationships and humane values.

This study of literature, language and writing helps prepare English majors for graduate study, law school, and many careers. It is also an excellent pre-professional major or minor for fields as diverse as library science, business, psychology, environmental studies, and medicine.

The English Major: English Majors choose one of three areas to emphasize: literature, writing, or teacher education. Students interested in Teacher Education should seek the guidance of that Department and the English Department before beginning their sophomore year. All English majors earn the Bachelor of Arts degree.

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
(40 hours in English)

Literature Core (24 hours)

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<tr>
<th>Course</th>
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<tr>
<td>ENGL 230</td>
<td>Methods of Literary Study (4)</td>
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<tr>
<td>ENGL 231</td>
<td>Issues in Writing Studies (4)</td>
</tr>
<tr>
<td>ENGL 260</td>
<td>Classical Western Literature (4)</td>
</tr>
<tr>
<td>ENGL 332</td>
<td>English Language (4)</td>
</tr>
<tr>
<td>ENGL 352</td>
<td>Shakespeare (4)</td>
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<td>ENGL 407</td>
<td>Senior Seminar in Literature (4)</td>
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English Literature Electives (16 hours)

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<tr>
<td>ENGL 350, 351</td>
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<td>ENGL 363, 364, 365</td>
<td>(4, 4)</td>
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Bachelor of Arts in English with Emphasis in Writing
(39-40 hours)

English Writing Core (28 hours)

<table>
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<tr>
<td>ENGL 201</td>
<td>Intermediate Writing (4)</td>
</tr>
<tr>
<td>ENGL 203</td>
<td>Creative Writing (4)</td>
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<tr>
<td>ENGL 230</td>
<td>Methods of Literary Study (4)</td>
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<tr>
<td>ENGL 231</td>
<td>Issues in Writing Studies (4)</td>
</tr>
<tr>
<td>ENGL 303</td>
<td>Advanced Writing (4)</td>
</tr>
<tr>
<td>ENGL 332</td>
<td>English Language (4)</td>
</tr>
<tr>
<td>ENGL 401</td>
<td>Capstone: Writing Seminar (4)</td>
</tr>
</tbody>
</table>

English Writing Electives (11-12 hours)

Two courses from: ENGL 304, 305, 306, 310 (7-8)
One additional 300-level writing course (4) or ENGL 399 (4)

Bachelor of Arts with Teacher Certification in English
See the Teacher Education section of the catalog.

Minor and Associate Program Requirements

Associate’s degree in English Literature. Students wishing to earn an Associate of Arts degree with an area of concentration in English Literature must complete a minimum of 28 hours in English including ENGL 230, 260, 332, and 352. In addition, candidates for the Associate’s degree must take two Literature courses from ENGL 350, 351, 353, 354, and 355, and one course from ENGL 363, 364 and 365. At least 12 of the 24 hours must be completed at Adrian College.

To earn an Associate of Arts in English Writing candidates must take ENGL 201, 203, 231, one more 200 level Writing Intensive (W) course, ENGL 303, and 332. In addition, candidates must take one course from ENGL 304, 305, 306, and 310.

To minor in English Literature, students must complete 24 credit hours in English including ENGL 230, 260 and 332. In addition, minors are required to take two courses from ENGL 350, 351, 352, 353, 354, and 355, and one course from ENGL 363, 364 and 365.

To minor in English Writing students must complete 23-24 hours including: ENGL 201, 203, 231, and 303. In addition two courses must be chosen from ENGL 304, 305, 306, 310, or 332.

The English Department strongly believes in the values of a liberal arts education, and therefore encourages its majors to pursue other academic interests. This may mean choosing another field to create a double major or developing one or two minors to complement the study of English. Fields of study that are particularly close to English include Languages, History, Theatre, the Arts, Philosophy and Religion. English is also a complementary major with
English

diverse fields of study from Business, to the natural sciences, to the social sciences.

The English Department recommends that students go beyond the College’s language requirement and continue more advanced study in their second language or explore a third language. This is especially important to those students planning to attend graduate school.

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.

Freshman English

101. First-Year Writing (4).
Development of composing and revising skills throughout the writing process. Instruction in academic report writing, including: 1) library, interview and on-line research; 2) issues of plagiarism; and 3) methods of documentation. Includes small group workshops and individual conferences with instructor. (Required of all students except may be waived through AP placement examination; must be repeated if grade earned is NC). Fall, Spring.

Writing

200. Literature and Writing (4) (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. (Prerequisite: ENGL 101 and sophomore standing). Offered as needed.

201. Intermediate Writing (4).
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. (Prerequisites: ENGL 101 and sophomore standing). Fall, Spring as needed.

Focuses on skills necessary for writing in the social and physical sciences. Basic principles of rhetoric and how those principles apply to clear and accurate science writing. Students will create a variety of documents, including lab reports, summaries, and abstracts. Significant library and internet research, which students will use to write proposals, literature reviews, instructions, and references/works, cited pages in several documentation styles. (Prerequisite: ENGL 101). Offered as needed.

203. Creative Writing (4).
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. (Prerequisites: ENGL 101 and sophomore standing). Spring.

231. Issues in Writing Studies (4).
An introduction to the theories and issues of writing studies, including rhetoric, language, literacy, and professional writing. (Prerequisite: English 101). Fall.

303. Advanced Writing (4).
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 (4).
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 (4).
Advanced writing experience focusing on fiction. 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.

306. Advanced Creative Writing: Drama (3-4).
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 (4).
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.

Explores theoretical questions about writing, such as gender and language or the relationship between written language and the empirical world. Includes texts by teachers, creative writers, writing theorists and philosophers of language. Students prepare major papers and meet individually with instructor. (Prerequisites: ENGL 230 and one 300-level writing class). Spring.
English

Methods of Literary Study (4).
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: ENGL 101). Spring.

Special Topics (4) (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.

Masterpieces of British Literature (4) (HUMANITIES).
Major works of British Literature. For non-majors and open to freshmen. Spring.

Masterpieces of American Literature (4) (HUMANITIES).
Major works of American Literature. For non-majors and open to freshmen. Fall.

Studies in Non-Western Literature (4) (HUMANITIES, NON-WESTERN).
Literary works outside the traditions of European and American literature. The works studied may vary greatly from year to year. (Prerequisite: ENGL 101). Offered as needed.

Classical Western Literature (4) (HUMANITIES).
A selection of major Greek and Roman literary works in translation and selected books of the Bible. Open to freshmen. Fall.

Literature in Focus (1).
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.

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.

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.

Medieval Literature (4).
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: ENGL 230 and 231). Offered as needed.

Renaissance Literature (4).
Major developments in poetry, prose and drama during the English Renaissance. May include works by Wyatt, Surrey, Sidney, Marlowe, Spenser, Donne, and Milton. (Prerequisites: ENGL 230 and 231). Offered as needed.

Shakespeare (4).
A selection of Shakespeare’s plays including comedies, tragedies, histories and or romances. (Prerequisites: ENGL 230 and 231). Spring.

Restoration and Romantic Literature (4).
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 the Shelley’s. (Prerequisites: ENGL 230 and ENGL 231). Offered as needed.

Victorian Literature (4).
Literature from the Victorian period in England. Authors may include the Brontes, Tennyson, Browning, Rosetti, Eliot, Dickens, Hardy, and Wilde. (Prerequisites: ENGL 230 and 231). Offered as needed.

Modern & Contemporary British Literature (4).
Major British authors and works from the Twentieth and Twenty-First centuries. (Prerequisites: ENGL 230 and 231). Offered as needed.

American Literature to 1860 (4).
Survey of literature from first contact (including works in the Native American oral tradition) to the Civil War. Authors may include Brad- street, Melville, Wheatley, Equiano, Douglass, Thoreau, Emerson, Dickinson, and Whitman. (Prerequisites: ENGL 230 and 231). Offered as needed.

American Literature from 1860 to 1914 (4).
Survey of American Literature from the Civil War to WWI. Authors may include James, Wharton, Howells, Dreiser, Crane, Gilman, Dunbar-Nelson, Cable, Chopin, and Twain. (Prerequisites: ENGL 230 and 231). Offered as needed.

Modern and Contemporary American Literature (4).
Survey of American Literature from the Modern Period to the present (sometimes called the Post-Ironic Period). Authors may include Hemingway, Faulkner, Dos Passos, Hart, Crane, Frost, Penn Warren, Morrison, Kingston, Dove, Komunyakaa, Collins, and Hass. (Prerequisites: ENGL 230 and 231). Offered as needed.

Capstone: Literature Seminar (4).
An in-depth study of a movement, genre, specific author or other subject related to literature. May be repeated once for credit. (Prerequisite: One ENGL course numbered 350-365). Fall.

**English Language**

332. **English Language (4).**
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 (1-4).**

299. **Experimental Course (4).**

399. **Professional Internship (1-12).**

451. **Independent Study (1-4).**
Advanced study in areas beyond regular course offerings. (Prerequisite: departmental permission).

499. **Advanced Experimental Course (4).**

**Skill 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 analogical reasoning capabilities, developing appropriate reading strategies and practicing test-taking skills. Instruction is individualized and test specific. Spring.
Environmental Studies/Science Program

**Mission Statement**
To provide an educational curriculum that will convert students into environmental professionals for immediate entry into professional careers upon graduation and/or preparation to continue their environmental education at the graduate level.

The Environmental Studies/Science program, which leads to a Bachelor of Arts degree, is multidisciplinary in nature, combining arts, humanities and sciences. It is designed to prepare students to enter a variety of environmental careers, both scientific and non-scientific in nature. The core of the major consists of the introductory Environmental Perspectives and Careers course, illustrating the diverse nature of the field and options available in environmental careers; the course entitled Environmental Problems and Solutions, which investigates solutions to environmental problems; and the Senior Culminating Experience. Students can major in either an arts and humanities oriented Environmental Studies program or a science oriented Environmental Science program. Recognizing that environmental careers require skills developed in other academic areas, ESS students in either Environmental Studies or Environmental Science are required to have a second major. Related internships are strongly recommended.

**Major Program Requirements**

Bachelor of Arts in Environmental Studies
(30 hours from various departments; requires a second major)

**Environmental Studies Core (5-7 hours)**
ESS 125 Environmental Perspectives and Careers (2)
ESS 325 Environmental Problems and Solutions (2)
ESS 400 Senior Culminating Experience (1-3)

**Environmental Studies Cognate Electives (8-12 hours)**
Three of the following courses:
CHEM 205 Environmental Chemistry (3)
and CHEM 206 Environmental Chemistry Laboratory (1)
ESS 205 Environmental Geology (4)
GEOL 321 Contaminated Soil and Groundwater: Assessment and Remediation (4)
MLCF 360 Advanced French Conversation (2)
or MLCG 360 Advanced German Conversation (2)
or MLCS 360 Advanced Spanish Conversation (2)
PHIL 304 Ethics (3)
PSCI 245 Environmental Politics (4)
PSCI 328 Politics in the Third World (4)
SOC 104 Introduction to Sociology (3)

Career-Related Electives (11-17 hours)
Electives must be pre-approved by the Biology chair and the chair in the second major.

Statistics (MATH 204 or PSYC 211), and related internships are strongly recommended for graduate preparation.

Bachelor of Arts in Environmental Science
(30 hours from various departments; 24 hours of cognates; requires a second major)

**Environmental Science Core (9-11 hours)**
ESS 125 Environmental Perspectives and Careers (2)
ESS 325 Environmental Problems and Solutions (2)
ESS 375 Geographic Information and Positioning Systems (4)
ESS 400 Senior Culminating Experience (1-3)

**Environmental Science Cognates (24 hours)**
BIOL 103 Plant Biology (4)
BIOL 104 Animal Biology (4)
BIOL 217 Principles of Ecology (3)
BIOL 218 Principles of Ecology Laboratory (1)
CHEM 105 General Chemistry I (3)
or CHEM 115 Principles of Chemistry I (3)
CHEM 117 Introductory Chemistry Laboratory (1)
GEOL 101 Physical Geology (4)
CHEM 246 Intermediate Inorganic Chemistry (3)
CHEM 248 Intermediate Inorganic Laboratory (1)

**Environmental Science Cognate Electives (2-4 hours)**
One of the following courses:
CHEM 205 Environmental Chemistry (3)
and CHEM 206 Environmental Chemistry Laboratory (1)
ESS 205 Environmental Geology (4)
GEOL 321 Contaminated Soil and Groundwater: Assessment and Remediation (4)
MLCF 360 Advanced French Conversation (2)
MLCG 360 Advanced German Conversation (2)
MLCS 360 Advanced Spanish Conversation (2)
PHIL 304 Ethics (3)
PSCI 245 Environmental Politics (4)
PSCI 328 Politics in the Third World (4)
SOC 104 Introduction to Sociology (3)

Career-Related Electives (15-19 hours)
Electives must be pre-approved by the Biology chair and the chair in the second major.
Environmental Studies/ Science Program

Statistics (MATH 204 or PSYC 211), MATH 215, PHYS at the 100 or 200-level and related internships are strongly recommended for graduate preparation.

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).
The regions of the world defined climatically to emphasize the interrelationships between human occupancy and climate, vegetation, soils and geology. Does not count towards ESS elective credit for ESS majors or minors. Fall of alternate years.

125. Environmental Perspectives and Careers (2).
An investigation of environmental perspectives from a variety of disciplines and their relationship to environmentally related careers. The course will include representatives from many academic departments and off-campus professionals and requires that a four-year curriculum be designed for career preparation. 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: GEOL 101). Fall of alternate years.

325. Environmental Problems and Solutions (2).
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.

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 Culminating Experience (1-3).
Original research writing, performance or show on an environmental issue. A formal presentation of the final product is required. (Prerequisite: ESS 325). Fall.

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/Physical Education

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 experience in and out of the classroom, the department prepares students with a blend of academic diversity and practical application.

The Department of Exercise Science/Physical Education (ESPE) offers undergraduate majors in exercise science and physical education, as well as a graduate degree track in athletic training through the exercise science major. Within the exercise science major there are three tracks: health management, pre-professional (intended for graduate school preparation), and the graduate degree in athletic training.

The Exercise Science/Health Management 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, the minor in Business, Psychology, Sociology, or Social Work will make student more marketable as a baccalaureate degree holder. Additionally, students should consider earning outside certifications (ACE, ACSM, CSCS, etc.), which will improve their opportunities upon graduation.

The Exercise Science/Pre-Professional track is designed for students pursuing future careers in the research and/or clinical fields. 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 major. teacher certification) 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 program combines 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 ESPE department have pursued: (a) careers in teaching (K-12), coaching, personal training, health promotion, and sports administration, (b) graduate study in areas such as athletic training, 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/Physical Education

Major Program Requirements

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 : Health Management

B.S Exercise Science : Pre-Professional and

B.S. Exercise Science / Pre-Athletic Training

Exercise Science Core (22 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESPE 103</td>
<td>Foundations &amp; Careers in ESPE</td>
<td>2</td>
</tr>
<tr>
<td>ESPE 115</td>
<td>Care and Prevention of Athletic Injuries</td>
<td>3</td>
</tr>
<tr>
<td>ESPE 201</td>
<td>First Aid &amp; Emergency Care</td>
<td>2</td>
</tr>
<tr>
<td>ESPE 225</td>
<td>Anatomy</td>
<td>3</td>
</tr>
<tr>
<td>ESPE 250</td>
<td>Human Physiology</td>
<td>3</td>
</tr>
<tr>
<td>ESPE 300</td>
<td>Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>ESPE 311</td>
<td>Exercise Physiology</td>
<td>3</td>
</tr>
<tr>
<td>ESPE 350</td>
<td>Laboratory Experiences in</td>
<td></td>
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<tr>
<td></td>
<td>Exercise Physiology</td>
<td></td>
</tr>
</tbody>
</table>

NOTE: Students can waive ESPE 201 if they show current CPR/AED for First Aid Certification. Please see Department Chair for the appropriate courses.

Exercise Science Cognates (10 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 101</td>
<td>Biology and Society</td>
<td>4</td>
</tr>
<tr>
<td>or BIOL 103</td>
<td>Plant Biology</td>
<td>4</td>
</tr>
<tr>
<td>or BIOL 104</td>
<td>Animal Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 209</td>
<td>Human Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>or ESPE 312</td>
<td>Sport Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 100</td>
<td>General Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Bachelor of Science in Exercise Science: Health Management

(Must complete Exercise Science core, Exercise Science Cognates, Health Management Core, and Minor Cognates)

Exercise Science Core (22 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESPE 240</td>
<td>Introduction to Research</td>
<td>1</td>
</tr>
<tr>
<td>ESPE 339</td>
<td>Exercise Prescription and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Conditioning</td>
<td></td>
</tr>
<tr>
<td>ESPE 404</td>
<td>Capstone: Senior Seminar</td>
<td>2</td>
</tr>
</tbody>
</table>

Health Management Minor Cognates (24-26 hours)

All Health Management majors must choose a business, psychology, sociology, or social work minor concentration. Other minors must be approved by the Department and Registrar in writing before the student has completed 75 credit hours. Students wishing to double major should consult with the Department Chair regarding department requirements and institutional policies.

Health Management Business Minor Cognates: (25 hours)

To complete the business track, students must complete a business minor including the business and accounting courses listed below. Other approved electives may be taken as desired.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 203</td>
<td>Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 204</td>
<td>Principles of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>BAD 230</td>
<td>Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BAD 241</td>
<td>Management</td>
<td>3</td>
</tr>
</tbody>
</table>

An additional 9 semester hours of electives in ACCT or BAD courses.

Health Management Psychology Minor Cognates: (26 hours)

To complete the psychology track, students must complete a psychology minor including PSYC 100 and the psychology courses listed below. Other approved electives may be taken as desired.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 100</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 205</td>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 206</td>
<td>Health Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 212</td>
<td>Research Methods for Non-Majors</td>
<td>4</td>
</tr>
</tbody>
</table>

An additional 8 semester hours of electives in PSYC courses. Suggested Courses: PSYC 211, 214, and 341. Students wishing to go on to graduate school may opt to take ESPE 404.

Health Management Sociology Minor Cognates: (24 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 104</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 201</td>
<td>Social Problems</td>
<td>3</td>
</tr>
<tr>
<td>SOC 305</td>
<td>Social Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>SOC 402</td>
<td>Sociological Theory</td>
<td>3</td>
</tr>
<tr>
<td>SOC 405</td>
<td>Critical Theory of Society</td>
<td>3</td>
</tr>
</tbody>
</table>

An additional 9 hours from SOC 202, 219, 303, 307 and 309.

Health Management Social Work Minor Cognates: (26 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 104</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 202</td>
<td>Sociology of Sex and Gender</td>
<td>3</td>
</tr>
<tr>
<td>SOC 303</td>
<td>Race and Ethnic Relations</td>
<td>3</td>
</tr>
<tr>
<td>SOC 311</td>
<td>Class, Status &amp; Power</td>
<td>3</td>
</tr>
<tr>
<td>SOCW 200</td>
<td>Foundations of Social Work</td>
<td>4</td>
</tr>
</tbody>
</table>
Bachelor of Science in Exercise Science: Pre-Professional
(Must complete Exercise Science Core, Exercise Science Cognates, Pre-Professional Core, Pre-Professional Cognates, and Pre-Professional Electives)

Exercise Science Core (22 hours)
Exercise Science Cognates (10 hours)
Pre-Professional Core (3 hours)
ESPE 240  Introduction to Research (1)
ESPE 404  Capstone: Senior Seminar (2)

Pre-Professional Cognates (24 hours)
CHEM 105  General Chemistry (3)
or CHEM 115  Principles of Chemistry (3)
CHEM 117  Principles of Chemistry Lab (1)
CHEM 246  Intermediate Inorganic Chemistry (3)
CHEM 248  Intermediate Inorganic Chemistry Lab (1)
MATH 115  Pre-Calculus (4)
PHYS 101  Introductory Physics (3)
PHYS 102  Introductory Physics II (3)
PHYS 103  Introductory Physics Laboratory (1)
PHYS 104  Introductory Physics Laboratory II (1)
PSYC 211  Statistics for Psychology (3)
or MATH 204  Elementary Statistics (4)

Students should research other electives required by the graduate school to which they are applying.

Exercise Science / Pre-Professional Cognates (3 hours)
Students must complete 3 credits from the following list (work with your advisor to determine the best option)
ESPE 399  Professional Internship (1-3)
ESPE 390/A  MI ACSM Conferences (1)
ESPE 390/E  Mid-West ACSM Conference (2)
ESPE 406  Senior Research (2)

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 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).
Completion of a thesis that includes a proposal, data collection, analysis, presentation of results, and defense.

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 ESPE 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: ESPE 100, 115, 145, 201 (or proof of certification), 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 (ESPE 345, 346, 445, 446, 545, and 546) students must have the following on file:
- Signed technical standards
- Proof of current CPR for the professional rescuer (or equivalent), and first aid certifications
- 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
Exercise Science/Physical Education

- 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 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 (ESPE 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, 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 (22 hours)
Exercise Science Cognates (10 hours)
Exercise Science / Pre-Athletic Training Core (29 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESPE 145</td>
<td>Clinical Observation and Orthoses (3)</td>
</tr>
<tr>
<td>ESPE 325</td>
<td>Orthopedic Assessment I (3)</td>
</tr>
<tr>
<td>ESPE 326</td>
<td>Orthopedic Assessment II (3)</td>
</tr>
<tr>
<td>ESPE 330</td>
<td>Therapeutic Modalities (3)</td>
</tr>
<tr>
<td>ESPE 339</td>
<td>Prescription and Conditioning (3)</td>
</tr>
<tr>
<td>ESPE 425</td>
<td>Orthopedic Rehabilitation (3)</td>
</tr>
<tr>
<td>ESPE 426</td>
<td>General Medical Conditions (3)</td>
</tr>
<tr>
<td>ESPE 345</td>
<td>Athletic Training Clinical Skills I (2)</td>
</tr>
<tr>
<td>ESPE 346</td>
<td>Athletic Training Clinical Skills II (2)</td>
</tr>
<tr>
<td>ESPE 445</td>
<td>Athletic Training Clinical Skills III (2)</td>
</tr>
<tr>
<td>ESPE 446</td>
<td>Athletic Training Clinical Skills IV (2)</td>
</tr>
</tbody>
</table>

Exercise Science / Pre-Athletic Training Cognates (15 hours)

Students must choose 4 credits of Chemistry or Physics:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>CHEM 101</td>
<td>The World of Chemistry (4)</td>
</tr>
<tr>
<td>or CHEM 102</td>
<td>Kitchen Chemistry (4)</td>
</tr>
<tr>
<td>or CHEM 105</td>
<td>General Chemistry (3)</td>
</tr>
<tr>
<td>or CHEM 115</td>
<td>Principles of Chemistry (3)</td>
</tr>
<tr>
<td>CHEM 101 or CHEM 102</td>
<td>Introductory to Chemistry Lab (1)</td>
</tr>
<tr>
<td>OR</td>
<td></td>
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<tr>
<td>PHYS 101</td>
<td>Introductory to Physics (3)</td>
</tr>
<tr>
<td>And PHYS 103</td>
<td>Introductory Physics Lab (1)</td>
</tr>
<tr>
<td>AND</td>
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<tr>
<td>PSYC 206</td>
<td>Health Psychology (3)</td>
</tr>
<tr>
<td>PSYC 211</td>
<td>Statistics for Psychology (4)</td>
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<tr>
<td>PSYC 265</td>
<td>Research Methods for Majors (4)</td>
</tr>
</tbody>
</table>

Athletic Training Graduate Core (31 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>ESPE 500</td>
<td>Biomechanics (3)</td>
</tr>
<tr>
<td>ESPE 501</td>
<td>Athletic Training Administration (3)</td>
</tr>
<tr>
<td>ESPE 515</td>
<td>Advanced Therapies (3)</td>
</tr>
<tr>
<td>ESPE 530</td>
<td>Therapeutic Interventions (3)</td>
</tr>
<tr>
<td>ESPE 545</td>
<td>Advanced Clinical Skills I (4)</td>
</tr>
<tr>
<td>ESPE 546</td>
<td>Advanced Clinical Skills II (4)</td>
</tr>
<tr>
<td>ESPE 590</td>
<td>Advanced Topics in Athletic Training (3)</td>
</tr>
<tr>
<td>ESPE 595</td>
<td>Capstone Course: Thesis (8-12)</td>
</tr>
</tbody>
</table>
Exercise Science/Physical Education

Major Program Requirements

Bachelor of Arts in Physical Education
(35 hours of Exercise Science)

Physical Education Core (35 Hours)

- ESPE 103 Foundations & Careers in ESPE and AT (2)
- ESPE 133 American Red Cross Water Safety Instructor (1)
- ESPE 201 First Aid & Emergency Care (2)
- ESPE 218 Rhythmic Activities (1)
- ESPE 222 Instructional Methods in Physical Education (3)
- ESPE 225 Anatomy (3)
- ESPE 230 Motor Learning and Development (3)
- ESPE 236 Sports Techniques I (2)
- EPSE 237 Sports Techniques II (2)
- ESPE 238 Sports Techniques III (2)
- ESPE 250 Human Physiology (3)
- ESPE 302 Organization of Intramurals (2)
- ESPE 311 Exercise Physiology (3)
- ESPE 333 Adapted Physical Education (3)
- ESPE 402 Administration of Physical Education and Sports (3)

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: ESPE 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.

General Exercise Science Courses

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 ESPE 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.

109. American Red Cross Lifeguard Training (1).

Development of the skill and knowledge required in a swimming emergency. Upon satisfactory completion, students earn American Red Cross certification. (An additional fee is charged by the American Red Cross). Fall.

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.

133. American Red Cross Water Safety Instructor’s Course (1).

Methods for planning, conducting and evaluating swimming and water safety courses. (Prerequisite: ARC Lifeguard Training Course. An additional fee is charged by the American Red Cross). Spring.

145. Clinical Observation and Orthoses (3).

Description: This course is for students interested in pursuing the Master’s degree in athletic training. Students will be introduced to the profession of athletic training through clinical observation. Accompanying laboratory experiences will introduce palpation skills and orthoses fabrication. Fall and Spring.

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.

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.
Exercise Science/Physical Education

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. 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.

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. Fall.

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: ESPE 103). Fall and Spring.

250. Human Physiology (3).
Introduction to physiological mechanisms which govern systemic organ function. Designed for exercise science/physical education majors and related fields of interest. Fall, Spring.

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: ESPE 225, 250). Fall and Spring.

301. Basketball Theory (2).
Materials, organization and methods of coaching basketball at the middle and senior high school levels. Emphasis is on fundamental principles for successful teaching and coaching.

302. Organization of Intramurals (2).
The organization of a comprehensive intramural program, with major emphasis on philosophy, objectives, rules and policies, scheduling, reporting and promotional techniques. Fall.

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 program. (Prerequisite: Permission of instructor). Fall, Spring.

311. Exercise Physiology (3).
A physiological examination of how the body responds and adapts to exercise. (Prerequisite: ESPE 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).

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.

321. Football Theory (2).
A brief history of the origin of football and its evolution into the modern game, including playing rules. Students complete a coaching booklet addressing such aspects as offense, defense, kicking game, scouting, game strategy and practice organization. Fall.

325. Orthopedic Assessment I (3).
Classroom and laboratory experience will cover intermediate level orthopedic evaluation techniques. Course content will include reviewing basic injury evaluation skills, with emphasis on posture and range of motion evaluation, along with the practice and assessment of special tests. (Prerequisites: ESPE 115, 145, 225, and 250, Athletic Training Program). Fall.

326. Orthopedic Assessment II (3).
Classroom and laboratory 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: ESPE 325). Spring.
Exercise Science/Physical Education

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 (3).
This course explores the theory behind, and the principles of use of therapeutic modalities. Proper application techniques including indications, contraindications, and safe operating procedures will be covered. Students will gain practical experience in a laboratory setting. (Prerequisites: ESPE 115, 225, 250, Athletic Training Program). Fall.

333. Adapted Physical Education (3).
A theoretical and practical approach to physical education for the physically and mentally disabled student. The use of rhythms and other tools as they relate to developmental patterns of movement including lifetime sports skills will be part of various laboratory experiences. Spring.

339. Exercise Prescription 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. (Prerequisite: ESPE 115, 225, and 250). Spring.

345. Athletic Training Clinical Skills I (2).
Laboratory and practical experience to review and test the clinical skills taught during prerequisite coursework. Clinical skill development experiences are provided in the athletic training facility, at intercollegiate events, or at an off campus clinical site. (Prerequisites: ESPE 115, 145, Athletic Training Program). Fall.

346. Athletic Training Clinical Skills II (2).
Laboratory and practical experience to review and test the clinical skills taught during pre-requisite coursework. Clinical skill development experiences are provided in the athletic training facility, at intercollegiate events, or at an off campus clinical site. (Prerequisites: ESPE 325, 330, 345, Athletic Training Program). 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: ESPE 311). Fall, Spring.

360. Exercise and the Brain (2).
The effects of exercise on cognitive function, energy balance, addiction, mood disorders and neurodegenerative diseases.

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).
Organizing and administering a physical education or sport program, with emphasis on legal considerations, public relations, personnel, program, facilities, equipment and financial management Spring.

404. Capstone: Senior Seminar (2).
The use of statistical tools and methods needed for research in Exercise Science/Physical Education. The student is required to make a formal presentation as a culminating senior experience. (Prerequisites: ESPE 240, 300, 350). Fall, Spring.

405. Athletic Training Exam Prep (1).
A preparation course for athletic training majors wishing to sit for the Board of Certification Exam. (Prerequisites: senior standing, permission of instructor).

406. Senior Research (2).
Students are expected to conduct individual research projects. Each project must apply exercise physiology principles and should seek novel results of interest to the health, fitness, and/or medical community. This project builds upon work done in ESPE 404, allowing students to continue research of their own choosing. (Prerequisite: ESPE 240). Offered as needed.

425. Orthopedic Rehabilitation (3).
A lecture and laboratory class studying the components of therapeutic exercise. Emphasis is placed on the rehabilitation of athletic injuries, and return to sport considerations. (Prerequisites: ESPE 326, Athletic Training Concentration). Fall.

426. General Medical Conditions (3).
Classroom and laboratory experience will explore general medical, dermatological and pharmacological considerations for the athlete. Students will gain practical experience in evaluation and treatment of such conditions. (Prerequisites: ESPE 425, Athletic Training Concentration). Spring.
Exercise Science/Physical Education

445. Athletic Training Clinical Skills III (2).
Laboratory and practical experience to review and test the clinical skills taught during the prerequisite coursework. Clinical skill development experiences are provided in the athletic training facility, at intercollegiate events, or at an off-campus clinical site. (Prerequisite: ESPE 326,346). Fall.

446. Athletic Training Clinical IV (2).
Laboratory and practical experience to review and test the clinical skills taught during prerequisite coursework. Clinical skill development experiences are provided in the athletic training facility, at intercollegiate events, or at an off-campus clinical site. (Prerequisite: ESPE 445). 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 ESPE 399, this course is designed to maximize the experiences learned through the ESPE 399 professional internship. Additional projects include a research proposal, culminating in an end of the semester presentation. (Co-requisite: ESPE 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 acupressure 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, ESPE 501, ESPE 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: ESPE 545).

551. Independent Study (1-3).
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.
Exercise Science/Physical Education

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).

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)

<table>
<thead>
<tr>
<th>Geology B. A. Core (35 hours)</th>
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<tbody>
<tr>
<td>GEOL 101 Physical Geology (4)</td>
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<tr>
<td>GEOL 102 Historical Geology (4)</td>
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<tr>
<td>GEOL 301 Mineralogy (4)</td>
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<tr>
<td>GEOL 302 Petrology (4)</td>
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<tr>
<td>GEOL 307 Structural Geology (4)</td>
</tr>
<tr>
<td>GEOL 313 Sedimentology (4)</td>
</tr>
<tr>
<td>GEOL 315 Biostratigraphy (4)</td>
</tr>
<tr>
<td>GEOL 318 Field and Laboratory Methods (4)</td>
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<tr>
<td>GEOL 400 Senior Research I (2)</td>
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<tr>
<td>GEOL 401 Capstone: Senior Research II (1)</td>
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<table>
<thead>
<tr>
<th>Cognates (10-12 hours)</th>
</tr>
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<tbody>
<tr>
<td>CHEM 105 General Chemistry I (3)</td>
</tr>
<tr>
<td>or CHEM 115 Principles of Chemistry (3)</td>
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<tr>
<td>CHEM 117 Introductory Chemistry Laboratory (1)</td>
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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) |

**Geology B.S. Core (35 hours)**

| 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 313 Sedimentology (4) |
| GEOL 315 Biostratigraphy (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)**

<table>
<thead>
<tr>
<th>Geology B.S. Cognates (32 hours)</th>
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<tbody>
<tr>
<td>CHEM 105 General Chemistry I (3)</td>
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<tr>
<td>or CHEM 115 Principles of Chemistry (3)</td>
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<td>CHEM 117 Introductory Chemistry Laboratory (1)</td>
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<td>CHEM 246 Intermediate Inorganic Chemistry (3)</td>
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<tr>
<td>CHEM 248 Intermediate Inorganic Chemistry Laboratory (1)</td>
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<tr>
<td>ESS 375 Geographic Information and Positioning Systems (4)</td>
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<tr>
<td>MATH 115 Pre-Calculus Mathematics (4)</td>
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<td>MATH 135 Calculus I (4)</td>
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<tr>
<td>MATH 205 Calculus II (4)</td>
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<tr>
<td>PHYS 205 General Physics I (3)</td>
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<td>PHYS 206 General Physics II (3)</td>
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<tr>
<td>PHYS 209 General Physics Laboratory I (1)</td>
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<tr>
<td>PHYS 210 General Physics Laboratory II (1)</td>
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</tbody>
</table>

**Computer Information Systems is recommended. Many graduate schools require a summer field course that is available at several field camps operated by major universities.**

**Bachelor of Science in Geology**

(35 hours of Geology and 32 hours of cognates)
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 313  Sedimentology (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

The Associate of Arts degree and the minor in geology each require 18 semester hours of credit in the department.

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.

The rocks, landscapes and structures of the earth’s surface and the processes that produced them, including volcanism, earthquakes, landslides, glaciation and continental drift. Mineral and rock identification, topographic map reading and geologic map interpretation are covered in laboratory sessions. A field trip of Lenawee County glacial geology is included. Three lectures, one 2-hour laboratory per week. Fall, Spring.

102.  Historical Geology (4) (NATURAL SCIENCE).
The geologic history of the earth from its origin to the present, with emphasis on the many physical changes that have occurred and the origin and development of life as revealed by fossils and the rock record. Three lectures, one 2-hour laboratory per week. Spring.

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 laboratory per week. (Prerequisite: GEOL 301). Spring of odd years.

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.

309.  TED Exam Prep (1).
A cursory examination and review of basic concepts from physical geology, historical geology, astronomy, meteorology, oceanography, and environmental geology. Judicious data evaluation and lab safety techniques. Practice exams based on MTTC standards. One hour of class per week. Offered as needed.
Geology

313. Sedimentology (4).
Sedimentary rocks, the environments of deposition they represent, techniques employed in their study, the processes that produced them and their many characteristics; how these characteristics are used to reconstruct ancient environments and geologic history. Three lectures, one 1 1/2-hour laboratory per week. A field trip to West Texas or West Virginia is required. (Prerequisites: GEOL 101, 102 and permission of instructor). Spring of odd years.

315. Biostratigraphy (4).
Invertebrate fossils, with particular emphasis on their use in the correlation and reconstruction of ancient environments and geologic history. Three lectures, one 1-1/2-hour laboratory per week. A field trip to Southern Ohio is required. (Prerequisite: GEOL 313). Fall of odd years.

318. Field and Laboratory Methods (4).
Familiarization with basic field and laboratory techniques, including maps, mapping instruments, air photographs, photography, data reproduction and presentation, sources of geologic information and planning field work and reports. A field problem is required. Two lectures, two 2-hour laboratories per week. (Prerequisites: GEOL 307 and 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.

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. Two lectures, one 3-hour laboratory per week. (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 and Art History

History

Mission Statement
The History Department 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, through frequent 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
(35-36 hours of History and 4 hours of Art History cognates)

History Core (8 hours)
HIST 295 Historical Theories and Methods (4)
HIST 408 Research Preparation (1)
HIST 409 Senior Research Capstone (3)

History Electives (27-28 hours)
8 hours from Non-Western:
HIST 101 East Asian Civilization I – China (4)
HIST 102 East Asian Civilization II – Japan (4)
HIST 111 Islamic Civilization (4)
HIST 221 History of Women in East Asia (4)
HIST 239 Cultural History of Japan (4)
HIST 302 Studies in Eastern Religion (3)
HIST 314 History of the Modern Middle East (4)
HIST 350 History of Chinese Philosophy (4)
HIST 355 History and Memory of Hiroshima (4)

8 hours from European:
HIST 103 Western Civilization I (4)
HIST 104 Western Civilization II (4)
HIST 213 Topics in Modern European Women’s History (4)
HIST 215 Medieval Europe (4)
HIST 277 Imperial Russia (4)
HIST 305 History of the Soviet Union (4)
HIST 320 Germany in the Twentieth Century (4)

8 hours from American:
HIST 105 U.S. History to 1876 (4)
HIST 106 U.S. History since 1865 (4)
HIST 231 Survey of Native American History (4)
HIST 260 Survey of African American History (4)
HIST 265 U.S. Women’s History (4)
HIST 371 U.S. Popular Culture (4)
HIST 373 U.S. History since 1945 (4)
HIST 376 U.S. Social History of the 1920s and ’30s (4)

4 additional hours at the 300 or 400-level

Art History Cognate (4 hours)
AHIS Any course in Art History (4)
History and Art History

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.

Bachelor of Arts with Teacher Certification in History
See the Teacher Education section of the catalog.

Minor and Associate Program Requirements

The Associate of Arts degree and the minor in history each require HIST 295; and 8 hours each of electives in American, Non-Western, and European History.

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

101. East Asian Civilization I – China (4) (HUMANITIES, NON-WESTERN).
An introduction to the history and culture of China from its beginning to the present, including highlights of philosophy, literature, religion, science and technology, political, economic and social life. (May be used toward fulfillment of the non-western history requirement). Fall.

An introduction to the history and culture of Japan from its beginning to the present, including highlights of philosophy, literature, religion, science and technology, political, economic and social life. (May be used toward fulfillment of the non-western history requirement). Spring.

103. Western Civilization I (4) (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 (4) (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.

105. U.S. History to 1876 (4) (HUMANITIES).
An introduction to the history and culture of America from 1600 to 1876, including colonization, the formation of the American republic, race and gender relations, social reform, industrialization, foreign relations, the Civil War and Reconstruction. (May be used toward fulfillment of the American history requirement). Fall.

106. U.S. History since 1865 (4) (HUMANITIES).
An introduction to the history and culture of America from 1865 to the present, including Reconstruction, urbanization, social reform, World Wars I and II, the Great Depression, Cold War, Vietnam and race and gender relations. (May be used toward fulfillment of the American history requirement). Spring.

111. Islamic Civilization (4) (NON-WESTERN).
An introduction to the history and culture of Islamic societies starting with Muhammad in Arabia up to the present when one-quarter of all humankind follows Islam. Two periods will be emphasized: when Damascus and Baghdad were the capitals of Islam, and the twentieth century. (May be used toward fulfillment of the non-western history requirement). Fall.

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.

232. World Civilizations in Comparison (4).
A comparison of the history of major world civilizations which focuses on origins, politics, religions/philosophies technologies, social structure, gender, and economics.

240. Experiential Museology (4).
Students will read about issues in Museum Studies and then create an exhibit at the Lenawee county Historical Museum. Offered Occasionally.

286. Introductory Topics in History (1–4).
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. Open to freshman.
**History and Art History**

295. **Historical Theories and Methods (4).** (HUMANITIES).
An introduction to historiography and historical methods for history majors and minors. (Prerequisite: one previous HIST course). Spring.

301. **Topics in History (4).**
In-depth study of topics in various fields of history. Topics may include History of Medicine, the French Revolution, and American Food ways. (Prerequisite: HIST 295). Fall, Spring.

303. **Fortification to Reformation: The History of York, England to the 15th 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 (4).**
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: ENGL 101 and PHIL 129). Offered as needed.

**European History**

213. **Topics in Modern European Women’s History (4).**
Various topics in the modern European woman’s history including women and the Enlightenment, women and war, and post-communist transformation. Spring.

215. **Medieval Europe (4) (HUMANITIES).**
The European Middle Ages is when the three roots of Western civilization (Greco-Roman, Judeo-Christian and Germanic) first came together. The course material begins when the Roman Empire collapses and concludes with the great Protestant Revolution, from 500 to 1500. Offered as needed.

277. **Imperial Russia (4) (HUMANITIES).**
This course examines the history of Imperial Russia from the ascension of Peter the Great in 1682 to the fall of the Romanov dynasty in 1917. (Prerequisite: One previous HIST course). Offered as needed.

305. **History of the Soviet Union (4).**
Rise and fall of the Soviet Union. Topics include revolutions, wars, economic and cultural transformation, Stalinism, reform, dissent. (Prerequisite: HIST 295). Spring.

320. **Germany in the Twentieth Century (4).**
A focus on understanding the Nazi era. Topics include World War I and its impact, the Weimar Republic, the Nazi regime, the Holocaust, and divided Germany during the cold war. (Prerequisite: HIST 295). Offered as needed.

**Non-Western History**

221. **History of Women in East Asia (4)** (HUMANITIES, NON-WESTERN).
Topics in the history of East Asian women including family life, culture, sexuality, politics, work and education. Comparisons of Japan, China and Korea. Spring.

239. **Cultural History of Japan (4) (HUMANITIES, NON-WESTERN).**
Cultural developments in Japan from early history to the present. Emphasis on forms of popular culture, such as drama, painting, literature, cartoons and cinema. Fall.

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 (4) (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 (4) (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. Fall.

355. **History and Memory of Hiroshima (4) (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). Spring.

**American History**

231. **Survey of Native American History (4).**
History and Art History

An examination of Native American history from European colonization to the present. Topics include cultural practices, relations with non-native peoples, removal and resistance, and the reformation of Native American identity across various tribal groups. (Prerequisite: One previous HIST course). Offered as needed.

260. Survey of African American History (4)  
(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. Offered as needed.

Women in U.S. history, with a focus on how differences of class, race, region and ethnicity have shaped American women’s history. Offered as needed.

An examination of the rise of popular culture including movies, television, advertising, sports, and music, and its significance in American society from the late 19th century to the present. (Prerequisite: HIST 295). Offered as needed.

373. U.S. History since 1945 (4).  
An examination of the postwar American response to the prospect of living in an uncertain world, including political and cultural perspectives. (Prerequisite: HIST 295). Offered as needed.

376. U.S. Social History of the 1920s and ‘30s (4).  
Examines the forces that shaped the lives of average Americans during the 1920s and 1930s. Includes such topics as sexuality, family, popular culture and labor. (Prerequisite: HIST 295). Offered as needed.

408. Senior Research Preparation (1).  
Students will produce a senior research thesis proposal and bibliography by the end of the semester. (Prerequisite: HIST 295). Fall.

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.

Special and Advanced Courses

199. Exploratory Internship (1-3).  

286. Introductory Topics in History (1-4).  
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 US Culture, Michigan History, Women in American Popular Culture, Japanese History Through Monsters.

299. Experimental Course (1-4).  

399. Professional Internship (1-12).  

451. Independent Study (1-4).  
Individual work, under faculty supervision, involving readings, reports and research. (Prerequisite: written permission of department).

499. Advanced Experimental Course (1-4).
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>.

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 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. They develop technical drafting and rendering skills and a working knowledge of building construction, mechanical technology, and business practices. A portfolio is required, selected from design projects completed in school, to confirm proficiency and indicate the candidate’s aptitude as a residential designer, commercial designer, kitchen and bath planner, space planner, showroom consultant, design specifier, display coordinator, designer and buyer, or interior illustrator. 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 American Society of Interior Designers student chapter provides additional opportunities for professional activities. 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. Seniors are required to participate in the NCIDQ student competition.

Major Program Requirements

Bachelor of Science in Interior Design
(45 hours of Interior Design and 10 hours of cognates)

Interior Design Core (45 hours)

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<tr>
<th>Course Code</th>
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<tr>
<td>INTD 110</td>
<td>Interior Design Theory (3)</td>
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<td>INTD 118</td>
<td>Architectural Drafting (3)</td>
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<td>INTD 120</td>
<td>Applied Design Concepts (3)</td>
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<td>INTD 219</td>
<td>Interior Design Drawing (3)</td>
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<td>Interiors I (3)</td>
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<td>INTD 223</td>
<td>Design Process and Presentation (3)</td>
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<td>Interiors II (3)</td>
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<td>INTD 323</td>
<td>Residential Design (3)</td>
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<td>INTD 325</td>
<td>Auto CAD for Interior Design (3)</td>
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<td>INTD 326</td>
<td>Lighting (3)</td>
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INTD 327    | Commercial Design (3)         |
INTD 351    | Advanced Studio (3)           |
INTD 400    | Capstone: Senior Seminar (3)  |
INTD 408    | Prof. Practices for Interior Designers (3) |

Interior Design Cognates (10 hours)
Choose one each from:
- AHIS 209    World Art History I (4)
- AHIS 210    World Art History II (4)
- ART 103    Drawing from Life (3)
- ART 218    Digital Imaging (3)
- BAD 230    Marketing (3)
- 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.

110. Interior Design Theory (3) (ARTS).
This 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. Fall.

118. Architectural Drafting (3) (ARTS).
A studio course introducing and applying drafting techniques, and contract documentation including lettering, field measurements, floor plans, elevations and sections and schedules. Fall, Spring.

120. Applied Design Concepts (3) (ARTS).
A studio course to further explore design elements, principles and color theory through the creation of 2-dimensional and 3-dimensional projects relative to practical applications in interior design. Spring.

219. Interior Design Drawing (3).
Freehand drawing for interior designers, including paraline drawing, linear perspective, descriptive light and shadow and rendering techniques. (Prerequisite: INTD 118). Fall.

221. Interior Design Materials (3).
Definition, environmental attributes, application, specification, and installation techniques of interior materials and textiles. (Prerequisite: INTD 118). Spring.
Interior Design

222. **History of Architecture and Interiors I (3).**
The history of Architecture and Interiors from Antiquity through the 18th Century. Fall.

223. **Design Process and Presentation (3).**
A studio course exploring design fundamentals as components of interior space, including use of the design process and model construction to communicate and solve problems. Special attention is given to presentation and techniques. (Prerequisites: INTD 120, 219, 221, and ENGL 101). Spring.

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 AutoCAD for non-interior design majors, applicable for facilities management, engineering, construction management and landscape design. (Prerequisite: MATH 101). Offered as needed.

323. **Residential Design (3).**
The practical application of design principles to the living environment. Studio problems are approached with consideration for human factors and space requirements while working through the appropriate design process. (Prerequisites: INTD 222, 223, and 224). Fall.

325. **AutoCAD for Interior Design (3).**
An introduction to computer aided drafting and design specifically for the interior designer through the use of AutoCAD. (Prerequisite: INTD118). Fall.

326. **Lighting (3).**
Explores the concept and techniques of lighting, using a logical progression from conceptualization through presentation including understanding and application of lighting componentry, calculation, coloration and energy efficiency. (Prerequisite: INTD 323; Co-requisite 327). Spring.

327. **Commercial Design (3).**
Assessment and programming for the working environment, including consideration of space requirements, human behavior, ergonomics and anthropometrics, functional requirements, building Codes, and accessibility issues. Application and specification of appropriate materials and products, creation of contract documentation and various presentation techniques are applied to all projects. (Prerequisite: INTD 323 or 325; Co-requisite INTD 326). 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.

351. **Advanced Studio (1-4).**
Student selected study in topics such as AutoCAD, rendering, portfolio, residential design, kitchen and bath design, furniture design, commercial design, systems furniture, and historic preservation incorporating research and a variety of communication techniques. Repeatable up to 4 semester hours (Prerequisite: Junior or senior standing). Fall, Spring.

400. **Capstone: Senior Seminar (3).**
The 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 327). Fall.

408. **Professional Practices for Interior Designers (3).**
Business practices and ethics in the field of interior design. (Prerequisites: INTD 327 and 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).**

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).**
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 (30 hours)
ECON 223 Economics of the Developing Countries (4)
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 (4)
ECON 319 International Economics (4)
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 Program Requirements
To minor in journalism, students must complete 28-30 hours including the Journalism Core and Journalism Cognates.

Journalism Core (19 hours)
- JRNL 190  Basic Reporting (1)
- JRNL 238  Introduction to Journalism (3)
- JRNL 306  Community Journalism (3)
- JRNL 310  Narrative Journalism (3)
- JRNL 396  First Amendment (3)
- JRNL 405  Journalism and Social Media (3)
- JRNL 415  Focus on Journalism (3)

Journalism Cognates (9-11 hours)
- SCJ 225  Introduction to Criminal and Juvenile Justice (3)
- BAD 230  Marketing (3)
- BAD 241  Management (3)
- ECON 201  Principles of Microeconomics (4)
- ECON 202  Principles of Macroeconomics (4)
- PHIL 104  Ethics (3)
- PSCI 101  American Federal Government (4)

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.

190. Basic Reporting (1).
Students will focus on the basics of writing for print and electronic media, including the “Five Ws,” the “Inverted Pyramid,” interviewing and note-taking. Fall, Spring.

238. Introduction to Journalism (3).
Students will explore journalism through reading, writing and historical research, including an overview of basic writing techniques used by journalists and review the journalistic process through discussion, reading newspapers, viewing online news sites and films and hands-on activities, including social media. (Open to Freshmen). Fall and Spring.

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.

310. Narrative Journalism (3).
Focused study on the narrative form of journalism, past and present; topics may include literary journalism, magazine journalism and story-telling. (Prerequisite: JRNL 238). Spring.

396. First Amendment (3).
Uses Supreme Court cases and other materials to explore all the constitutional rights afforded under the First Amendment. This course will include discourses on free speech theory, the interplay between a free press and democracy, and the extent to which religious institutions and government are constitutionally compatible. (Prerequisites: JRNL 238 and SCJ 225). Also listed as SCJ 398. Offered as needed.

405. Journalism and Social Media (3).
Journalistic practices common to the use of Facebook, Twitter, Storify and other social media; using “crowdsourcing” and other social media tools within the context of traditional journalism. Focus on historical and ethical perspectives of social media and trends in the use of social media as a journalistic tool. (Prerequisite: JRNL 306). Fall.

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.

Courses and Descriptions

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.

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.

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 algorithms. (Prerequisite: MATH 101 or Mathematics Placement Policy). Fall.
Mathematics

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).
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

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.

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. A major in the MLC Department prepares students in the languages, cultures, and literatures of the French, Spanish, German, and Japanese-speaking peoples, through a series of required and elective courses, a study-abroad experience, and a senior capstone research project. Students graduating in MLC will be expected to demonstrate proficiency in speaking, listening, writing, and reading in their chosen language in a cultural context, and will be able to use this proficiency to cross boundaries and bridge disciplines. 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 in the Teacher Education program, are required to improve their language competencies through a relevant College-approved foreign study program (10-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 French
(36 hours)

French Core (18 hours)
MLCF 201  French III (4)
MLCF 204  French IV (4)
MLCF 350  Advanced French Language (4)
MLCF 360  Advanced French Conversation (2)
MLCF 491 Senior Research (2)
MLCF 492 Senior Research Presentation (2)

French Electives (18 hours)
Two courses from:
MLCF 310  Contemporary Francophone Cultures and Literatures (4)
MLCF 320  French Literature and Culture through 1850 (4)
MLCF 330  French Literature and Culture from 1850 to 1950 (4)
MLCF 340  The French-Speaking World (4)
10 additional hours of MLCF courses at the 200 level or above

Bachelor of Arts with Teacher Certification in French
See the Teacher Education section of the catalog.

Bachelor of Arts in German
(36 hours)

German Core (18 hours)
MLCG 201  German III (4)
MLCG 202  German IV (4)
MLCG 350  Advanced German Language (4)
MLCG 360  Advanced German Conversation (2)
MLCG 491  Senior Research (2)
MLCG 492  Senior Research Presentation (2)

German Electives (18 hours)
Two courses from:
MLCG 310  German Literature and Culture (800-1850) (4)
MLCG 320  German Literature and Culture (1850-1932) (4)
MLCG 330  German Literature and Culture after 1933 (4)
MLCG 340  The German-Speaking World (4)
10 additional hours of MLCG courses at the 200 level or above

Bachelor of Arts with Teacher Certification in German
See the Teacher Education section of the catalog.
**Modern Languages and Cultures**

**Bachelor of Arts in Japanese Studies**  
(35-36 hours)

**Japanese Studies Core (12 hours)**
- MLCJ 201  Japanese III (4)
- MLCJ 202  Japanese IV (4)
- MLCJ 491  Senior Research (2)
- MLCJ 492  Senior Research Presentation (2)

**Cognates (7-8 hours)**
Select any two of the following:
- HIST 102  East Asian Civilization II (4)
- HIST 221  History of Women in East Asia (4)
- HIST 239  Cultural History of Japan (4)
- HIST 355  History and Memory of Hiroshima (4)
- RELG 302  Studies in Eastern Religion: Japan (3)
- MLCJ 350  Advanced Japanese Language (4)

**Japanese Studies Electives (16 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)
- 8 additional hours of MLCJ courses at the 300 or 400 level

**Bachelor of Arts in Spanish**  
(36 hours)

**Spanish Core (18 hours)**
- MLCS 201  Spanish III (4)
- MLCS 202  Spanish IV (4)
- MLCS 350  Advanced Spanish Language (4)
- 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  Peninsular Spanish Literature and Culture (4)
- MLCS 320  Spanish-American Literatures and Cultures (4)
- MLCS 330  Contemporary Hispanic Literatures and Cultures (4)
- MLCS 340  The Spanish-Speaking World (4)
- 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 French, German or Spanish must complete a minimum of 22 semester hours at the 200 level or above.

Required French courses are MLCF204, 350, 360 and one course from 310, 320, and 330.

Required German courses are MLCG 202, 350, 360 and one course from 310, 320, and 330.

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.

**Beverly Allen Smith Fund**

Established by Dr. Beverly Allen Smith, professor emeritus of Modern Languages at Adrian College, this endowed fund benefits the department of foreign languages. Income from the fund is disbursed at the discretion of the department, as agreed upon by all full- and half-time faculty in the department. 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.

**Arabic (MLCA)**

101,102. Arabic I and II (4, 4) (LANGUAGE) (NON-WESTERN).

Two-semester sequence of courses designed as an introduction to the Arabic language. The focus is on language proficiency in all areas of the language including speaking, reading, and writing. The course also introduces students to aspects of Arabic culture and life in the Middle East. Offered as needed.

201. Arabic III (4).

Review and further development of speaking, listening, reading, and cultural understanding skills. Reading and discussion on the cultures of Arabic-speaking peoples. Paragraph-length writing assignments. (Prerequisite: MLCA 102 or equivalent). Offered as needed.
Modern Languages and Cultures

Additional development of the four language skills in Arabic, through reading, longer writing assignments, films, television, and discussion of current events. (Prerequisite: MLCA 202). Offered as needed.

French (MLCF)

101,102. French I and II (4, 4) (LANGUAGE).
Development of listening, speaking, reading and writing skills in French and the foundation for understanding the cultures of French-speaking countries. Activities include readings and in-class discussions. (Prerequisite: MLCF 101 or equivalent for 102). Fall, Spring.

201. French III (4).
Review and further development of speaking, listening, reading, writing and cultural understanding skills. Readings on cultures of French-speaking peoples and representative French-language literary works. (Prerequisite: MLCF 102 or equivalent). Fall.

204. French IV (4).
Further development of the four language skills to prepare students for the advanced courses. Activities will include reading literary excerpts as well as articles from the press, writing short essays, watching films and French television followed by discussions, and grammar review. (Prerequisite: MLCF 201 or equivalent). Spring.

210. French-speaking Cultures of Africa and the Caribbean (4) (NON-WESTERN).
An introduction to the countries of Africa and the Caribbean formerly colonized by France. Topics include colonization and decolonization; political, economic, and social life; changing identities; linguistic diversity; globalization and relationship with the West. Taught in English. Open to freshmen. Fall.

Continued development of the four language skills through the specialized terminology used in the business world and other professional situations, including office practices, postal and banking services, transportation and travel. Cultural differences between French and American workplaces will be highlighted. (Prerequisite: MLCF 204 or equivalent). Offered as needed.

220. Intermediate French Conversation (2).
Development of speaking and comprehension skills in French, through pronunciation practice, review of grammar and structures, vocabulary-building activities, dialogues, individual reports, discussions, enhanced with use of audio-visual aids. (Prerequisite: MLCF 102 or equivalent, open to freshmen). Fall.

310. Contemporary Francophone Cultures and Literatures (4) (HUMANITIES).
A cross-cultural perspective on French-speaking areas of the world today, including France, Quebec, Africa and the Caribbean. Representative examples of francophone literature and film since the era of World War II. May be repeated once for credit. (Prerequisite: MLCF 202 or equivalent). Spring.

320. French Literature and Culture through 1850 (4) (HUMANITIES).
The development of French civilization, language and literature from their origins through the Renaissance, Classical Age, Age of Enlightenment, the French Revolution and the Romantic generation. May be repeated once for credit. (Prerequisite: MLCF 202 or equivalent). Spring.

330. French Literature and Culture from 1850 to 1950 (4) (HUMANITIES).
The development of modern society, literature and the arts, including film, from Realism, Naturalism and Symbolism through the surrealist revolution and existentialism in the context of the emergence of science and industry and two world wars. Authors may include Flaubert, Zola, Maupassant, Baudelaire, Rimbaud, Gide, Proust, Apollinaire, Colette, Eluard, Sartre and Camus. May be repeated once for credit. (Prerequisite: MLCF 202 or equivalent). Fall.

Overview of the history, geography, societies and institutions of the French-speaking peoples throughout the world. This course will help students to prepare for the Michigan Teacher Certification Test in French, although participation is not limited to Teacher Education students. (Prerequisite: MLCF 202). Spring.

Process and steps for writing successfully in French, including help with peer coaching and peer editing. Listening, speaking and reading skills integrated with writing skills. Repeatable once for credit. (Prerequisite: MLCF 202 or equivalent; ENGL 101 when taken for Writing Intensive credit). Fall.

360. Advanced French Conversation (2).
Pronunciation practice, oral review of complex structures, vocabulary building, individual reports, and dialogues. Discussions of current events in French-speaking countries, using French-language newspapers and videos as source materials. Repeatable once for credit. (Prerequisite: MLCF 201 or equivalent). Spring.
Modern Languages and Cultures

**German (MLCG)**

101, 102. **German I and II (4, 4) (LANGUAGE).** Development of listening, speaking, reading and writing skills in German, while investigating the cultures of the new Germany, Austria, and Switzerland. (Prerequisite: MLCG 101 or equivalent for 102). Fall, Spring.

201. **German III (4).** Continued development of the four skills with a deeper investigation and review of the structure of German. Thematic vocabulary topics will be used to increase conversational fluency. Regular readings and discussion, in German, of German history from Roman times to the nineteenth century. (Prerequisite: MLCG 102 or equivalent). Fall.

202. **German IV (4).** Further development of the four skills. Current German media used to develop vocabulary and fluency. Development of professional and business language as needed. Regular readings and discussion, in German, of German history from the nineteenth century to the present. (Prerequisite: MLCG 201 or equivalent). Spring.

220. **Intermediate German Conversation (2).** Development of speaking and comprehension skills in German, through pronunciation practice, review of grammar and structures, vocabulary-building activities, dialogues, individual reports, discussions, enhanced with use of audio-visual aids. (Prerequisite: MLCG 102 or equivalent, open to freshmen). Spring.

310. **German Literature and Culture (800-1850) (4) (HUMANITIES).** Historical and cultural survey of German literature from its medieval beginnings to Romanticism and the age of revolution. Literature will be chosen to trace a cultural theme through history. Readings and overarching theme change. Repeatable once for credit with new content. (Prerequisite: MLCG 202 or equivalent). Spring.

320. **German Literature and Culture (1850-1932) (4) (HUMANITIES).** Historical and cultural survey of German literature from the emergence of the German nation state to the Weimar Republic. Literature will be chosen to trace a cultural theme through history. Readings and overarching theme change. Repeatable once for credit with new content. (Prerequisite: MLCG 202 or equivalent). Fall.

330. **German Literature and Culture after 1933 (4) (HUMANITIES).** A literary examination of the Holocaust, Third Reich, and divided Germany. The impact of this history on contemporary German literature and society will also be explored. Readings will change every other year. Repeatable once for credit with new content. (Prerequisite: MLCG 202 or equivalent). Spring.

340. **The German-Speaking World (4).** Overview of the history, geography, societies, and institutions of the German-speaking peoples throughout the world. This course will help students to prepare for the Michigan Teacher Certification Test in German, although it is not limited to Teacher Education students. (Prerequisite: MLCG 202 or equivalent). Spring.

350. **Advanced German Language (4).** Special problems in German language acquisition, including structural and vocabulary issues. Thematic focus on scientific and business German. Content changes every other year. Repeatable once for credit with new content. (Prerequisite: MLCG 202 or equivalent; ENGL 101 when taken for Writing Intensive credit). Fall.

360. **Advanced German Conversation (2).** Contemporary problems and events in the German-speaking countries of Europe, as contrasted with those of the United States, through use of newspapers, magazines, radio and television broadcasts. Repeatable once for credit. (Prerequisite: MLCG 202 or equivalent). Fall.

**Japanese (MLCJ)**

101, 102. **Japanese I and II (4, 4) (LANGUAGE) (NON-WESTERN).** Development of listening, speaking, reading, and writing skills in Japanese, with an introduction to Japanese culture. (Prerequisite: MLCJ 101 or equivalent for 102). Fall, Spring.

201, 202. **Japanese III and IV (4, 4) (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 or equivalent for 201; or MLCJ 201 equivalent for 202). Fall, Spring.

210. **Japanese Literature in Translation (4) (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 (4) (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. Offered as needed.
Modern Languages and Cultures

Listening, reading, and speaking skills integrated with writing. Emphasis is on kanji acquisition and writing in Japanese. Repeatable once for credit. (Prerequisite: MLCJ 201 or equivalent). Offered as needed.

Spanish (MLCS)
101, 102. Spanish I and II (4, 4) (LANGUAGE).
Development of speaking, listening, reading and writing skills in Spanish, with an introduction to Hispanic cultures. (Prerequisite: MLCS 101 or equivalent for 102). Fall, Spring.

201. Spanish III (4).
Review and continued development of the four skills, now with topical essays and literature selections as the basis for written work and discussion. (Prerequisite: MLCS 102 or equivalent). Fall.

Additional development of the four language skills in Spanish, through reading, writing, films and television, and the discussion of current events. Emphasis will be placed on achieving a greater familiarity with the linguistic diversity and varied cultures of the Spanish-speaking peoples in the U.S., Latin America, and Spain. (Prerequisite: MLCS 201 or equivalent). Spring.

For future professionals who plan to use Spanish in the workplace. While common language functions are practiced together, students also work individually to develop vocabulary and language skills specific to business, social services and education. (Prerequisite: MLCS 202 or equivalent). Spring.

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. Peninsular Spanish Literature and Culture (4) (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). Spring.

320. Spanish-American Literatures and Cultures (4) (HUMANITIES).
Reading and discussion of major works of Mexico and Central and South America and their cultural relevance. The course addresses higher-level language skills in Spanish while developing a knowledge base of Spanish-American literatures and cultures. Repeatable once for credit. (Prerequisite: MLCS 202 or equivalent). Fall.

330. Contemporary Hispanic Literatures and Cultures (4) (HUMANITIES).
An examination of recent and current events as they have influenced the cultures and literatures of the Spanish-speaking world. Includes reading and discussion of contemporary prose, poetry and drama by Spanish, Latin American, and U.S. Hispanic writers. Themes will change every two years. Repeatable once for credit. (Prerequisite: MLCS 202 or equivalent). Fall.

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). Spring.

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; ENGL 101 when offered as a Writing Intensive course). 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.

American Sign Language (MLCH)
Development of basic to intermediate signing skills, as well as an introduction to the grammar and history of ASL. Readings and discussions will also instill an understanding of the culture of the deaf and signing communities in the United States and abroad. Fall.

102. American Sign Language II (4) (LANGUAGE).
Development of basic to intermediate signing skills, as well as an introduction to the grammar and history of ASL. Readings and discussions will also instill an understanding of the culture of the deaf and signing communities in the United States and abroad (Prerequisite: MLCH 101 or equivalent). Spring.
Modern Languages and Cultures

201. American Sign Language III (4).
Review and further development of intermediate signing skills. Readings, writings, and discussions over the culture of the deaf and signing communities in the United States. (Prerequisite: MLCH 102 or equivalent). Offered as needed.

Review and further development of intermediate to advanced signing skills. Readings, writings, and discussions over the culture of the deaf and signing communities in the United States. (Prerequisite: MLCH 201 or equivalent). Offered as needed.

English as a Second Language (MLCE)

101. English as a Second Language I (4)
(LANGUAGE).
For students whose native language is not English. Basic English grammar and classroom practice in reading, writing, speaking and listening. Offered as needed.

102. English as a Second Language II (4)
(LANGUAGE).
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. Offered as needed.

Special and Advanced Courses

199. Exploratory Internship (1-3).

250. Special Topics (1-4).
Designed particularly for non-majors, the course can be repeated with a different topic.

299. Experimental Course (1-4).

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 Thursday 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)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>MUS 101</td>
<td>Theory I</td>
<td>3</td>
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<tr>
<td>MUS 102</td>
<td>Theory II</td>
<td>3</td>
</tr>
<tr>
<td>MUS 103</td>
<td>Aural Skills I</td>
<td>2</td>
</tr>
<tr>
<td>MUS 104</td>
<td>Aural Skills II</td>
<td>2</td>
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<tr>
<td>MUS 115</td>
<td>Keyboard I</td>
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<tr>
<td>MUS 116</td>
<td>Keyboard II</td>
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<tr>
<td>MUS 201</td>
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<td>MUS 202</td>
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<tr>
<td>MUS 203</td>
<td>Aural Skills III</td>
<td>2</td>
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<tr>
<td>MUS 204</td>
<td>Aural Skills IV</td>
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<tr>
<td>MUS 215</td>
<td>Keyboard III</td>
<td>1</td>
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<tr>
<td>MUS 216</td>
<td>Keyboard IV</td>
<td>1</td>
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<tr>
<td>MUS 310</td>
<td>Junior Recital</td>
<td>1</td>
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<tr>
<td>MUS 316</td>
<td>Music History Before 1750</td>
<td>3</td>
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<tr>
<td>MUS 318</td>
<td>Music History from 1750 to 1880</td>
<td>3</td>
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<tr>
<td>MUS 319</td>
<td>Music History After 1880</td>
<td>3</td>
</tr>
<tr>
<td>MUS 401</td>
<td>Musical Form</td>
<td>2</td>
</tr>
<tr>
<td>MUS 410</td>
<td>Senior Recital</td>
<td>1</td>
</tr>
</tbody>
</table>

Music B.M. Electives (27 hours)

Select one from:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 320</td>
<td>Music of the East/Far East</td>
<td>3</td>
</tr>
<tr>
<td>or MUS 321</td>
<td>Music of Africa/S. America</td>
<td>3</td>
</tr>
<tr>
<td>MUS 128</td>
<td>Singers Diction (English/French)</td>
<td>1</td>
</tr>
<tr>
<td>MUS 129</td>
<td>Singers Diction (Italian/German)</td>
<td>1</td>
</tr>
<tr>
<td>MUS 132</td>
<td>Vocal Pedagogy</td>
<td>1</td>
</tr>
<tr>
<td>MUS 303</td>
<td>Conducting I</td>
<td>2</td>
</tr>
<tr>
<td>MUS 402</td>
<td>Orchestration</td>
<td>4</td>
</tr>
</tbody>
</table>

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
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, and one (1) semester hour of an elective.

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.

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,
Music

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.

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.

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

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.

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.
<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>128</td>
<td>Singers Diction (English/French) (1)</td>
<td>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). Spring.</td>
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<tr>
<td>129</td>
<td>Singers Diction (Italian/German) (1)</td>
<td>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). Spring.</td>
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<tr>
<td>130</td>
<td>Voice Class (1) (ARTS)</td>
<td>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). Spring.</td>
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<tr>
<td>142</td>
<td>Piano Class (1) (ARTS)</td>
<td>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).</td>
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<tr>
<td>212</td>
<td>Opera Workshop (1)</td>
<td>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, Spring.</td>
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<tr>
<td>213</td>
<td>Musical Theatre Workshop (1)</td>
<td>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.</td>
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<tr>
<td>215</td>
<td>Keyboard III (1)</td>
<td>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.</td>
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<tr>
<td>216</td>
<td>Keyboard IV (1)</td>
<td>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.</td>
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<tr>
<td>303</td>
<td>Conducting I (2)</td>
<td>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.</td>
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<tr>
<td>310</td>
<td>Junior Recital (1)</td>
<td>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.</td>
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<tr>
<td>410</td>
<td>Capstone: Senior Recital (1)</td>
<td>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.</td>
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<tr>
<td>450</td>
<td>Capstone: Senior Project (1)</td>
<td>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.</td>
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</table>

**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 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.

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>140</td>
<td>Adrian College Choir (1) (ARTS)</td>
<td>Repertoire covers a wide variety of music ranging from classic to contemporary. Performances include concerts and special college events. Annual choir tour. Open to all students; no audition necessary. Fall, Spring.</td>
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<tr>
<td>143</td>
<td>Guitar Class (1) (ARTS)</td>
<td>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.</td>
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</tbody>
</table>
Music

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). Fall, Spring.

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.

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). Fall, Spring.

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). Fall, Spring.

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). Fall, Spring.

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.

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

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.
Music

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

Mission Statement
In accordance with the Adrian College mission statement of pursuing truth and dignity of all people, the Departments of Music and Theatre 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 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.

Major Program Requirements
Bachelor of Arts in Musical Theatre
(22 hours in Theatre and 23 hours in Music)

Music Theatre Core (45 hours)
THRE 108 Acting I (3)
THRE 115 Beginning Modern Dance (1)
THRE 116 Beginning Jazz (1)
THRE 117 Beginning Ballet (1)
THRE 120 Tap (1)
THRE 207 Stagecraft (3)
THRE 216 Intermediate Jazz (1)
or THRE 217 Intermediate Ballet (1)
THRE 219 Musical Theatre Dance (1)
THRE 303 Acting II (3)
THRE 314 History of Musical Theatre (3)
THRE 318 Choreography (1)
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)

NOTE: Participation in all Adrian College musical theatre productions is also expected. For course descriptions, consult listings for the Departments of Theatre and Music.
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, ethical reflection, the place of philosophy or religion in the larger society, and the place of the capstone presentation in the chosen discipline major.

Students interested in philosophy and religion may earn the Bachelor of Arts degree with one of two majors: religion or philosophy. A minor in teaching religion in public schools is available for those majoring in education. The department also offers minors in both philosophy and religion.

In addition to preparing for church-related careers, students majoring in philosophy or religion may enter such fields 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:
Enhance the awareness of ethical issues, both at a theoretical and a practical and professional level.
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)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>PHIL 101</td>
<td>Introduction to Philosophy (3)</td>
</tr>
<tr>
<td>or PHIL 104</td>
<td>Introduction to Ethics (3)</td>
</tr>
<tr>
<td>or PHIL 110</td>
<td>Philosophy through Film (3)</td>
</tr>
<tr>
<td>PHIL 105</td>
<td>Logic (3)</td>
</tr>
<tr>
<td>PHIL 351</td>
<td>Ancient Greek Philosophy (3)</td>
</tr>
<tr>
<td>PHIL 353</td>
<td>Modern Philosophy (3)</td>
</tr>
<tr>
<td>PHIL 304</td>
<td>Ethics (3)</td>
</tr>
<tr>
<td>PHIL 400</td>
<td>Capstone: Senior Thesis (3)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>PHIL 201</td>
<td>Jurisprudence (4)</td>
</tr>
<tr>
<td>PHIL 331</td>
<td>Philosophy of Law (3)</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>RELG 105</td>
<td>Religions of the East (3)</td>
</tr>
<tr>
<td>RELG 400</td>
<td>Capstone: Senior Research Project (3)</td>
</tr>
</tbody>
</table>

Religion Electives (27 hours)
Any one of the following three courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>RELG 101</td>
<td>Bible and Culture (3)</td>
</tr>
<tr>
<td>or RELG 102</td>
<td>Religions of the West (3)</td>
</tr>
<tr>
<td>or RELG 114</td>
<td>Christian Social Ethics (3)</td>
</tr>
</tbody>
</table>

At least one of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>RELG 308</td>
<td>Native American Sacred Traditions (3)</td>
</tr>
<tr>
<td>RELG 310</td>
<td>Women in World Religions (3)</td>
</tr>
<tr>
<td>RELG 315</td>
<td>Buddhism (3)</td>
</tr>
<tr>
<td>RELG 335</td>
<td>Japanese Religion (3)</td>
</tr>
<tr>
<td>RELG 345</td>
<td>Chinese Religion (3)</td>
</tr>
</tbody>
</table>

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.

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 releases, silent films and surrealist films. The course will also integrate philosophical texts. Fall.

129. Introduction to Women’s 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 gender identity and the articulation of gender across racial and socio-economic categories. Offered as needed.

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 (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). (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.

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.

329. Feminist Ethics (3).
Feminist approaches to literary theory, religious studies, anthropology, psychology, and philosophy and their possible effect on contemporary ethical issues. Cross-listed with RELG 329. (Students who have taken PHIL 329 for credit may not take RELG 329 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 spots. 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.

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.

206.  Religions in America (3)  (PHILOSOPHY/RELIGION).
Emphasis on Christianity, Judaism, Afro-American and Native American traditions in America, religion’s role in shaping American culture and special attention to recent developments. Spring.

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 (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.
Philosophy and Religion

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.

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.

329. Feminist Ethics (3).
Feminist approaches to literary theory, religious studies, anthropology, psychology, and philosophy and their possible effect on contemporary ethical issues. Cross-listed with PHIL 329. (Students who have taken RELG 329 for credit may not take PHIL 329 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.
Philosophy and Religion

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. While the core areas of classical dynamics and electromagnetism were well understood, both experienced dramatic reformulation in the 20th century with the advent of relativity and quantum theory. New discoveries and computational advances continue to change our view of the physical universe. Superconductivity, quantum gravity, dark matter & dark energy are just some of the topics at the forefront of current research in physics. Clearly, there is much yet to learn.

Physics is a broad field that encompasses diverse disciplines such as astrophysics, biophysics, condensed matter physics, geophysics, medical physics, nuclear physics, and particle physics. 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 & applied physics, law and medicine. Students planning to enter graduate school are advised to complete requirements for the Bachelor of Science degree. Students are encouraged to meet with a physics faculty member as early as possible to discuss specific course recommendations.

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 (15 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 452 Capstone: Senior Thesis (1)

Physics B.A. Electives (15 hours)
Additional 15 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)

Bachelor of Science in Physics
(33 hours and 29 hours of cognates)

Physics B.S. Core (27 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 Advanced Physics Laboratory (3)
PHYS 452 Capstone: Senior Thesis (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)
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)

Cognate Electives (10 hours)
4 hours of a BIOL, CHEM, or GEOL laboratory course and 6 hours of MATH courses numbered 216 and above or 10 hours in BIOL, CHEM or CEOL, including 3 hours numbered 300 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.

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.

Cognate Electives (10 hours)
4 hours of a BIOL, CHEM, or GEOL laboratory course and 6 hours of MATH courses numbered 216 and above or 10 hours in BIOL, CHEM or CEOL, including 3 hours numbered 300 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.

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.
Physics

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.
Physics

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 and MATH 305). 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 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. Advanced Physics Laboratory (3).
Students conduct experiments from classical and modern physics using contemporary instrumentation. Formal reports and oral presentations will be required. One hour recitation and six hours laboratory. (Prerequisite: PHYS 320 or 370). Offered as needed.

450. Physics Research (1-3).
Experimental or theoretical research in physics. May be repeated. (Prerequisite: instructor permission). Fall, Spring.

452. Capstone: Senior Thesis (1).
Students will write a formal research report or thesis based on previous research from either PHYS 450 or other experience. A presentation and defense 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
(37 hours of PSCI and 3-4 hours cognates)

Political Science Core (20 hours)
- PSCI 101 American Federal Government (4)
- PSCI 210 Career Seminar (2)
- PSCI 236 International Relations (4)
- PSCI 237 Ancient and Medieval Political Philosophy (4)
or PSCI 238 Modern Political Philosophy (4)
- PSCI 295 Research Methods for Political Science (4)
- PSCI 409 Capstone: Research Seminar (2)

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 (16 hours)

Cognates (3 – 4 hours)
- MATH 204 Elementary Statistics (3)
or PSYC 211 Statistics for Psychology (4)

Majors are encouraged, depending on their individual backgrounds, to consider the following courses related to political science: ESS 104, ECON 201 and 202, HIST 101, 102, 103, 104, 105, 106, or 111.

Minor and Associate Program Requirements
The Associate’s Degree and the minor in political science requires completion of 20 semester hours in the discipline, including PSCI 101; 237 or 238; and 12 hours of electives in the department.
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.

The structure and function of the federal government, with emphasis on the concept of limited government, constitutional structures such as federalism and separation of powers, and consideration of how it actually functions in the contemporary world. Fall, Spring.

102. State and Local Government (4) (SOCIAL SCIENCE).
How state and local governments function, issues they face and how they relate to the federal government, with special emphasis on Michigan. Attendance at governmental meetings, interviews of public officials and presentations by governmental guest speakers are included. Fall, Spring.

205. Introduction to Public Policy (4) (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.

Discusses post-graduate and career opportunities for Political Science students. Fall.

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.

236. International Relations (4) (SOCIAL SCIENCE).
Analysis of current world politics in terms of biological, psychological, institutional, technical and geographical factors. Emphasizes the United States’ role in major world issues. Fall, Spring.

237. Ancient and Medieval Political Theory (4) (SOCIAL SCIENCE).
Survey of classical and medieval political philosophy. Spring of odd years.

238. Modern Political Theory (4) (SOCIAL SCIENCE).
Survey of modern and postmodern political philosophy. Spring of even years.

245. Environmental Politics (4) (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 (4) (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.

260. Contemporary Democracies (4) (SOCIAL SCIENCE).
Political institutions, policies, and practices of contemporary democracies throughout the world, as well as the effects of different democratic arrangements on political and economic policy and on democratic successes and failures. Offered as needed.

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 CHEM273 may not take this course for credit. (Prerequisite: ENGL101). Offered as needed.

Introduction to the research methods used in Political Science, including causal inference, hypothesis testing, measurement, sampling, survey research, document analysis, and basic statistical analysis. Spring.

301. Special Topics in Political Science (4).
May be repeated with different topic. (Prerequisite: PSCI one of 101, 102, 236, or 295).
305. Political Economy (4).
Examination of government’s role in the economy, including consideration of the theoretical foundations of free trade, Marxism, Keynesianism and monetarism, with emphasis on Public Choice theory, rent-seeking behavior, market distorting effects of government regulation and economic analysis of politics. Students who have taken ECON 305 may not take this course for credit. (Prerequisite: junior standing). Fall.

Central issues of the global political economy: global governance, international organizations such as the World Bank, International Monetary Fund and World Trade Organization, and the phenomenon of globalization and its implications. (Prerequisite: one of PSCI 101, 102, 236, or 295). Offered as needed.

Politics and problems of selected third and fourth world nations of Asia, Africa and Latin America and their relations with the United States and the rest of the world. (Prerequisite: one of PSCI 101, 102, 236, or 295). Offered as needed.

The nature, sources and effects of public opinion; techniques, strategies and effects of propaganda; and membership, beliefs and campaigns of political parties. Coursework will include analysis and creation of propaganda and working for political parties or candidates. (Prerequisite: one of PSCI 101, 102, 236, or 295). Offered as needed.

351. European Politics (4).
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 of PSCI 101, 102, 236, or 295). Offered as needed.

355. Model Arab League (4) (Non-Western).
The politics and policies of the member-states of the Arab League and the League itself. Course involves participation in the Michigan Model Arab League and other MAL events. Spring. (Prerequisites: COMM 102, and one of PSCI 101, 102, 236 or 295). Spring.

356. Advanced Model Arab League (4).
Advanced training in the politics of the Arab League and participation in the Michigan and National Model Arab Leagues for veterans of the Model Arab League program. (Prerequisite: PSCI 355). Spring.

360. Contemporary Middle East (4) (Non-Western).
Introduces students to the political and cultural diversity of the Middle East through a trip to selected Arabic states. Includes lectures by U.S. consular officials and faculty at local universities, with visits to important cultural sites. Fee covers ground travel, lodging, most meals. Students are responsible for airfare. (Open to freshmen). May/Summer.

370. Democratization (4).
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 of PSCI 101, 102, 236, or 295). Offered as needed.

Study of U.S. Supreme Court decisions that resolve struggles for power between the three branches of the federal government and the federal 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. (Prerequisite: junior standing). Students who have taken SCJ 394 or 398 may not take this course for credit. Fall.

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 to the constitutional rights of the accused during criminal investigations and litigation and exploration of civil rights issues and the limits of free speech and religious expression. (Prerequisite: junior standing). Students who have taken SCJ 395 or 397 may not take this course for credit. Spring.

405. Political Behavior (4).
Examines the foundations of social and political behavior, considering such issues as the evolutionary basis of cooperation, the foundations of racism and violence, the confluence of power and sex, the strategic value of deception, and what it means to behave rationally in a complex political world. (Prerequisite: one of PSCI 101, 102, 236, or 295). Offered as needed.

409. Capstone: Research Seminar (2).
Culminating experience for political science majors. Students will select a re- search 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. May be repeated once for credit, with permission of instructor. (Prerequisites: PSCI 295 and MATH 204 or PSYC 211 and junior or senior Status). Fall.
Political Science

**Special and Advanced Courses**

199. **Exploratory Internship (1-3).**
Arrangements may be made for internships fulfilling individual needs and interests. The Lenawee County Pre-Law Internship offers an introductory look at the field through visits and interviews with persons at a dozen or more agencies related to the legal process. Fall, Spring, Summer.

222. **Washington Symposium (2-3).**
On-campus study combined with study at the Washington Center in Washington, D.C. Topics may include the presidency, Congress, leadership for women, foreign policy, or the news media in politics. Study in Washington includes lectures by government leaders, field trips to government agencies and one-day internships in government offices. May term.

299. **Experimental Course (1-4).**

399. **Professional Internship (1-12).**
Political science interns have been placed with judges, private and prosecuting attorneys, city and county managers, police departments, probate and district courts, newspapers, social service agencies, political campaigns and state and national legislators. Fall, Spring, Summer.

451. **Independent Study (1-4).**
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 (1-4).**
**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 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)**

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSYC 100</td>
<td>General Psychology</td>
<td>3</td>
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<tr>
<td>PSYC 211</td>
<td>Statistics for Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 265</td>
<td>Research Methods for Majors</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 329</td>
<td>History of Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 444</td>
<td>Advanced Research</td>
<td>2</td>
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<tr>
<td>PSYC 445</td>
<td>Capstone: Senior Research</td>
<td>2</td>
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**Bachelor of Arts in Psychology**

(35 hours)

**Psychology Core (18 hours)**

**Psychology B.A. Electives (14 hours)**

**Cognate (3 Hours)**

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PHIL 101</td>
<td>Introduction to Philosophy</td>
<td>3</td>
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**Bachelor of Science in Psychology**

(35 hours)

**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)

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PHIL 101</td>
<td>Introduction to Philosophy</td>
<td>3</td>
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</table>

**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 21 semester hours, including PSYC 100, 212, and 14 additional hours in psychology. PSYC 216 does not count toward the 21 semester-hour requirement. No more than 3 hours of internship credit (PSYC 199 or 399) may be applied toward the 21 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 advanced students (or to complete an alternative assignment). Fall, Spring.
Psychology

205. Developmental Psychology (3).
Theory and research on psychological development from birth through adulthood. (Open to freshmen. Prerequisite: 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: PSYC 100. Open to freshmen). Fall.

211. Statistics for Psychology (4).
The application of elementary research design and descriptive and inferential statistics to psychological data. Students can expect to gain first-hand familiarity with basic statistical analyses. (Prerequisites: PSYC 100; MATH 101 or equivalent proficiency). Fall, Spring.

An introduction to the principles of psychological research and elementary statistics. This course CANNOT be used toward a major in psychology. (Prerequisite: PSYC 100). 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: PSYC 100). Offered as needed.

216. Human Sexuality (4).
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 searching scientific literature. Students will also critically evaluate scientific evidence, collect data, and write research reports. (Prerequisite: PSYC 211). Fall, Spring.

300. Topics in Psychology (1-4).
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: 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. Students will complete a service learning project at an agency. (Prerequisite: PSYC 100). Fall.

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: 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: 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: 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: 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: PSYC 100). Spring.

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: 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.
Psychology

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: 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.

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: 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: 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).
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.

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)
- SOC 201 Social Problems (3)
- SOC 305 Social Research Methods (3)
- PSYC 100 General Psychology (3)
- PSCI 101 American Federal Government (4)
- 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.

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.

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.

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.

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).

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.

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: SOC 337, and permission of Social Work Program Director). Fall, Spring.
Social Work

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 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.
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

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)

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, 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
Sociology and Criminal Justice

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.

305. Social Research Methods (3).
The logic and skills involved in doing social research, including examination of the assumptions, procedures and problems associated with historical/documentary, field work, survey and experimental research, and use of the computer in social research, including statistical packages. (Prerequisite: junior standing). Spring.

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.

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).

402. Sociological Theory (3).
Discussion of classical and contemporary sociological theories, with an emphasis of historical context of their origins, their contributions to sociological knowledge and application in today’s society. (Prerequisites: SOC 104, and 305). Fall.

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).
A critical, in-depth study of selected topics from the various fields of sociology, criminal justice and human services. Each participant will write and present a formal research paper. (Prerequisites: SOC 305, 402, and senior status). Spring.
Sociology and Criminal Justice

**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 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. (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. (Prerequisite: junior standing). Offered as needed.

398. *First Amendment (3).*
Uses major Supreme Court cases and other materials to explore all the constitutional rights afforded under the First Amendment. This course will include discourses on free speech theory, the interplay between a free press and democracy, and the extent to which religious institutions and government are constitutionally compatible (Prerequisite: SCJ 225.) Also listed under JRNL 396 (Students who have taken PSCI 395 may not take this course for credit). Offered as needed.
401. Legal Research and Case Analysis (3).
This course offers pre-professional skills training in legal research, case analysis, and preparing legal memos and briefs. This training includes interpreting judicial opinions, briefing cases and learning how to use online legal libraries. This course will also include a substantive analysis of how law schools function and the expectations they place on incoming law students. (Prerequisite: junior standing). Spring.

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.

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.

Theorizes the criminal justice apparatus through critical questions, and compares fundamentally different orientations to criminal justice agencies and missions. Explores systematic studies of crime and policy, the analysis of policy windows, and how political agendas are set to consider criminal justice policies. (Prerequisite: Admission to MA in Criminal Justice Program). Spring.

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.

504. Graduate Research Methods (3).
Advanced criminal justice research methods, including theory-based research questions, writing literature review, research design, data analysis, ethics, and submission to Institutional Review Board. Includes advanced qualitative and quantitative approaches: experimental, survey, content analysis, secondary analysis, statistical software, qualitative data, evaluation research, writing a draft thesis proposal. (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.

508. Advanced Legal Thought (3).
Classic and contemporary texts explore how courts interact with societal norms and popular values, and examine major schools of judicial decision-making: Natural Law, Legal Realism, Legal Positivism and Critical Legal Theory. Special emphasis given to the role of courts within the American criminal justice system. (Prerequisites: SCJ 503, and 504). Spring.

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.
Sociology and Criminal Justice

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.

592. Thesis Preparation (3).
Implement thesis research proposal – prepare and complete literature review and research design, with appropriate methods so that student will be in a position to successfully complete the thesis and prepare to defend the thesis in front of their thesis committee in the following semester. (Prerequisites: SCJ 503, and 504). Spring.

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 592). 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:

   Liberal Arts Foundation  45 credits
   - General requirements  25 credits
     (some requirements may be waived by examination)
   - Distribution requirements  20 credits
     (some requirements may be double counted)
   Elementary Professional Education Sequence  38-40 credits
   Planned Program /Elementary Education Courses  22 /8-12 credits
   Specialty Studies  36-46 credits
   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, Spanish, French or German 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 Basic Skills Test. 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 Basic Skills Test to continue in the program.

Elementary candidates will take TED 206.
Secondary candidates will take TED 207, 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) 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 “Basic Skills” 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
(10) Attendance at a Teacher Education Departmental orientation session.

· 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.
Teacher Education

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 Director(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 Director(s) of Associate Teaching. Candidates experiencing significant difficulties achieving expectations may be withdrawn from the placement, and the Director(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 Director(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 TED471. 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 Director(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)
TED 471 Social Foundations (2)

Level Two Cognate (3 hours)

ENGL 347 Children’s Literature (3)

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 207 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 (4)

Social Sciences Cognate - select one of the following:
HIST 105 U.S. History to 1876 (4)
HIST 106 U.S. History since 1865 (4)
PSCI 101 American Federal Government (4)
PSCI 236 International Relations (4)
PSCI 250 United States Foreign Policy (4)

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 471 Social Foundations (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)
TED 349 Teaching Communication Arts/Speech in the Middle and Secondary School (2)
Teacher Education

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)

Certification and Master of Education Curriculum
Instruction and Assessment

Concentration in the International Baccalaureate Organization Primary Years Program
TED 571   IB Beliefs and Values of the PYP Classroom Principles (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)

Choose from (12) Credits 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 Reading Instruction (3)
TED 582   Urban Education (3)
TED 583   Second Language Teaching and Learning (3)
TED 584   Literacy in the Content Area (3)

Teacher Certification Majors and Minors
Secondary-level candidates must select one of the following MDE-approved majors, 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.

Program headings are coded to indicate if the major or minor is available for elementary (E), secondary (S) and/or K-12 teaching endorsements.

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.

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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)
- 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)
- CHEM 115 Principles of Chemistry (3)
- CHEM 117 Introductory Chemistry Laboratory (1)
- CHEM 246 Intermediate Inorganic Chemistry (3)

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)
- ESPE 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 Michigan Department of Education Approval

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)
Pending Approval

Minor (S)
Pending Approval

French
Required Methods for Elementary Endorsement
TED 374 Teaching Foreign Language in Elementary Schools (2)

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)

MTTC Test Required for FA Endorsement:
#23 (French)

Major (S, K-12) 31 Hours
MLCF 340 The French-Speaking World (4)
MLCF 350 Advanced French Language (4)
MLCF 360 Advanced French Conversation (2)
And one of the following courses:
MLCF 310 Contemporary Francophone Cultures and Literatures (4)
MLCF 320 French Literature and Culture through 1850 (4)
MLCF 330 French Literature and Culture from 1850 to 1950 (4)
6 additional hours of MLCF electives above Level IV
One Semester Study Abroad
MLCF 490 Study Abroad Capstone Seminar (1)

Minor (S) 21 Hours
MLCF 340 The French-Speaking World (4)
MLCF 350 Advanced French Language (4)
MLCF 360 Advanced French Conversation (2)
And one of the following courses:
MLCF 310 Contemporary Francophone Cultures and Literatures (4)
MLCF 320 French Literature and Culture through 1850 (4)
MLCF 330 French Literature and Culture from 1850 to 1950 (4)
6 additional hours of MLCF electives above Level IV
One Semester Study Abroad
MLCF 490 Study Abroad Capstone Seminar (1).

German
Required Methods for Elementary Endorsement
TED 374 Teaching Foreign Language in Elementary Schools (2)

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)

MTTC Test Required for FA Endorsement:
#24 (German)

Major (S, K-12) 31 Hours
MLCG 340 The German-Speaking World (4)
MLCG 350 Advanced German Language (4)
MLCG 360 Advanced German Conversation (2)
And two courses from:
MLCG 310 German Literature and Culture (800-1850) (4)
MLCG 320 German Literature and Culture (1850-1932) (4)
MLCG 330 German Literature and Culture after 1933 (4)
8 additional hours of MLCG electives above Level IV
One Semester Study Abroad
MLCG 490 Study Abroad Capstone Seminar (1).
MLCG 491 Senior Research (2)
MLCG 492 Senior Research Presentation (2)

Minor (S) 21 Hours
MLCG 340 The German-Speaking World (4)
MLCG 350 Advanced German Language (4)
MLCG 360 Advanced German Conversation (2)
And one of the following courses:
MLCG 310 German Literature and Culture (800-1850) (4)
Teacher Education

MLCG 320  German Literature and Culture (1850-1932) (4)
MLCG 330  German Literature and Culture after 1933 (4)
6 additional hours of MLCG electives above Level IV
One Semester Study Abroad
MLCG 490  Study Abroad Capstone Seminar (1).

History

History Minor Core (20 hours)
HIST 103  Western Civilization I (4)
HIST 105  U.S. History to 1876 (4)
HIST 106  U.S. History since 1865 (4)
HIST 295  Historical Theories and Methods (4)
HIST 373  U.S. History since 1945 (4)

History Cognates (11 hours)
ECON 202  Principles of Macroeconomics (4)
ESS 104  Regional Geography (3)
PSCI 101  American Federal Government (4)

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 401  Assessment in Health Education (3)
TED 405  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 FA Endorsement:
#43 (Health)

MTTC Test Required for FA Endorsement:
#43 (Health)

MTTC Test Required for FA Endorsement:
#43 (Health)

MTTC Test Required for FA Endorsement:
#43 (Health)

MTTC Test Required for FA Endorsement:
#43 (Health)

MTTC Test Required for FA Endorsement:
#43 (Health)

MTTC Test Required for FA 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) 43 Hours

History Major Core (28 hours)
HIST 103  Western Civilization I (4)
HIST 105  U.S. History to 1876 (4)
HIST 106  U.S. History since 1865 (4)
HIST 295  Historical Theories and Methods (4)
HIST 373  U.S. History since 1945 (4)
HIST 408  Research Preparation (1)
HIST 409  Senior Research Capstone (3)

Electives (4 hours)
Choose one of the following courses:
HIST 305  History of the Soviet Union (4)
HIST 320  Germany in the Twentieth Century (4)
HIST 355  History and Memory of Hiroshima (4)

History Cognates (11 hours)
ECON 202  Principles of Macroeconomics (4)
ESS 104  Regional Geography (3)
PSCI 101  American Federal Government (4)

Integrated Science

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 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)

Mathematics Group Core (3-4 hours)
MATH 135 Calculus and Analytic Geometry I (4)
or MATH 204 Elementary Statistics (3)
Teacher Education

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)
- 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)
- 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) 29 Hours
- COMM 212  Small Group Communication (3)
- ENGL 201  Intermediate Writing (4)
- ENGL 203  Creative Writing (4)
- ENGL 230  Methods of Literary Study (4)
- ENGL 310  Teaching Writing (4)
- ENGL 332  English Language (4)
- ENGL 347  Children’s Literature (3)
- JRNL 238  Introduction to Journalism (3)

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)
- 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)
Teacher Education

### Comprehensive Group Major (K-12)  60 Semester Hours

<table>
<thead>
<tr>
<th>B.M.E. Core (46 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 101</td>
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<td>MUS 102</td>
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<td>MUS 401</td>
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<td>MUS 402</td>
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<tr>
<td>MUS 410</td>
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</tbody>
</table>

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

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Physical Education

### Required Methods for Elementary, Secondary or K-12 Certification

<table>
<thead>
<tr>
<th>TED 300</th>
<th>Clinical Experience (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TED 337</td>
<td>Teaching Physical Education in the Elementary, Middle and Secondary School (2)</td>
</tr>
</tbody>
</table>

### MTTC Test Required for MB Endorsement:

#44 (Physical Education)

#### Major (E, S, K-12)  35 Hours

<table>
<thead>
<tr>
<th>ESPE 103</th>
<th>Foundations &amp; Careers in ESPE and AT (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESPE 133</td>
<td>American Red Cross Water Safety Instructor (1)</td>
</tr>
<tr>
<td>ESPE 201</td>
<td>First Aid &amp; Emergency Care (2)</td>
</tr>
<tr>
<td>ESPE 218</td>
<td>Rhythmic Activities (1)</td>
</tr>
<tr>
<td>ESPE 222</td>
<td>Instructional Methods in Physical Education (3)</td>
</tr>
<tr>
<td>ESPE 225</td>
<td>Anatomy (3)</td>
</tr>
<tr>
<td>ESPE 230</td>
<td>Motor Learning and Development (3)</td>
</tr>
<tr>
<td>ESPE 236</td>
<td>Sports Techniques I (2)</td>
</tr>
<tr>
<td>EPSE 237</td>
<td>Sports Techniques II (2)</td>
</tr>
<tr>
<td>ESPE 238</td>
<td>Sports Techniques III (2)</td>
</tr>
<tr>
<td>ESPE 250</td>
<td>Human Physiology (3)</td>
</tr>
<tr>
<td>ESPE 302</td>
<td>Organization of Intramurals (2)</td>
</tr>
<tr>
<td>ESPE 311</td>
<td>Exercise Physiology (3)</td>
</tr>
<tr>
<td>ESPE 333</td>
<td>Adapted Physical Education (3)</td>
</tr>
<tr>
<td>ESPE 402</td>
<td>Administration of Physical Education and Sports (3)</td>
</tr>
</tbody>
</table>

#### Minor (E, S)  27 Hours

<table>
<thead>
<tr>
<th>ESPE 103</th>
<th>Foundations &amp; Careers in ESPE and AT (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESPE 133</td>
<td>American Red Cross Water Safety Instructor (1)</td>
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<tr>
<td>ESPE 402</td>
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</tr>
</tbody>
</table>
Teacher Education

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) 21 Semester Hours
PSYC 100  General Psychology (3)
PSYC 205  Developmental Psychology (3)
PSYC 212  Research Methods for Non-Majors (4)
PSYC 303  Abnormal Psychology (4)
PSYC 311  Personality Theory and Research (3)
Four (4) additional hours of PSYC elective courses
(PSYC 216 may not be used to fulfill this elective.)

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) 47 Hours
ECON 201  Principles of Microeconomics (4)
ECON 202  Principles of Macroeconomics (4)
ECON 223  Economics of Developing Countries (4)
ESS 104  Regional Geography (3)
HIST 103  Western Civilization I (4)
HIST 105  U.S. History to 1876 (4)
HIST 106  U.S. History since 1865 (4)
HIST 295  Historical Theories and Methods (4)
PSCI 101  American Federal Government (4)
PSCI 102  State and Local Government (4)
PSCI 236  International Relations (4)
PSCI 260  Contemporary Democracies (4)

Spanish

Required Methods for Elementary Endorsement
TED 374  Teaching Foreign Language in Elementary Schools (2)

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)

MTTC Test Required for FF Endorsement:
#28 (Spanish)

Major (S, K-12) 31 Hours
MLCS 340  The Spanish-Speaking World (4)
MLCS 350  Advanced Spanish Language (4)
MLCS 360  Advanced Spanish Conversation (2)
Two courses from:
MLCS 310  Peninsular Spanish Literature and Culture (4)
MLCS 320  Spanish-American Literatures and Cultures (4)
MLCS 330  Contemporary Hispanic Literatures and Cultures (4)
8 additional hours of MLCS electives above Level IV
One Semester Study Abroad
MLCS 490  Study Abroad Capstone Seminar (1)
MLCS 491  Senior Research (2)
MLCS 492  Senior Research Presentation (2)

Minor (S) 21 Hours
MLCS 340  The Spanish-Speaking World (4)
MLCS 350  Advanced Spanish Language (4)
MLCS 360  Advanced Spanish Conversation (2)
And one of the following courses:
MLCS 310  Peninsular Spanish Literature and Culture (4)
MLCS 320  Spanish-American Literatures and Cultures (4)
MLCS 330  Contemporary Hispanic Literatures and Cultures (4)
6 additional hours of MLCS electives above Level IV
One Semester Study Abroad
MLCS 490  Study Abroad Capstone Seminar (1).
Teacher Education

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

Art Education Core (25 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 100</td>
<td>Three-Dimensional Design (3)</td>
</tr>
<tr>
<td>ART 101</td>
<td>Two-Dimensional Design (3)</td>
</tr>
<tr>
<td>ART 103</td>
<td>Drawing from Life (3)</td>
</tr>
<tr>
<td>ART 200</td>
<td>Classroom Experience (1)</td>
</tr>
<tr>
<td>ART 250</td>
<td>Drawing and Illustration (3)</td>
</tr>
<tr>
<td>or ART 303</td>
<td>Figure Studies (3)</td>
</tr>
<tr>
<td>ART 300</td>
<td>Art and Design Career Seminar (1)</td>
</tr>
<tr>
<td>ART 330</td>
<td>Clinical Experience (1)</td>
</tr>
<tr>
<td>ART 360</td>
<td>Methods for Elementary Art Educators (3)</td>
</tr>
<tr>
<td>ART 361</td>
<td>Elementary Art Practicum (1)</td>
</tr>
<tr>
<td>ART 460</td>
<td>Methods for Secondary Art Educators (3)</td>
</tr>
<tr>
<td>ART 461</td>
<td>Secondary Art Practicum (1)</td>
</tr>
<tr>
<td>ART 489</td>
<td>Senior Research In Art Education (2)</td>
</tr>
</tbody>
</table>

Art Education Electives (18 Hours)

Three two-course sequences chosen from the following:

- Painting: ART 201, 301
- Printmaking: ART 203, 204
- Ceramics: ART 205, 305
- Fibers: ART 209, 210
- Photography: ART 215, 315
- Electronic Art: ART 218, 318, 319 (select 2)
- Sculpture: ART 220, 320

*At least one sequence must be in ceramics or sculpture.

Studio (5 hours)

Three (3) hours of ART 351 Advanced Studio attached to one sequence from above.

Two (2) hours of Senior Exhibition section of ART 351 Advanced Studio

Art History Cognates (16 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>AHIS 209</td>
<td>World Art History I (4)</td>
</tr>
<tr>
<td>or AHIS 210</td>
<td>World Art History II (4)</td>
</tr>
<tr>
<td>AHIS 337</td>
<td>Contemporary Art History (4)</td>
</tr>
</tbody>
</table>

Eight (8) hours AHIS electives

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.
Teacher Education

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 Elementary, Middle and Secondary School (2).**
Required methods course for elementary, secondary, or K12 PE certification. (Prerequisite: TED 330 or 340. Co-requisite: TED 300). Spring.

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.
Teacher Education

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). Fall, Spring.

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

207. 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).

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). Spring.

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 course. (Prerequisite: TED 330. Co-requisite: TED 311). Offered as needed.

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.

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.

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.
Teacher Education

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. (Prerequisite: ESPE100 or T ED106).

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. (Prerequisite: T ED106 or ESPE 100).

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).

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 factors that influence choices of curricula, strategies and materials. Michigan Model for health Curriculum will be extensively utilized. (Prerequisites: T ED281, T ED 282, T ED398).

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: ESPE 100 or T ED 106).

402. 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).

405. 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).

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-require: 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-require: TED 400). Fall, Spring.

Special and Advanced Courses

199. Exploratory Internship (1-3).
Offered as needed.

299. Experimental Course (1-3).

373. Second Language Teaching and Learning (3).
An examination of methodology, materials and curricula appropriate for use with non-English speaking pupils and pupils who have learned or are learning English as a second language. Offered as needed.

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.
Teacher Education

403. School Law (2).
Formal and informal legal dimensions of the American system of education. Students will become knowledgeable about the legal limits of teachers in daily school operations. (Prerequisites: Level 2 admission and senior). Offered as needed.

451. Independent Study (1–4).
(Prerequisite: written permission of the department chairperson).

472. Urban Education (3).
Employing the seminar approach, theoretical study is combined with first-hand observations of the inner city 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. Offered as needed.

473. Comparative International Education (3).
Educational systems of selected nations, with analysis of various social, historical, political and economic forces in relation to their effect on the establishment of educational practices. Efforts are made to analyze common problems which significantly affect or alter the educational process in the subject societies, and to draw comparisons with education in the United States. Offered as needed.

489. Research in Education (2).
The use of basic measurement and research techniques in analyzing and reporting findings related to a specific educational problem. A formal research proposal is required. Prerequisite: Admission to Level 2 and senior standing). Offered as needed.

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).

ESPE 201 1st 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.

Master of Arts: International Baccalaureate

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.

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).
Teacher Education

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 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

Mission Statement
In accordance with the Adrian College mission statement of pursuing truth and dignity of all people, the Department of Theatre 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 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 creatively engages students who are able to establish connections in many disciplines through their own means of personal expression.

The Department of Theatre 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
(37 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)
- THRE 305 Stage Management (3)
- THRE 312 Production Design: Scenery & Lighting (3)
- THRE 313 Production Design: Costume & Makeup (3)

9 additional hours of theatre courses.

Minor and Associate Program Requirements

Students minoring in theatre or wishing to receive an Associate of Arts degree in theatre are required to complete 22 hours of Theatre courses including THRE 100, 101, 108, 207, 260, 300, 301, (304 or 305), (314, 315, or 316), and 3 credits of THRE electives.

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.

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. 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 theatre. 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.

115.  Beginning Modern Dance (1) (ARTS).
A study of basic techniques in modern dance. Fall of odd years.

Study of basic techniques in jazz dance. Fall of even years.

Study of basic techniques in ballet. Fall of odd years.

120.  Tap (1) (ARTS).
Fundamentals of tap dance. Students must provide their own tap shoes. Fall of even years.
Theatre

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.

216. Intermediate Jazz (1) (ARTS).
Study of techniques in jazz dance at the intermediate level. Fundamental warm up exercises are taught, followed by center practice and combinations of dance steps. (Prerequisite: THRE 116). Spring of even years.

Study of techniques in ballet at the intermediate level. Fundamental ballet exercises are taught at the barre, followed by center practice and combinations of dance steps. (Prerequisite: THRE 117). Spring of odd years.

Musical theatre choreography and techniques with emphasis on original Broadway choreography and dance routines original to Broadway-style music. Spring of odd years.

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: ENGL101). 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: ENGL 101). Fall.

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.
Theatre

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: THRE 260). 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: THRE 260). In rotation with THRE 260, 315.

318.  Choreography (1) (ARTS).
Selection of dance theme, construction of dances and small group studies. Aesthetic considerations, forms, and elements of performance. (Prerequisite: THRE 216 or THRE 217). Spring of even years.

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.

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.

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).
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 PHIL 129 Introduction to Women’s and Gender Studies and at least four other courses from among the listed electives.

Women’s and Gender Studies Core (6 hours)

PHIL 129    Introduction to Women’s and Gender Studies (3)
PHIL 329    Feminist Thought (3)

Women’s and Gender Studies Electives (12-16 hours)

Choose at least four courses from:

AHIS 232    Representations of Gender in Art (4)
AHIS 301    Topics in Art History: Gay and Lesbian Art (4)
HIST 221    History of Women in East Asia (4)
HIST 213    Women in Modern European History (4)
HIST 265    U. S. Women’s History (4)
HIST 327    Women’s and Gender Studies Leadership Seminar (4)
PSYC 216    Human Sexuality (3)
PSYC 306    Psychology of Gender (3)
RELG 310    Women in World Religions (3)
RELG 330    Advanced Studies in Bible (3)
SOC 202    Sociology of Sex and Gender (3)
SOC 308    Sex Discrimination & Violence against Women (3)

Other courses not listed here may also be applied to the minor if approved by the director of the program.
Faculty, Administration, and Trustees

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Victor Liberi (2009)
Associate Professor of Exercise Science
B.S., West Chester University; M.S., University of Delaware

Beth Major (2001)
Associate Professor of Music
B.A., Lawrence University; M.M., Northwestern University

Martin A. Marks (2004)
Associate Professor of Music
B.M.E., Oklahoma Baptist University; M.M., University of Central Oklahoma; Ph.D., University of Oklahoma

James B. Martin (2002)
Professor of Biology
A.S., Elgin Community College; B.S., Southern Illinois University; M.S., Ph.D., Texas A&M University

Carissa A. Massey (2007)
Associate Professor of History and Art History
B.A., Bethany College; M.A., Marshall University; Ph.D. Ohio University

Keith A. McCleary (1997)
Associate Professor of Chemistry and Biochemistry
B.S., Michigan Technological University; Ph.D., Virginia Polytechnic Institute and State University

Monica J. McCullough (2013)
Assistant Professor of Exercise Science
B.S. Ph.D., Western Michigan University

Elizabeth A. McGaw (2011)
Assistant Professor of Chemistry and Biochemistry
B.S., M.S., Ph.D., Michigan State University

Professor of History
B.A., Ph.D., Princeton University

Andrea Rae Milner (2009)
Assistant Professor of Teacher Education
B.Ed., M.Ed., Ph.D., The University of Toledo

Christina M. Mirtes (2013)
Assistant Professor of Teacher Education
B.Ed., M.Ed, Ph.D., The University of Toledo
Faculty, Administration, and Trustees

Marti Morales-Ensign (2009)
Assistant Professor of Biology
B.S., University of New Mexico; M.S., Ph.D., New Mexico State University

Annissa Morgensen-Lindsay (2000)
Associate Professor of Theatre
B.A., Viterbo College; M.A., Ph.D., Bowling Green State University

Vanessa B. Morrison (2007)
Associate Professor of Teacher Education
A.L.A., Oakland Community College; B.A., University of Michigan; M.A., Ph.D., Oakland University

Maher Mualla (1989)
Professor of Chemistry and Biochemistry
B.S., Damascus University; M.S., Indiana University; Ph.D., University of Cincinnati

Beatrice M. Mulala (2001)
Associate Professor of Modern Languages and Cultures
B.A., Universite de Besancon; M.Ed., University of Nairobi; Ph.D., Ohio State University

Thomas W. Muntean (2011)
Assistant Professor of Geology
B.S., University of California; M.S., University of Nevada Ph. D. University of Nevada Las Vegas

Beth M. Myers (1981)
Professor of English
B.A., Adrian College; M.A., University of Toledo

Associate Professor of Social Work
B.A., Siena Heights University; M.S.W., University of Michigan

Janet Pietrowski (2008)
Associate Professor of Psychology
B.A., M.A., Ph.D., Eastern Michigan University

Patrick S. Quinlan (1982)
Professor of Accountancy/Business Administration
B.B.A., M.B.A., University of Toledo; J.D., Northwestern California University School of Law

Catherine M. Royer (1997)
Professor of Art and Design
B.S., Butler University; M.A., Ball State University; M.F.A., Miami University

Janet L. Salzwedel (1993)
Professor of Biology
B.A., Lawrence University; M.S., North Carolina State University; Ph.D., Michigan State University

Heather Schuyler (2008)
Associate Professor of Exercise Science/Physical Education
B.S., Eastern Michigan University; M.A., University of South Florida

Stephen M. Shehan (1990)
Professor of Communication Arts and Sciences
A.A., Jackson Community College; B.A., Albion College; M.S., University of Southwestern Louisiana; Ph.D., Wayne State University

Bethany Shepherd (2011)
Assistant Professor of English
B.A., Kalamazoo College; M.A. University of Arizona; Ph.D. Brown University

James H. Spence (2005)
Associate Professor of Philosophy and Religion
B.A. University of Delaware; M.A., Ph.D., Bowling Green State University

Professor of Philosophy and Religion
B.A., Wofford College; M.A., Southwest Baptist Theological Seminary; Ph.D., Vanderbilt University

Gregory R. Sulisz (2012)
Assistant Professor of Mathematics
B.A., University of Michigan; Ph. D., Michigan State University.

Gregory Thompson (2009)
Assistant Professor of Physics
B.S., University of Michigan; M.S., Eastern Michigan University; Ph.D., The University of Toledo

Stacey Todaro (2009)
Assistant Professor of Psychology
B.A., M.A., Ph.D., Northern Illinois University

William S. Tregea (1997)
Professor of Sociology and Criminal Justice
B.A., M.A., M.S., Ph.D., Michigan State University

Aïda M. Valenzuela (2012)
Assistant Professor of Modern Languages and Cultures
B.A., University of Arizona; M.A., Ph.D., Purdue University

Charles L. Vanderwell (1991)
Professor of Social Work
B.A., Calvin College; M.S.W., University of Michigan

Nancy E. VanOver (1991)
Professor of Art and Design
B.A., Central Michigan; M.A., Michigan State University
## Faculty, Administration, and Trustees

### Craig A. Weatherby (1978)
Professor of Biology and Environmental Science/Studies  
B.A., M.S., Miami University; Ph.D., Auburn University

### Andrew O. Winckles
Assistant Professor of Core  
B.A., Spring Arbor University, M.A., Eastern Michigan University, Ph.D., Wayne State University

### Matthew Zeckner (2011)
Assistant Professor of Mathematics  
B.A., University of Cincinnati; M.A., Ph.D., University of Kentucky

### Erica J. Zonder (2013)
Assistant Professor of Accountancy/Business Administration  
B.A., J.D., University of Michigan; M.S. Eastern Michigan University

### Emeritus Professors

#### George Aichele (1978-2008)
Professor of Philosophy and Region

#### J. Gregg Arbaugh (1957-1986)
Professor of Physical Education

#### Jeffry P. Berry (1985-2009)
Professor of English

#### Peter J. Boudreau (1968-2009)
Professor of Mathematics

#### Wilnella M. Bush (1973-2004)
Assistant Professor of Music

Professor of Psychology

#### Luella B. Chatters (1986-1996)
Associate Professor of Teacher Education

#### John A. Davis (1961-1985)
Professor of History

#### Doris S. deLespinasse (1979-1996)
Professor of Business Administration/Accountancy

#### Paul F. deLespinasse (1964-2000)
Professor of Political Science and Computer Science

Professor of History

#### Robert J. Gillis (1956-1986)
Professor of Physical Education

#### Judith Hammerle (1977-2008)
Professor of Psychology

Professor of Mathematics

#### Diane A. Henningfeld (1987-2006)
Professor of English

#### Robert W. Huband (1964-1997)
Professor of Biology

#### Arthur J. Jones (1964-1990)
Professor of Music

Professor of Art

#### Richard E. Koch (1979-2009)
Professor of English

#### Paul A. MacDonald (1966-1996)
Professor of Exercise Science/Physical Education

#### Margaret O. Marchand (1971-1990)
Professor of Mathematics

Professor of History

#### Robert C. Miller (1968-1988)
Professor of Chemistry

#### Albert Misseldine (1964-1997)
Professor of English

Professor of Psychology

Professor of Earth Science

#### Shirley M. Pipes Thomas (1979-1997)
Professor of Foreign Languages

#### Robert A. Ploegstra (1965-1995)
Professor of English

#### Kenneth W. Ross (1968-1997)
Professor of Political Science

Professor of Teacher Education

#### Beverley Allen Smith (1963-1988)
Professor of Foreign Languages
Faculty, Administration, and Trustees

George E. Somers (1971-2000)
Professor of Sociology, Criminal Justice and Human Services

Marianna K. Staples (1968-2001)
Professor of Foreign Languages

Professor of Philosophy/Religion

Eugene L. VandenBoss (1968-2004)
Professor of Mathematics and Computer Science

Nancy A. Walsh (1964-1998)
Professor of Exercise Science/Physical Education

Rosalie M. Warrick (1972-1996)
Professor of Sociology and Teacher Education

James O. Watson (1968-1996)
Professor of Mathematics

Milledge W. Weathers (1968-1991)
Professor of Economics

Professor of History

Richard E. Werstler (1965-1985)
Professor of Teacher Education

Ching-Kuei Wu (1965-1985)
Professor of Biology

Levon L. Yoder (1965-2009)
Professor of Physics

K.S. Xavier (1966-1993)
Professor of Biology

Administration

Office of the President
Jeffrey R. Docking (2005)
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

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
B.A., Adrian College; M.Div., Princeton Theological Seminary; D.Min., Drew University

Division of Academic Affairs
Agnes I. Caldwell (1996)
Vice President and Dean of Academic Affairs
B.A., M.A., University of Toledo; Ph.D., Wayne State University

Joseph Paul Rupert (2007)
Dean of Graduate Studies
B.S., Carnegie-Mellon University; Ph.D., University of Pittsburgh

Bridgette A. Winslow (2010)
Assistant Dean of Academic Affairs
B.A., M.Ed., The University of Toledo

Christine S. Adams (2008)
Information Services Support
B.S., Central Michigan University; Western Michigan University

Amanda Arnold (2012)
Lab Coordinator
B.A., Adrian College; M.A., Wayne State University

Mary Betzoldt (2010)
Teacher Education Placement Coordinator
B.A., Eastern Michigan University; M.A., Eastern Michigan University
Faculty, Administration, and Trustees

Robin L. Bott (1997)
Director, Institute for Study Abroad
B.A., Brigham Young University; M.A., North Carolina State University; Ph.D., University of Colorado at Boulder

Marcia Jo Boynton (2008)
Director of the Institute for Health Studies
B.A., Wittenberg University; J.D., University of Akron School of Law

Amy Campbell (2012)
Director of Corporate and Foundation Relations
B.A., University of Toledo; M.F.A., Ashland University

Kellie Carnahan (2011)
Assistant Director of Career Planning
B.A., M.A., Siena Heights University

Andrew Claiborne (2008)
IT Support Specialist
A.A. Dutchess Community College B.S., State University College at old Westbury.

David A. Cruse (1999)
Associate Librarian, Electronic Resources
Head Librarian
B.A., Indiana University; M.L.S., Indiana University

Janna D’Amico (2005)
Director of Career Planning
B.A., Adrian College

Benjamin Ernst (2013)
Support Services Specialist
B.A., University of Michigan; M.A., University of Michigan

Melissa Freshcorn (2009)
B.S., Ferris State University

Librarian, Reference Services
B.A., University of Minnesota; M.I.L.S., University of Michigan

Linda S. Jacobs (2010)
Director of Academic Services
B.A., M.A., Siena Heights University

Noelle C. Keller (1999)
Associate Librarian, Technical Services
B.A., M.Ed., George Washington University; M.L.S., Kent State University

Kirk Kopper (2013)
Lab & EPA Coordinator
B.A., Hendrix College

Bradley D. Maggard (2001)
Network Engineer
A.C.N., Baker College

Shirley A. McDaid (2007)
ECC Supervisor
B.S., University of Michigan; M.Ed., Siena Heights University

Michael Metcalf (2007)
Blackbaud Administrator
B.S., US Military Academy; M.S. Wright State University

Kristen Miller (2012)
Registrar
B.S., Central Michigan; J.D., University of Toledo

Valerie Palmeri (2012)
Conductor, Adrian College Orchestra
B.M., M.M., University of Michigan

Kristina Schweikert (2007)
B.A., Tiffin University

Amy L. Sedlacek (2011)
Blackbaud Data Base Assistant
B.B.A., Cleary University; M.A., University of Phoenix

Jonathan Shirley (2011)
Systems Administrator

Julie A. Sinkovitz (2007)
Certification Officer
A.A., Jackson Community College

Raymond Lee Thomas (2010)
Information Services Technician

Danielle M. Ward (2007)
Assistant Director of Academic Services
B.S., Adrian College; M.S.W., Eastern Michigan University

Division of Business Affairs

Jerry Wright (2009)
Vice President for Business Affairs and CFO
B.A., Michigan State University; M.B.A., Loyola University of Chicago

Matthew G. Armentrout (1998)
Facilities Coordinator
B.A., Adrian College

Nancy L. Close (2007)
Director of Student Business Services

David Drews (2008)
Assistant VP of Business Affairs
B.A., Adrian College; M.B.A., University of Michigan
Faculty, Administration, and Trustees

Rachelle M. Duffy (1995)
Director of Auxiliary Services/Bookstore Manager
B.A., Adrian College

Ann M. Forrister (1979)
Director of Human Resources

Rebecca Ghena (2011)
Assistant Directors of Conferences
B.A. Marian University

Christine A. Haire (1983)
Senior Facilities Coordinator

Payroll Specialist

Denise Hein (2008)
Director of Conferences
B.A., Bowling Green State University; Post Baccalaureate Teaching Certification Siena Heights University

Mitchell LaFlamme (2014)
Director of Student Employment
B.B.A., Adrian College

Nicole L. Megale (2006)
Controller
B.A., M.A., Siena Heights University

Jee-Hak Pinsoneau (2013)
Event Tech. Specialist
B.A., Adrian College

Robin A. Rumler (2009)
Director of Purchasing

Chris Stiver
Director of Physical Plant Operations

Peggy Wilson (2009)
Accountant

Cindy J. Wingfield (2010)
AP Coordinator

Division of Development
James Mahony (2006)
Vice-President for Development
B.A., Adrian College; M.A. Bowling Green State University

Dennis DeSmet (2011)
Development Programs Officer
B.A., Adrian College

Ryann Eff (2013)
Director of Advancement Operations
B.A., Adrian College

Division of Enrollment
Frank J. Hribar (2010)
Vice-President for Enrollment
B.A., M.A. Siena Heights University

Garrett Beitelschies (2013)
Admissions Counselor
B.A., Adrian College

Stephen Buckland (2014)
Financial Aid Counselor
B.A., God’s Bible School College

Christina Butler (2014)
Public Relations
B.A., Adrian College

Jennifer B. Compton (2009)
Director of Public Relations
B.A., Siena Heights University

Christopher Cook (2013)
Admissions Counselor
B.A., Adrian College

Monica Fogarty (2010)
Financial Aid Counselor
B.A., The University of Western Ontario

Jacqueline Gatchell (2012)
Admissions Counselor
B.A., Adrian College

Sarah Larson (2008)
Financial Aid Counselor
B.S., University of Wisconsin Eau Claire

Michael Neal (2013)
Multimedia Coordinator
B.A., Adrian College

Matthew Rheinecker (2013)
Director of Financial Aid
B.A., Siena Heights; M.Ed., Bowling Green State University; Ph.D. ABD, University of Toledo

Ryan Thompson (2007)
Sports Information Director
B.A., Grand Valley State University

Erin VanDerworp (2009)
Director of Admissions
B.B.A., Adrian College; M.A. Siena Heights

Joseph R. Van Geison (2012)
Admissions Counselor
B.B.A., Adrian College
Faculty, Administration, and Trustees

Melissa Roe
Admissions Counselor
B.A., Adrian College

Division of Recruitment & Enrollment

Athletics

Director of Athletics
B.A., B.B.A., Adrian College; M.S., United States Sports Academy

Women’s Head Soccer Coach
B.A., M.A., Western Michigan University

Adam Albertson (2011)
Men’s and Women’s Head Tennis Coach
B.S., Quincy University; M.S., Western Illinois University

Brett Berger (2013)
Women’s Club Hockey Coach
BS Sport Management, Rutgers University

Seth Borton (2014)
Bass Fishing Head Coach
B.A., Siena Heights University

Ashley T. Carlson (2011)
Women’s Head Synchronized Skate Coach
B.A., Miami University

Chad Davis (2011)
Women’s Head Hockey Coach
B.S. American International College

James I. Deere (2007)
Football Head Coach
B.A., Adrian College

Charles Edwards (2013)
Men’s Soccer Head Coach
B.S., University of Louisville

Toby M. Ernst (2007)
Equipment Manager
B.A., Adrian College

Jody Feterhoff (2010)
M/W Bowling
BS Education, Shippensburg University

Head Athletic Trainer
B.S., Defiance College; M.S., Ohio University

Robert Hodnicki (2014)
Men’s Club Hockey Coach
BA Marketing, Adrian College

Adam Krug (2014)
Men’s Hockey Coach
B.A., Adrian College

David Kwan (2012)
Women’s Head Volleyball Coach
B.A., M.S., York University

James N. Larson (2007)
Men’s and Women’s Track and Cross Country Coach
B.S., University of Wisconsin-Eau Claire; M.Ed., Springfield College

Donald LaSala (2011)
Men’s Head Lacrosse Coach
B.S., The College at Brockport; M.Ed., St. Lawrence University

Kathleen S. Morris (1992)
Women’s Head Basketball Coach
B.A., Muskingum College; M.S., Ohio University

Melissa Nakasuji (2013)
BS PE/ Education Strength and Conditioning, Limestone College

Emily Nett (2012)
Equestrian Coach
BS Equine Business Management, Johnson and Wales University

James Nicknair (2013)
Assistant Athletic Trainer
B.S., University of Southern Maine; M.S., Ohio University

Chad O’Brien (2013)
Football Defensive Coordinator
B.A., Adrian College

I. Craig Rainey (1990)
Head Baseball Coach and Associate Athletic Director
B.A., Adrian College

Meg Sharp (2009)
Assistant Athletic Trainer, Senior Women’s Administrator
B.S., Grand Valley State University; M.S., Middle Tennessee State University

Jeremy Symington (2012)
Ice Arena Manager
B.S., St. Lawrence University

Ryan Thompson (2007)
SID
BA Broadcasting, Grand Valley State University

Richard Keith Uecker (2011)
Offensive Line Coach
Faculty, Administration, and Trustees

B.S., Auburn University

Mark White (2009)
Men’s Head Basketball Coach/Instructor
B.B.A., Adrian College; Post Baccalaureate Teaching Certification Eastern Michigan University

Ryan Williams (2013)
Head Golf Coach
B.A., University of Rochester

Division of Student Life
Troy A. Schmidli (2012)
Dean of Student Affairs
B.A., Adrian College; M.A., Webster University

Wade Beitelschies (2012)
Director of Campus Safety
B.S., Eastern Michigan University

Katrina Wotten (2013)
Student Activities Coordinator
B.B.A., Adrian College

Idali Feliciano (2006)
Director of Multicultural Programs
B.A., Olivet College; M.A., Siena Heights University

Hannah Hubbard (2013)
Residence Life Coordinator
B.A., Adrian College

Thomas L. Largent, Jr. (2010)
Assistant Dean of Student Life and Director of Housing
B.B.A., Adrian College

Dawn Marsh (2008)
Director of the Health Center
A.D.N., Northwest Community College

Director of Counseling Services
B.A., Olivet College; M.S.W., University of Michigan

Melinda Schwyn (2013)
Deputy Director
B.A., Cleary University; M.A., Western Michigan University

Megan Vandekerkhove (2014)
Greek life Coordinator
B.A., Adrian College

Emeritus Administrators
Vice President Emeritus
Professor of English and Computer Information Systems

Registrar Emeritus

Stanley P. Caine (1988-2005)
President Emeritus

James A. Dodd (1964-1990)
Library Director Emeritus

O. Ioan Stepp (1973-1985)
Registrar Emeritus

College Corporation
Patrick Farver
Chairman of the Board of Trustees

Jeffrey R. Docking
President of the College

Board of Trustees
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Detroit, Michigan
Chief Medical Director, Total Health Care

Lafayette, Pennsylvania
Retired Divisional President Becton Dickinson & Company

Ronald L. Batory (2008)
Moorestown, New Jersey
President and C.O.O. Consolidated Rail Corporation

Harold D. Craft (2006)
Houston, Texas
President/Owner Craft-Barresi Consultants Ltd.

Jeffrey A. DeBest (2013)
Netherlands
Chief Operating Officer, APM Terminals

Linda Depta (2000)
Portage, Michigan
Marketing Director, Kalamazoo Valley Community College

Frank Dick (1981)
Adrian, Michigan
Chairman Emeritus, Gleaner Life Insurance Society

Patrick D. Farver (2007)
Adrian, Michigan
President Blissfield Manufacturing Co.

Bonnie S. Garbrecht (1999)
Onekama, Michigan
Communications Director Project TIME (Retired)

Carson C. Grunewald (1981)
Grosse Pointe, Michigan
Attorney and Partner, Bodman, Longley & Dahling LLP
Faculty, Administration, and Trustees

Adrian, Michigan
President Gurdjian & Associates Financial Services, Inc.

John E. Harnish (2011)
Honor, Michigan
Retired Senior Pastor, Birmingham United Methodist Church

David S. Hickman (1975)
Seattle, Washington
Retired Chairman, of the Board United Bank & Trust

James D. Kapnick (2008)
Adrian, Michigan
President/Co-owner Kapnick Insurance Group

Richard D. Kibbey (2012)
Madison, Georgia
Attorney, Law Offices of Richard D. Kibbey, P.A.

Russell F. McReynolds (2006)
Lansing, Michigan
Retired Minister, Lansing Central United Methodist Church

Shelley B. Milano (2007)
Seattle, Washington
Retired Sr. VP, Gen. Counsel & Corp. Secretary, Eddie Bauer

Kathryn M. Mohr (1996)
Britton, Michigan
Attorney/Partner, Robison, Curphey & O’Connell

Farmington Hills, Michigan
Retired President, Kar Nut Products Company, Inc.

Travis W. Pearse, Jr. (2006)
Jackson, Michigan
President, Global Manufacturing & Assembly Corp.

David Pilmore (2011)
Sylvania, Ohio
Chief Executive Officer, Adrian Steele

Flushing, Michigan
Retired Judge, Genesee County Circuit Court

Ronald L. Reeves (1996-2006, 2013)
Retired, Executive Vice President, General Manager
Venchurs Packaging Inc.

Douglas Robinson (2012)
Indian Wells, California
Managing Director, Securitas Services USA, Inc.

Michael N. Seelye (2008)
Kalamazoo, Michigan
Owner, Don Seelye Ford Inc.

Detroit, Michigan
Retired Pastor, Christ United Methodist Church

Sarah E. Shumate (1986)
Hollywood, Florida
Retired Vice-President for Student Services, St. Thomas University

Richard J. Strowger (1985)
Grosse Pointe Park, Michigan
Retired Partner, Price Waterhouse, LLP

Richard C. Sweebe (2012)
Memphis, Tennessee
President and CEO, Diamond Companies

James D. Thomas (2000)
Miami, Florida
Attorney and Partner, Squire, Sanders & Dempsey, LLP

Gary C. Valade (1992)
Bloomfield Hills, Michigan
Retired Executive Vice-President, DaimlerChrysler

Paul Weston (2009)
Charlevoix, Michigan
Retired Executive Vice-President, Gradison-McDonald Investments

Stephen P. Wolfe (2011)
Eden Prairie, Minnesota
Retired Chief Financial Officer, The Toro Co.

Livonia, Michigan
Senior Pastor, Newburg United Methodist Church

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Michael Claus
Adrian, Michigan
Faculty Trustee

Jennifer Ellsworth
Adrian, Michigan
Faculty Trustee

Nicholas Oderio
Adrian, Michigan
Adrian College Student

Brittany Kerr
Adrian, Michigan
Adrian College Student
Emeritus Trustees

Black Mountain, North Carolina
Retired Attorney, Hammond, Baker, & Kralick

David L. Crawford (1985-2007)
Grand Rapids, Michigan
Retired Minister, The United Methodist Church

Bloomfield Hills, Michigan
Retired Minister, United Methodist Church
<table>
<thead>
<tr>
<th>Index</th>
<th></th>
<th>Financial Information</th>
<th></th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Activities</td>
<td>22</td>
<td>Geology</td>
<td>101</td>
<td></td>
</tr>
<tr>
<td>Academic Advising</td>
<td>35</td>
<td>Grade Change Policy</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>Academic Affairs</td>
<td>27</td>
<td>Grade Reports</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>Academic Governance, System of</td>
<td>3</td>
<td>Grades</td>
<td>37</td>
<td></td>
</tr>
<tr>
<td>Academic Honesty</td>
<td>34</td>
<td>Grading System</td>
<td>48</td>
<td></td>
</tr>
<tr>
<td>Academic Lectureships</td>
<td>50</td>
<td>GRADUATE PROGRAMS</td>
<td>47</td>
<td></td>
</tr>
<tr>
<td>Academic Petition</td>
<td>36</td>
<td>Graduation Honors</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>Academic Policies</td>
<td>34</td>
<td>Guest Students</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Academic Policies and Programs</td>
<td>29</td>
<td>Health Services</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Academic Progress Standards</td>
<td>37</td>
<td>High School Students</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Academic Scholarships</td>
<td>16</td>
<td>History and Art History</td>
<td>104</td>
<td></td>
</tr>
<tr>
<td>Academic Status Review Committee</td>
<td>35</td>
<td>History of the College</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Accountancy/Business Administration</td>
<td>56</td>
<td>Honors Ceremony</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>Accreditation</td>
<td>3</td>
<td>Honors Program</td>
<td>42, 109</td>
<td></td>
</tr>
<tr>
<td>Admissions</td>
<td>8</td>
<td>Individually Designed Major</td>
<td>43</td>
<td></td>
</tr>
<tr>
<td>Advanced Placement</td>
<td>41</td>
<td>Institutes</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Advising</td>
<td>48</td>
<td>Interior Design</td>
<td>111</td>
<td></td>
</tr>
<tr>
<td>Alternative Credit Programs</td>
<td>40</td>
<td>International Baccalaureate</td>
<td>41</td>
<td></td>
</tr>
<tr>
<td>Art and Design</td>
<td>64</td>
<td>International Students</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Art Exhibits</td>
<td>22</td>
<td>International Studies</td>
<td>113</td>
<td></td>
</tr>
<tr>
<td>Arts Management</td>
<td>69</td>
<td>Internships</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>Athletic Activities</td>
<td>24</td>
<td>Intramural Sports</td>
<td>25</td>
<td></td>
</tr>
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<td>Athletic Insurance Policy</td>
<td>26</td>
<td>Journalism</td>
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<td>Biology</td>
<td>71</td>
<td>Late Financial Registration Fee</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Calendar of Events</td>
<td>22</td>
<td>Life Learning Experience Credit</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td>Campus</td>
<td>3</td>
<td>Living Accommodations</td>
<td>12</td>
<td></td>
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<td>Campus Activities Network (CAN)</td>
<td>21</td>
<td>Mathematics</td>
<td>116</td>
<td></td>
</tr>
<tr>
<td>Campus Safety</td>
<td>20</td>
<td>Men’s Varsity Sports</td>
<td>24</td>
<td></td>
</tr>
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<td>Chemistry and Biochemistry</td>
<td>75</td>
<td>Modern Languages and Cultures</td>
<td>119</td>
<td></td>
</tr>
<tr>
<td>Class Load</td>
<td>35</td>
<td>Multicultural Programs</td>
<td>20</td>
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<td>Club Sports</td>
<td>25</td>
<td>Multicultural Programs, Office of</td>
<td>10</td>
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<td>11</td>
<td>Music</td>
<td>125</td>
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<td>College Level Examination Program</td>
<td>41</td>
<td>Musical Organizations</td>
<td>22</td>
<td></td>
</tr>
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<td>Commencement Fee</td>
<td>11</td>
<td>Musical Theatre</td>
<td>131</td>
<td></td>
</tr>
<tr>
<td>Commencement Participation</td>
<td>29</td>
<td>NCAA Division III Affiliation</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Common Terms</td>
<td>53</td>
<td>Nontraditional Students</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Communication Arts and Sciences</td>
<td>80</td>
<td>Office of Foundations and Corporate Relations</td>
<td>28</td>
<td></td>
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<td>Computer Information Systems</td>
<td>83</td>
<td>Office of Information Technology</td>
<td>28</td>
<td></td>
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<td>Counseling Services</td>
<td>18</td>
<td>Office of Institutional Research and Assessment</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>Courses of Instruction</td>
<td>52</td>
<td>Office of the Registrar</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>Degree Requirements</td>
<td>29</td>
<td>On-Campus Living</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Departmental Honors</td>
<td>38</td>
<td>Orientation Fees</td>
<td>11</td>
<td></td>
</tr>
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<td>Dining Facilities</td>
<td>12</td>
<td>Parking Fee</td>
<td>11</td>
<td></td>
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<td>10</td>
<td>Payment of Accounts</td>
<td>13</td>
<td></td>
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<td>Economics</td>
<td>85</td>
<td>Philosophy and Religion</td>
<td>132</td>
<td></td>
</tr>
<tr>
<td>Educational Mission</td>
<td>2</td>
<td>Physics</td>
<td>138</td>
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<td>87</td>
<td>Political Science</td>
<td>141</td>
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<td>11</td>
<td>Pre-Architecture Program</td>
<td>44</td>
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<td>91</td>
<td>Pre-Art Therapy Program</td>
<td>45</td>
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<tr>
<td>Exercise Science/Physical Education</td>
<td>93</td>
<td>Pre-Engineering Program</td>
<td>45</td>
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<td>45</td>
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<td>25</td>
<td>Pre-Professional and Related Programs</td>
<td>44</td>
<td></td>
</tr>
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<td>4</td>
<td>Pre-Seminary Program</td>
<td>45</td>
<td></td>
</tr>
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<td>Faculty, Administration, and Trustees</td>
<td>177</td>
<td>Psychology</td>
<td>144</td>
<td></td>
</tr>
<tr>
<td>Federal Aid Programs</td>
<td>16</td>
<td>Refunds</td>
<td>13</td>
<td></td>
</tr>
</tbody>
</table>
Revisions:

9/10/2012 – Added to page 156: “All transfer students will be required to have an ACT composite score of 21 to be admitted to the Teacher Education Program. Exceptions to these requirements may be granted by the Vice President and Dean of Academic Affairs.”

9/14/2012 – Corrected credit hours on pages 77 and 78 for the following labs: CHEM 117, Changed from three credits to one credit.

9/27/2012 – Changed wording on page 47; changes italicized and underlined: “The first classes were offered during the summer of 2011 (was fall of 2010) in the Department of Exercise Science and Physical Education (was Athletic Training).” Corrected this sentence: “In May 2009, the Board of Trustees voted to support the creation of a 2+2 (was 3+2) graduate program in Athletic Training.” Added words: “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. We provide these students an opportunity to begin their graduate work in their senior year and complete the program over the next year.”

9/28/2012 – Updated BOT list (Added Richard Kibbey as a board member; added Jennifer Ellsworth as an Associate Trustee; removed Emeritus Trustees: Barnett, Perkins, Rickard, and Wade from the list; added Retired Attorney Gaylord Baker to this list.

10/10/2012 – Page 94; removed 140 and 142 from list of courses to be completed with a C- or better; replaced with 145. Course number 115 was listed 2 times, so removed one of them. Page 94; shortened the 3rd statement to read “Proof of immunization review”; removed the word “annual” from “blood-borne pathogen training.” Added “Signed Communicable Disease Policy” and “Proof of HIPAA/FERPA training.” Page 95; Under “Prior to enrolling in professional phase (2nd paragraph), removed “Proof of annual blood-borne pathogen training.” Page 96; changed “Credits” to “Hours” under “Athletic Training Graduate Core” and “Athletic Training Graduate Electives.” Under “Graduate Electives” changed from “Choose one of:” to read “Students must complete at least three hours from this list:.” Page 98; right column, ESPE 325 Orthopedic Assessment I – changed the prerequisite list from 142 to 145.

1/31/2013 – Page 71; “Those who desire to earn the Associate of Arts degree in biology must complete a minimum of 16 semester hours in the department (including BIOI 103 and 104), 8 hours of chemistry and 4 hours of mathematics at or above the 101 level.” Changed to read: “Those who desire to earn the Associate of Arts degree in biology must complete a minimum of 16 semester hours in the department (including BIOI 103 and 104), 8 hours of chemistry and mathematics at or above the 101 level.”