

**YOUR
FUTURE IS**

TIP

**TO
YOU.**



**ROCHESTER
COLLEGE**

Challenging Academics. Christian Community.

COURSE CATALOG 2012-2013

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A MESSAGE FROM THE PRESIDENT

ROCHESTER COLLEGE EXISTS FOR YOU.

A college, after all, is not a piece of ground or a collection of buildings. It is the total set of personal relationships within which education takes place. Following the ancient model of Socrates with certain young men of Athens or Jesus and his chosen disciples, the best form of education grows out of a relationship of trust, shared information, and openness to questioning.

As a small liberal arts college in the Midwest-Great Lakes region of the United States, Rochester College embraces the ideals of trust, sharing, and openness in its educational model. Qualified and experienced professors have a great deal to share with you and will put your feet on the path to academic excellence. What these men and women will share with you is more than mere textbook information but experience in their disciplines across the years.

Beyond the rigorous academic work, Rochester College will also nurture your spiritual life. Both your head and your heart will be challenged by people who take a personal interest in your welfare. You will be encouraged to ask the hard questions and invited to explore new ideas in a safe environment. Further, you will be respected as a person made in the image of God who is finding your place in His will.

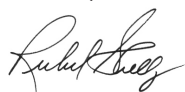
Our students form friendships here that last a lifetime. You will have the opportunity to interact with people from backgrounds different from your own. Global opportunities for travel, education, and service will be offered during your time at Rochester College.

Rochester College will prepare you for a career in business, health care, education, or any number of disciplines. To embrace that project in a truly Christian environment will help you place your career within the will of God for your life. The ideal of integrating faith and learning will be kept before you all along the way.

As you examine this catalog, the RC campus, and our commitment to Christ, we hope you will see yourself fitting into this community. You can belong and learn with us. You can grow and thrive among friends and mentors. You can find a place where fulfillment and joy abound. You can be part of Rochester College.

Your future is up to you. I hope you will choose to join us.

Sincerely,



Rubel Shelly, Ph.D.
President



COLLEGE CALENDAR

FALL SEMESTER 2012

New Student Orientation (Choose one)	July 20, August 3, or August 17
Accelerated Program Fall Session A Begins	August 18
Residence Halls Open for New Students	August 25
Residence Halls Open for Returning Students	August 26
Classes Begin, Traditional Program	August 27
Academic Convocation	August 28
Labor Day (no classes)	September 3
Late Registration Deadline, Traditional Program	September 7
Last Day for Class Withdrawal, Accelerated Program Session A	September 21
Accelerated Program Fall Session A Ends	October 12
Accelerated Program Fall Session B Begins	October 13
Mid-Term Examinations, Traditional Program	October 15-19
Registration Opens for Spring 2013 (Traditional & Accelerated)	October 22
Homecoming	November 3
Last Day for Class Withdrawal, Traditional Program	November 5
Last Day for Class Withdrawal, Accelerated Program Session B	November 16
Thanksgiving Break	November 19-23
Classes End, Traditional Program	December 7
Winter Banquet	December 8
Final Examinations, Traditional Program	December 10-14
Accelerated Program Fall Session B Ends	December 14
Dean's Breakfast	December 15
Winter Commencement	December 15
Residence Halls Close	December 15
Grades Due, Traditional & Accelerated Programs	December 18

SPRING SEMESTER 2013

Spring semester begins for all programs	January 5
New Student Orientation	January 5
Residence Halls Open	January 6
Late Registration Deadline (Traditional Program)	January 18
Martin Luther King Day (no classes)	January 21
Last Day for Class Withdrawal, Accelerated Program Session A	February 8
Mid-Term Examinations, Traditional Program	February 25-March 1
Accelerated Program Spring Session A Ends	March 1
Accelerated Program Spring Session B Begins	March 2
Spring Break, Traditional Program (Residence Halls Closed)	March 4-8
Registration Opens for Summer & Fall 2013	March 11
Celebration	March 21-23
Last Day for Class Withdrawal, Traditional Program	March 25
Easter Holiday (no classes)	March 29

Last Day for Class Withdrawal, Accelerated Program Session B.....	April 5
Academic Symposium (traditional classes suspended).....	April 16
Classes End, Traditional Program.....	April 19
Final Examinations, Traditional Program.....	April 22-26
Accelerated Program Spring Session B Ends.....	April 26
Summer Session A Begins.....	April 27
Dean's Breakfast.....	April 27
Spring Commencement.....	April 27
Residence Halls Close.....	April 27
Grades Due, Traditional Program.....	April 30

SUMMER SEMESTER 2013

Summer Session A Begins.....	April 27
Memorial Day (no classes).....	May 27
Last Day for Class Withdrawal from Session A.....	May 31
Summer Session A Ends.....	June 21
Summer Session B Begins.....	June 22
Independence Day (observed).....	July 4
Last Day for Class Withdrawal from Session B.....	July 26
Summer Session B Ends.....	August 16

**These dates are subject to change.*

Please refer to the Rochester College website (www.rc.edu/calendars) for the latest event information.

2012CALENDAR

2013CALENDAR

<p>January</p> <p>S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31</p>	<p>February</p> <p>S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29</p>	<p>March</p> <p>S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31</p>	<p>January</p> <p>S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31</p>	<p>February</p> <p>S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28</p>	<p>March</p> <p>S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31</p>
<p>April</p> <p>S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30</p>	<p>May</p> <p>S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31</p>	<p>June</p> <p>S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30</p>	<p>April</p> <p>S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30</p>	<p>May</p> <p>S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31</p>	<p>June</p> <p>S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30</p>
<p>July</p> <p>S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31</p>	<p>August</p> <p>S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31</p>	<p>September</p> <p>S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30</p>	<p>July</p> <p>S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31</p>	<p>August</p> <p>S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31</p>	<p>September</p> <p>S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30</p>
<p>October</p> <p>S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31</p>	<p>November</p> <p>S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30</p>	<p>December</p> <p>S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31</p>	<p>October</p> <p>S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31</p>	<p>November</p> <p>S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30</p>	<p>December</p> <p>S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31</p>



INTRODUCTION

MISSION

ROCHESTER COLLEGE CULTIVATES ACADEMIC EXCELLENCE, PRINCIPLED CHARACTER, SERVANT LEADERSHIP, AND GLOBAL AWARENESS THROUGH A RIGOROUS EDUCATIONAL EXPERIENCE THAT INTEGRATES LIBERAL ARTS AND PROFESSIONAL STUDIES WITHIN AN INCLUSIVE CHRISTIAN HERITAGE.

Through our mission we affirm the following:

- A quality education stresses excellence and trains students to perform scholarly research, to think critically and creatively, and to be able to write and speak effectively.
- An educated person reveres God and is committed to truth and justice.
- An educated person is able to connect coherently the spiritual truths of God with the wisdom of humanity embodied in the arts and the sciences.
- A Christian education demonstrates that a vibrant faith compels a life of personal virtue and social responsibility.
- An educated person is not afraid to pursue truth through open investigation and is able to assess and evaluate all truth claims through well-developed skills for critical thinking.
- An educated person possesses a lifelong desire to grow intellectually and spiritually.
- An educated person views a vocation as an opportunity for service and stewardship, rather than a passport to privilege.
- This community, its professors, and administrators promote and incarnate all of the above affirmations within a nonsectarian Christian orientation.

ACADEMIC VISION

ROCHESTER COLLEGE IS COMMITTED TO ACADEMIC EXCELLENCE. The College is accredited by The Higher Learning Commission of the North Central Association. Undergraduate concentrations in its Integrated Learning Model emphasize the importance of a liberal arts curriculum that models and teaches scholarly research, critical thinking, and effective communication skills in all fields of study.

Specialized programs in education, nursing, business, psychology, and religious studies prepare our graduates for productive careers in the marketplace and for advanced studies at graduate and professional schools. Rochester College offers a Master's Degree in Religious Education (MRE). The use of cutting-edge educational technology allows the delivery of courses in a variety of on-site and distance settings.

ROCHESTER COLLEGE CULTIVATES THE MORAL AND SPIRITUAL DEVELOPMENT OF ITS STUDENTS. The College affirms this commitment to all students and in all programs through its curricular requirements for ethical and religious studies as well as through the commitment to hire faculty who are committed to an inclusive Christian orientation. The residential traditional program also operates within an inclusive Christian culture which promotes a holistic education through Integrated Learning Models and unique opportunities for faculty-student mentoring. The small-college residential environment provides opportunities to be involved in theater, athletics, music, student government, community cultural events, and a variety of other activities that contribute to the development of mental, ethical, and social skills.

Although students in accelerated programs and persons enrolled in online courses from Rochester College do not experience such face-to-face events as chapel and other elements of campus life, all our students form a true community of scholarship, exchange of ideas, and respect for one another. Faculty members are available to students in situations outside of formal instruction contexts.

Commuters and online students are always welcome on the residential campus and have access to its resources for research, student services, and camaraderie.

HERITAGE

In 1954, members of the Churches of Christ formed a Board of Trustees to establish a college in the north central United States. The new Board purchased land near rural Rochester, Michigan, and the first students arrived at North Central Christian College in 1959. Several years later, NCCC became Michigan Christian College. In 1997, the Board adopted the name Rochester College. That year, the Board reaffirmed the founders' dedication to the task

of leading students toward high academic achievement and the development of Christian ideals and character.

Over the years, the campus of Rochester College has grown, and the college leaders have continued to develop and modify programs that meet the changing needs of our students.

In a typical year, students arrive from more than a dozen states and about six different nations. Alumni are scattered in many places around the country and the world.

Since its inception, Rochester College has emphasized the importance of combining academic excellence with Christian ideals. While the College admits students of all races and religions and carefully explains varying worldviews in relevant courses, it employs only those professors and instructors who understand, model, and teach the Christian faith. Regardless of their discipline, faculty members routinely relate their subject matter to relevant principles and concepts of the Christian faith.

DEGREE OFFERINGS

(SEE PAGE 60 FOR LISTING OF DEGREE OPTIONS)

Rochester College is accredited by The Higher Learning Commission of the North Central Association to offer the following degrees:

- Associate of Arts (AA)
- Associate of Science (AS)
- Bachelor of Arts (BA)
- Bachelor of Business Administration (BBA)
- Bachelor of Science (BS)
- Bachelor of Science in Nursing (BSN)
- Master of Religious Education (MRE)

GRADUATE SCHOOL OF RELIGION

The Graduate School of Religion at Rochester College provides an excellent opportunity in ministry preparation for men and women called to professional or volunteer ministry. The Master of Religious Education in Missional Leadership (MRE) integrates rigorous theological content with practical experience designed to prepare students for a lifetime of faithful service and vibrant discipleship.

The MRE provides sources for a strong biblical, theological, and pastoral imagination that enables leaders to serve missional communities seeking to embody the gospel in a dynamic cultural context.

The MRE is a 36-hour, cohort based, full-time integrated program combining 24 online hours with

12 intensive, face-to-face hours. While the majority of coursework is completed online, students are required to travel to the RC campus or other designated sites one week each semester for spiritual retreat and intensive coursework.

For more information about the program, contact the Graduate Office at missional@rc.edu.

THE CAMPUS

Rochester College is located on 81 acres of suburban woodlands dotted with lakes and bordered by the Clinton River. It is part of Rochester Hills, an area that has developed into one of the most popular residential communities of southeastern Michigan. The area's unique mixture of country charm and modern development has caused the city's population to pass 70,000.

Upscale shopping centers, theaters, parks, biking trails, and popular restaurants offer many options for recreation. Job and internship opportunities are numerous since over 50% of the Fortune 500 corporations have operations in the area. The Greater Detroit Area also features museums and professional sports teams. Canada is less than an hour away, accessible by bridge or tunnel.

ADMINISTRATIVE AND ACADEMIC FACILITIES

ASSOCIATES CAMPUS CENTER

Campus Center is home to several classrooms, a 16-terminal computer lab with Internet access, Academic Services, Student Development, the Center for Extended Learning, Career Services, Information Technology, and faculty offices.

GALLAHER CENTER

Gallaher Center houses the Campus Store and Admissions offices as well as the Alumni Music Center, which is located on the upper and lower levels of west Gallaher Center.

WHITE HOUSE

The former president's home now houses the Counseling Center, where students may schedule counseling sessions.

ENNIS AND NANCY HAM LIBRARY

In 2003, the library was named in honor of Ennis and Nancy Ham. The library offers electronic, print, and audio-visual materials to all students and guests. Users have remote and on-campus access to indexing and full-text articles in over 60 electronic databases. The library's holdings can be found through the online

catalog at www.rc.edu/resources/ham-library. The library home page contains information on the online catalog, electronic resources, Internet resources, contact information, interlibrary loan services, and library news.

The lower level of the Ham Library building has several well-equipped classrooms, as well as the laboratory for the Rochester College School of Nursing (Ham 116) where, through simulations, nursing students integrate their theoretical knowledge and previous learning in the curriculum into practiced skills.

MUIRHEAD CENTER

Student Financial Services, the Business Office, Online Learning, and faculty offices are located in the Muirhead Center.

RICHARDSON CENTER

The newest addition to the campus, this building features the Utley-McCauley Student Center, classrooms, faculty offices, a performing arts theatre, state-of-the-art science laboratories, and administrative offices.

WARRIOR CENTER

Once home to Rochester College's science labs, this building now houses offices of the athletic and development offices.

RESIDENCE HALLS

BARBIER HALL

This hall is a two-story building located north of the Ferndale and Hoggatt Halls that houses up to 50 males, primarily freshmen. Rooms are carpeted and furnishings include a bed, wardrobe, desk, chest of drawers, hutch, and chair for each resident. Each floor has a community bath, and the first-floor has a laundry room. Phone hookups and cable are also available.

FERNDALE HALL

Constructed in 1997, this women's residence hall offers suite-style living with private baths and Internet access in each room. All rooms are furnished with tile flooring, wardrobes, dressers, beds, desks, and chairs. Phone hookups and cable are also available. Residents may use Ferndale's central kitchen and Dearborn Commons for laundry.

GATEWOOD HALL

This student residence hall offers suite-style living with private baths and Internet access in each room. All rooms are furnished with beds, wardrobes or closets, dressers, desks with hutches or shelves, and chairs. Phone hookups and cable are also available. Both men and women have access to a laundry room and kitchenette. The Academic

Testing Center and the offices of *The Shield*, Rochester College's student newspaper, are located in the basement of Gatewood Hall.

HOGGATT HALL

Constructed in 1997, this men's residence hall offers suite-style living with private baths and Internet access in each room. All rooms are furnished with tile flooring, beds, wardrobes, dressers, desks, and chairs. Phone hookups and cable are also available. Residents who live in Hoggatt Hall are also permitted to use Hoggatt's central kitchen and the laundry in Dearborn Commons.

PALMER HALL

Available on a limited basis to students 26 years and older or married students, each room features carpeting, a private bath, walk-in closet, outside entrance, and hookups for phone, cable, and Internet. Some rooms include a kitchenette. Palmer Hall is also the headquarters for the Housekeeping Department.

OTHER COLLEGE FACILITIES

DEARBORN COMMONS

Proximity to men's and women's residence halls makes this a popular campus gathering place. The Commons features a TV lounge, computer terminals, and coed laundry facilities.

FLETCHER CENTER

The campus cafeteria, the Fletcher Center, overlooks the campus lake and is equipped with wireless Internet. Food service for the college is provided by Chartwells.

GYMNASIUM

Housing a college basketball court, the gymnasium is the site of physical education classes, intramural athletics competitions, offices, locker rooms, athletic training room, and varsity meeting room.

ISOM ATRIUM

Home of the Café, the Atrium is a place where students and faculty can get a cup of coffee or a bite to eat, connect to wireless Internet, or meet with friends.

UTLEY CENTER

The Utley Center is home to the CHILL (Community Hub of Integrated Learning and Living) and ACE, the Academic Center for Excellence. Located adjacent to the Isom Atrium, Westside-Central Auditorium, and the Fletcher Center (the cafeteria), the Utley Center is an ideal location for students to study, meet with groups, and improve their academic skills.

UTLEY-MCCAULEY STUDENT CENTER

The Utley-McCauley Student Center is a gathering place for students, whether residential or commuting, to meet. The student center houses three different sections. One section has tables and chairs for students to study, read, and relax. The middle section has a large-screen TV with DVD/VCR capability, and the last section is a game area. The student center is also the home of Kibo Corner Coffee Café, part of Rochester College's Center for East African Studies. Kibo Corner supports Kibo Group International, a foundation which promotes missions and business opportunities in East Africa. The coffee served at Kibo Corner is made exclusively from premium roasted Arabica beans from the Source Cafe in Uganda, East Africa.

WESTSIDE CENTRAL AUDITORIUM

Westside Central Auditorium is where Rochester College students meet for Chapel. The auditorium also hosts lectures, classes, theatre and music performances, and other special programs.

THEATRE

The Theatre in the Richardson Center is used for drama productions, choral rehearsals and performances, the annual musical variety show, and many special events such as college- and community-sponsored seminars and conferences.

COMPUTER LABS

Computer Labs are available in the Associates Campus Center and the first floor of the Ham Library building. These labs are open for use when classes in these rooms are not in session.



STUDENT LIFE

Rochester College offers a wealth of co-curricular activities that appeal to a variety of interests. The intimate size of the student body allows all students to participate in leadership or social activities.

EVENTS

STUDENT PROGRAMMING

Each year, campus organizations and departments sponsor trips for faculty, staff, and students to area attractions, such as museums, plays, and sporting events.

HOMECOMING

Hosted by Student Government each fall, Homecoming is filled with activities for students and alumni, including men's and women's intercollegiate basketball games and the crowning of the Homecoming king and queen.

CELEBRATION

A centerpiece on campus each spring, *Celebration* is led by a director and features the talents of individuals and student groups. The show is a kaleidoscope of music, singing, acting, and choreography.

ACADEMIC SYMPOSIUM

The annual Academic Symposium celebrates the academic achievements and capstone projects of graduating seniors. For traditional students, participation in the Symposium or another approved venue is required for graduation; students in accelerated programs are invited, but not required, to participate. A diverse array of subjects is presented each year, ranging from executive simulations to scholarly papers to musical recitals.

CHAPEL/CONVOCATION SERIES

Every full-time traditional student participates in Integrated Learning through the Rochester College Chapel/Convocation series (RCC). The RCC series offers opportunities for students to participate in community chapels, convocations, and service initiatives, all of which are aimed at building Christian faith and community, affirming Christian values, and developing a holistic understanding of wellness. For more details, see "Chapel/Convocation Series" in the "Academics" section of this catalog.

STUDENT GROUPS

STUDENT GOVERNMENT

Each year the student body selects a president, vice president of student activities, vice president of community life, vice president of public relations, and vice president of finance and fundraising. In the fall, senators select a senate chairperson to oversee the senate. These officers work to develop the quality of student-body life by planning activities and responding to student concerns. Each officer receives a stipend.

RESIDENCE LIFE

A student staff is selected each year to lead their peers in the residence halls. These students, called Resident Assistants, are responsible for governing the halls and for building community within them by planning social, spiritual, and educational activities. Each Resident Assistant receives a room discount and weekly pay.

MUSIC ENSEMBLES

Each spring students may audition for one or more of the vocal, instrumental, and theatrical groups sponsored by Rochester College. Students who have an interest in singing may join the A Cappella Chorus, which performs at local, regional, and national events, or the Rochester Community Chorus, which performs frequently with the Rochester Symphony Orchestra. Students also have the opportunity to audition for Autumn, which performs contemporary Christian music for a variety of audiences. Students with instrumental skills may audition for the concert band or string ensemble.

THEATRE

Students may audition for campus theatre productions or get involved backstage. The theatre department produces four plays per academic year, including a musical in the fall as part of Homecoming activities. Additionally, students have opportunities to learn to direct, stage manage, or design for the theatre. Students may also get involved with performance groups that tour to local schools, churches, camps, and other community venues.

STUDENT PUBLICATIONS

Students may join the staff of *The Shield*, RC's student magazine; the online version of *The Shield*; and *The Shield On The Air* to report on the pulse of Rochester College campus life. Working for these entities offers students the opportunity to use their creative talents in producing publications, websites, and podcasts while also helping them gain valuable media experience. Students from all majors are welcome to participate. Students can enroll in JRN 1101 Print Journalism; JRN 1201, Digital Journalism; or JRN 1301 Broadcast Journalism, which are hands-on workshop classes devoted to publishing *The Shield*, or they can serve as volunteers. Scholarships are available to students who work as editors or producers.

SOCIAL CLUBS

Students may join a social club that engages in social activities, competes in intramural athletics, and performs community service projects. Social clubs may also perform original dance/music numbers at the annual production, *Celebration*.

DEPARTMENTAL ORGANIZATIONS AND HONOR SOCIETIES

Qualified students may be invited to join Alpha Chi, a national honor society; Alpha Sigma Lambda, a national honor society for continuing education students; or Psi Chi, a national honor society for psychology students.

ATHLETICS

INTERCOLLEGIATE

Rochester College's athletic program competes in both the National Association of Intercollegiate Athletics (NAIA) and the United States Collegiate Athletic Association (USCAA). Our conference affiliation within the NAIA is the AII (Association for Independent Institutions), which allows RC to compete for an automatic bid to NAIA National Championships.

Men's sports include JV and varsity basketball, JV and varsity baseball, golf, and soccer. Women's sports include junior varsity and varsity basketball and varsity teams for volleyball, golf, and soccer. Rochester College boasts a tradition of athletic excellence, winning national titles in men's basketball (1989, 1997, 2004, 2005), men's cross-country (1989, 1990), men's soccer (1996, 2006), women's volleyball (1998, 1999), women's softball (2011), and men's golf (2009, 2010).

INTRAMURAL

Intramural teams compete in volleyball, basketball, flag football, whiffle ball, dodge ball, racquetball, and many other competitions.

CAMPUS MINISTRY

Campus Ministry exists to call for and empower the Rochester College community to a more faithful practice and reflection of Jesus Christ. The richness of the Christian faith is not best expressed as an intellectual knowledge of certain concepts and precepts; rather, faith should inform, transform, and empower daily living. It should be the practice of a daily walk of a life that values Christ-likeness, service, integrity, and community. Campus Ministry seeks to engage the Rochester College community by the following:

- Organizing and overseeing regularly scheduled Chapel services throughout the semester. For more details, see "Chapel/Convocation Series" in the "Academics" section of this catalog.
- Fostering and growing community interaction among students, staff, and faculty.
- Supporting and coordinating meaningful, practical, and encouraging programming on and off campus.
- Creating involvement in service, missions, and leadership opportunities for residential, commuter, and online students.

Campus Ministry seeks to creatively and organically integrate spirituality into the daily life experience of the entire Rochester College community. This integration is not only natural but is also a necessary outgrowth of our convictions regarding the nature of Christian spirituality.

- Campus Ministry believes that Christian spirituality is fundamentally *real*. Spirituality is not simply something awaiting us in the world to come; rather, it is something that happens here in the real world, which is designed in its totality to glorify God.
- Campus Ministry believes that Christian spirituality *produces action*. If one recognizes God's call for the world to glorify him, one will be moved to act in ways that witness to the kingdom's reality in the world and to join God in his redemption of the world he loves.
- Campus Ministry believes that Christian spirituality is *universal* and *inclusive*. True spirituality is not to be reserved for some exclusive minority of "super-spiritual" persons; rather, all people are called to walk along with Jesus. God's love and gospel are for all.

- Campus Ministry believes that Christian spirituality is *communal*. It is in community that the individual finds meaning and understanding of self, and true spirituality cannot negate that. After all, God calls a community of people, not simply a collection of persons. The Rochester College community is, in this sense, the most important factor to spiritual life on this campus. In this light, integration of spiritual life and the community is an essential part of ministry on this campus.

Campus Ministry is committed to a spirituality that embraces the wholeness of individuals and communities and the world around them. Understanding the difference between a church and a college, Campus Ministry seeks to help each student grasp that part of being a well-rounded, well-educated, and well-equipped person is to have asked and wrestled with the questions of spirituality and faith. We seek to transform our students and our community by incorporating the challenging, dynamic, vivifying person of Jesus into every aspect of our lives.

COMMUNICATION METHODS

Rochester College may communicate with students via several methods, including (but not limited to) U.S. Mail, phone, fax, or e-mail. Students should inform the college whenever a change is made to their contact information. An official RC e-mail address is issued to each student at the time he or she is admitted to RC. This official RC e-mail address takes the form of a person's first initial and last name, followed by "@rc.edu" (e.g., jcollege@rc.edu).

Students are responsible for activating their RC e-mail accounts; this may be accomplished on the Student Portal at my.rc.edu. Students must check e-mail regularly in order to receive important messages and notifications. Certain communications may be time-sensitive. Failure to read official RC communications sent to the student's official RC e-mail address does not absolve the student from knowing and complying with the content of those communications.

Use of e-mail for official communications with students complies with other applicable RC policies and business practices.

SNOW DAYS AND CLASS CANCELLATIONS

The following are Rochester College's procedures for announcing a closure of the college and cancellation of classes in the event of severe weather.

The administration adheres to common practices and local warnings in the case of severe weather. We encourage all students traveling to campus to use caution and allot extra travel time if necessary. The following procedures are implemented for severe weather events that result in a campus closure:

1. The administration determines which classes the cancellation applies to: traditional day-time classes only, accelerated program evening classes only, or both. Decisions about traditional day-time classes are typically made before 7:00 a.m., and decisions about accelerated evening classes are typically made after 3:00 p.m.
2. A weather cancellation at one campus does not automatically mean that all RC site classes are canceled. Classes at the Macomb and Mott University Centers and Specs Howard School are canceled only if the host site/institution closes.
3. A weather emergency text message is sent to those who have signed up for this service. (To sign up, please go to <https://www.e2campus.net/my/rc/>. RC login information is required.)
4. Local media outlets are notified (Fox Channel 2; WWJ 950 Radio; WXYZ Channel 7; WDIV Channel 4).
5. Announcements are posted on the Student Portal (my.rc.edu - student login is not required); the homepage of RC's website (rc.edu); and RC's weather and class cancellation hotline (248.218.2003).

SOCIAL REGULATIONS

Rochester College is committed to building a campus culture that is in harmony with Christian values. Enrollment at Rochester College serves as the student's agreement to abide by the college's standards of conduct. Students are personally responsible at all times for their conduct on campus and in the RC community. Rochester College encourages good character; therefore, immodest or inappropriate attire, dishonesty, profanity, sexual promiscuity, gambling, property abuse, on-campus or underage use or possession of alcoholic beverages, illegal drugs, or tobacco is not permitted. The Student Handbook, available on the Student Portal at my.rc.edu, describes additional policies. Violation of college regulations or civil law may lead to dismissal. Students may not agree with all college standards but are nonetheless expected to demonstrate responsibility as well as character through honorable adherence to the policies. Furthermore, all students are expected to observe common courtesy and cooperation with others in the Rochester College student body and community.

RESIDENCE HALLS

Rochester College provides room and board for its single traditional-age students (generally 18 to 25) who are enrolled and taking at least nine credit hours from a traditional undergraduate program, but residential space is limited. Policies promote a close-knit campus culture with social and spiritual aspects that are structured for the residential population. Housing for married or older adult learners (26+) may be available on a student-by-student basis but is not guaranteed. Boarding students in traditional halls and in Palmer rooms without kitchenettes must obtain cafeteria meal services. Each resident is financially responsible for room damages. Off-campus housing is allowed for students who live with relatives over the age of 25, are married, or are at least 21 years old and of junior status. Institutional Aid may not be available to students who live off-campus. Exceptions may be considered at the end of the academic year in which the student turns 23 years old or when residence halls are at capacity.

PSYCHOLOGY AND COUNSELING CLINIC

The role of the Psychology and Counseling Clinic on campus is to help meet the psychological and developmental needs of young adults who face major life transitions and adjustments while they are in college. Psychological services can provide coping mechanisms to help students succeed both academically and personally. Professional psychological counseling services provided to Rochester College students through the clinic include individual psychotherapy, marital and family psychotherapy, and psychological assessments to assist in identifying the individual challenges of students. The current professional staff includes psychologists and psychotherapists who are licensed by the State of Michigan in their respective professions.

The Psychology and Counseling Clinic is located in the White House on the east end of campus. The Rochester College Department of Psychology and Behavioral Sciences oversees the clinic. Appointments can be made by calling Dr. Gordon MacKinnon, Director of the Psychology and Counseling Clinic, at 248.218.2122.

HEALTH INSURANCE AND SERVICES

All residential students and full-time commuter students are required to provide proof of health insurance coverage and sign an exemption form declining the College's insurance policy. Students with no health insurance coverage (and those who fail to provide proof of coverage) must purchase a

non-refundable health insurance policy. Brochures outlining coverage details are available in the Student Development Office. Specific coverage questions should be addressed to the insurance provider, Niagara National, directly at 877-794-6908. See the Student Development Office for more details.

Nearby Henry Ford and Mercy Care Medical Centers prescribe medication and offer treatment for minor ailments. (A complete list of health services is available in the student handbook.) Emergency care is available at nearby Crittenton Hospital. Students may choose a local physician at their own discretion and are obligated to pay for services and medication.

CAREER SERVICES

Located in the Campus Center, the Career Services Office maintains a career and job search library, administers career assessments, and provides individual career counseling as well as résumé and interview assistance.

The Career Services Office assists students at every stage of college life in relating their personal interests, skills, and values to their academic pursuits and career goals. Career Services strives to give students the tools to begin a career planning process that takes them through graduation and into their search for jobs or graduate schools. A resource for freshmen and students with an undeclared major is guidance in selecting a major and learning about its career options. Career Services can also help refine job search skills and put students in touch with the employment community, as well as assist students in locating part-time and full-time employment through a job database on the college web site.



ADMISSIONS

A benefit of attending Rochester College is our commitment to developing the whole person — spiritually, academically, and socially. Future students should consider RC's vigorous education and Christian environment as a means to achieve their goals and to be challenged in these areas.

Traditional Program: ADMISSION PROCEDURES

To apply for the traditional undergraduate program at Rochester College, each of the following steps must be completed. For those seeking financial aid, completing these steps as early as possible is important.

1. Submit a completed application for undergraduate admission to the Admissions Office. A non-refundable application fee of \$35 (\$100 US Currency for international students) is required when submitting a paper application. The application fee for domestic applicants is waived if the application for admission is submitted online. Application forms may be downloaded or submitted online at www.rc.edu/apply. Applications are also available upon request from the Admissions Office.
2. Request delivery of your official transcripts to Rochester College from your high school guidance counselor or registrar. For students who have completed some college coursework and desire to transfer to Rochester College, a final high school transcript and official college transcripts must be submitted. A Transcript Request Form is available for downloading at www.rc.edu/apply or in the application packet. Transcripts are required before admissions decisions are made. All students graduating from high school must make arrangements to have a final transcript sent to Rochester College after graduation. GED graduates must submit an official copy of their GED scores to the Admissions Office.
3. If you are entering college for the first time or you are transferring fewer than 15 credit hours from an accredited college or university, you are required to submit ACT or SAT scores to Rochester College. (This is not applicable for accelerated programs.) ACT or SAT scores noted on a high school transcript are acceptable. You may request that your scores be submitted

to Rochester College at these websites: www.actstudent.org (ACT) and www.collegeboard.com (SAT). Rochester College's ACT code is 2072, and our SAT code is 1516.

4. Campus residence is required of all students (unless married) who are under the age of 21 and of freshmen and sophomore status unless living with a parent or relative over the age of 25. (Campus residency requirements are not applicable for students in accelerated programs.) Students planning to live on campus must submit a Room Reservation form, which can be downloaded from our website at www.rc.edu/apply or found in our application packet. Housing assignments are made on a first-come, first-served basis. The room security and key deposits are due at time of registration. Submission of the Room Reservation form does not commit the student to living on campus; it only indicates the applicant's interest in doing so.

Admission Standards: REQUIREMENTS FOR ADMISSION

Applicants with a high school cumulative GPA of 2.25 or higher in college preparatory courses are normally given regular admission if their college entrance test scores meet the guidelines in the table that follows:

MINIMUM COLLEGE ENTRANCE EXAM SCORES FOR ADMISSION

ACT SCORE (#2072)	SAT SCORE RANGE (#1516)
Composite Score 18	860-890

Rochester College does not require the writing section of the ACT or SAT. The ACT is administered several times throughout the year. Registration forms are generally available from high school counselors or online at www.act.org. This test is also required by the State of Michigan for its competitive scholarship program. Registration information for the SAT is also available from high schools and at www.sat.org.

Applicants whose high school, college records, or ACT/SAT results do not meet regular admission standards or who did not take the ACT/SAT exam may be admitted if there is other evidence of academic promise. They will receive special advising and may register for no more than 15 semester hours. Students must maintain a 2.0 GPA at the end of each semester.

HOME-SCHOOLED STUDENTS

Rochester College recognizes and values the educational experience of home-schooled students. These students are welcomed and encouraged to apply for admission through the same process as described above. The admissions criteria for home-schooled students are the same as for students who graduate from traditional high schools.

The following information is required from home-schooled students who wish to take courses at Rochester College before their graduation:

- Verification of home-school status and course work
- Home-schooled, Dual Enrollment, or Guest Student Application

FIRST TIME IN COLLEGE (FTIAC)

High school graduates with fewer than 15 credit hours of college credit are required to meet the following criteria for unconditional admission to Rochester College: a minimum 2.25 cumulative high school GPA and a minimum ACT composite score of 18 (or a minimum combined score of 860-890 on the SAT Critical Reading and Math sections). Additional consideration may be given to component scores on each test. Students who did not graduate from high school may be admitted unconditionally if they earned a minimum GED score of 2250 with no single test below 410 (GED scores prior to 2002 must be at least 50) and meet the minimum ACT or SAT score.

TRANSFER STUDENTS

Transfer students from other colleges or universities must provide official transcripts from each institution and complete the steps listed under Admissions Procedure (above). ACT or SAT scores are not required of students who have earned 15 or more college credit hours. Transfer students must have earned a minimum 2.25 cumulative GPA in their college course work for unconditional admission to Rochester College. Rochester College grants credit for courses completed at regionally accredited colleges, schools accredited by the Association of Biblical Higher Education, or a select

list of voluntarily unaccredited institutions with a grade of C- (1.7 on a four-point scale) or higher. Applicants should note that standards within individual majors may be higher. Composition A and B are exceptions; to transfer either of these classes, a minimum grade of C is required. To satisfy the General Education literature requirement, literature courses transferred from other institutions must emphasize canonical literature and include a chronological survey component. Up to 30 hours of lower division credit might also be transferred from other unaccredited programs (see the section of this catalog titled “Non-traditional Credit”); these are subject to validation by the relevant academic department(s) at Rochester College and by a probationary semester of full-time coursework in which the student achieves a GPA of C (2.0 on a four-point scale) or higher. Acceptance of transfer course credit is subject to a transcript evaluation by Rochester College.

Students whose prior academic experience includes coursework completed outside the United States or Canada must provide a transcript evaluation from a third-party evaluation company. For more information about evaluation of international transcripts, see “International Students – Transferring Credits” (below). Credit received on a basis other than the semester unit will be converted to credit hours. Transfer credit counts as upper-level credit only if the course has junior or senior status at the institution where it was taken. All work transferred from a community college is considered lower-level credit except for 300-level courses taken in the third year of an approved three-year program.

Transfer students pursuing a degree in the traditional program may transfer up to 34 credit hours toward the Associate Degree or 98 hours toward the Bachelor’s degree. For accelerated programs up to 47 hours may be transferred toward the Associate degree and 90 hours toward the Bachelor’s degree. At least 50% of a student’s major core requirements must be earned at Rochester College. In addition, all students must take the last 15 hours at their home institution, a standard policy referred to as a Residency Requirement. Transfer credit is not applied toward the calculation of students’ Rochester College GPA.

Under the MACRAO Transfer Agreement, transferees from participating Michigan colleges or universities usually meet all General Education requirements for the Bachelor’s degree at Rochester College, except the Christian Values Requirement and General Education courses or pre-requisites required for a major. Transfer credits must include a survey literature course, information literacy course (INF 1011), and a math course equivalent to MAT 1103 Intermediate Algebra

(or higher). If not included in transferred courses, the student must complete these courses before a degree will be awarded. Information Literacy is not required in the accelerated programs. Transcripts must specifically confirm that all MACRAO requirements are met. For more information, contact the Academic Services Office.

Transferees who hold a Bachelor's degree from another regionally accredited college or university are exempt from all General Education requirements except for the Christian Values Requirement and any specific General Education courses or pre-requisites required for a major.

EARLY ADMISSION

High school students are eligible for early admission as full-time students at Rochester College based on the following criteria: completion of junior year of high school with a CGPA of 3.00 or higher and an ACT score of 21 or higher. Early admission students must make arrangements with their school districts to earn their high school diplomas or a satisfactory score on the General Equivalency Diploma (GED). The high school diploma or GED must be earned by the end of the second semester of enrollment at Rochester College. Students who have not earned a high school diploma or GED are not eligible for federal financial aid.

DUAL ENROLLMENT IN HIGH SCHOOL AND ROCHESTER COLLEGE

High school students (sophomore to senior) may dual-enroll at Rochester College and take lower division General Education courses or, with permission of the appropriate department chair, other lower division courses. Dual enrollment provides a great opportunity to experience the college environment and earn college credits while completing the high school diploma. Students should consult their high school counselors to determine how college credits may apply toward their high school diploma requirements. Students who dual-enroll are granted a fifty percent (50%) tuition discount, are not required to pay the student support fee, and are not eligible for financial aid. This tuition discount is available for up to four semesters prior to the time the student completes the requirements for the high school diploma. Dual-enrolled students may enroll for no more than 11 credit hours of course work per semester.

RE-ENROLLMENT

To return to Rochester College after an absence of two or more semesters, students must notify the Academic Services Office. Students suspended or dismissed for academic reasons must appeal to the Academic Committee for re-admittance. Students who are re-

admitted following academic suspension or dismissal may be required to receive tutoring and related learning resources through the Academic Center for Excellence. Students dismissed or suspended for social reasons must request re-enrollment through the Student Development Office. Students who re-enroll after an absence of 12 months or more may only be re-admitted under the latest degree plan offered for the degree and major being pursued.

Accelerated Program (Center for Extended Learning): ADMISSION REQUIREMENTS

Rochester College's Center for Extended Learning (CEL) primarily serves working adult learners by offering an accelerated adult learning program with courses offered in the evenings, online, and on weekends. Adult learners are those whose primary life identity has moved beyond the stage of a traditional student due to experiences, responsibilities, and knowledge that have contributed to their preparation for this program. Meeting the minimum criteria for admission to one of the CEL's accelerated degree completion programs indicates a likelihood of success but does not provide a guarantee of success. Success in these programs requires a high level of maturity, commitment, organization, and self-motivation on the part of the student.

Students seeking admission to Rochester College's accelerated degree programs must be 21 years of age or older or must have a minimum of three years of work experience. Unconditional admission is granted to transfer students who have earned a minimum of a 2.25 cumulative GPA from regionally accredited colleges or universities. Students without college experience may be granted unconditional admission with a 2.25 high school GPA or an earned GED. Students who do not meet these criteria may be granted conditional acceptance by appealing in writing to their advisor. *The minimum GED score prior to 2002 is 50. Beginning in 2002, the requirement is a minimum total score of 2,250 with no single test score below 410.*

For accelerated programs up to 47 hours may be transferred toward the Associate degree and 90 hours toward the Bachelor's degree. At least 50% of a student's major core requirements must be earned at Rochester College. Transfer credit is not applied toward the calculation of students' Rochester College GPA.

Regular admission to the University Center and off-site Degree Completion Programs is granted to graduates of the host institution who have a minimum GPA of 2.25.

Students pursuing a degree through the traditional

program should consult the Concurrent Enrollment Policy for eligibility to take courses from the CEL (below).

Regular admission to the Bachelor of Science in Early Childhood Studies degree completion program requires completion of an Associate degree in Early Childhood and current employment in the early childhood field. For those not currently employed in the early childhood field, observation hours will be required in specified classes.

Prospective students who do not meet the regular GPA admission requirements may submit a written petition to the Vice Provost for provisional admission (called Academic Alert). The written petition must include a rationale for why the applicant believes s/he will succeed in a challenging accelerated adult program. Students who are approved to be provisionally admitted on Academic Alert are limited to 6 credit hours their first semester.

Provisionally admitted students must complete a minimum of 12 credit hours through CEL's Associate of Arts program with a 2.0 or higher GPA prior to being accepted into a Bachelor's degree completion program. Completion of 12 or more credit hours at Rochester College with a minimum cumulative GPA of 2.0 allows the student to be removed from Academic Alert.

POLICY FOR CONCURRENT ENROLLMENT IN TRADITIONAL AND ACCELERATED PROGRAMS

Traditional students may take any course from the CEL's Associate of Arts program, either required or elective General Education courses. However, to take other non-restricted CEL/Accelerated courses, traditional students must meet the following requirements:

- have a CGPA of 2.0 or higher
- have completed ENG 1123 Composition B

Traditional students who take CEL/Accelerated courses are charged the traditional tuition rate.

CEL students may take any eligible course from traditional divisions and pay the CEL tuition rate.

For determining which courses are restricted from or eligible for concurrent enrollment, students must see the appropriate Dean. In addition, crossover enrollment between the CEL and traditional programs is allowed on a space available basis. Traditional students taking CEL courses may not displace CEL students and vice versa. Determination regarding available space will be made no later than the day preceding the start of the course(s) in question.

TRANSFER POLICY

The CEL accepts traditional transfer credit (C- or higher) from regionally accredited colleges or universities. Transferring Composition A and B requires a grade of C or higher. Up to 47 credit hours may transfer toward an Associate degree and up to 90 credit hours may transfer toward a Bachelor's degree completion program. A maximum of 50% of the core requirements for a Bachelor's degree may be transferred to Rochester College. No credit hours can be transferred in the student's final semester at Rochester College because all students must take their last fifteen hours of credit at their home institutions, a standard policy known as a Residency Requirement. Official transcripts must be submitted from each previously attended institution.

INTERNATIONAL STUDENTS

Students who receive their secondary education outside of the United States must demonstrate their ability to perform college-level work in the U.S.

REQUIRED ITEMS

1. Submit the Admissions Application. You can complete the application online at rc.edu/apply. The application deadline is June 1 for the fall semester, and November 1 for the spring semester.
2. Non-refundable application fee: \$100 (U.S. Currency)
3. Submit official original transcripts, which must be in English, showing that you have successfully completed 12 years of education (U.S. high school equivalent). These credentials must display your ability to perform college-level work in the United States. If your official transcripts are not in English, they must be evaluated and certified by a third party evaluation company such as World Education Services, Inc. or Educational Credentials Evaluators, Inc. The transcripts should be in a course-by-course format. Photocopies are not acceptable. If you have completed college coursework and wish to transfer those credits to RC, you must also submit original transcripts from the college or university you attended. See the section "Transferring Credit" below for information on how to have transcripts evaluated and certified.
4. All student visa applicants born in a country whose native language* is not English must submit "official test documentation" of English language proficiency by submitting one of the following:

- a. Student Visa applicants residing outside of the United States and Canada need to take the “Test of English as a Foreign Language” (TOEFL) and score at least:
 - 520 on the paper based test
 - 190 on the computer based test
 - 68 on the Internet based test

You must also have official results mailed from TOEFL directly to Rochester College. The TOEFL website (www.toefl.org) has information on registration and testing locations.
- b. Student Visa applicants already residing in the United States or in Canada should take the Michigan English Language Assessment Battery (MELAB) and score 70 or above.
- c. Student Visa applicants need to successfully complete Level 112 at an ELS Language Center in the U.S. or one of eighteen other countries. The ELS Language Center website (www.els.com) has information on registration and center locations.

**A native language is a language that is acquired naturally during childhood and is usually spoken at home, as opposed to a language that is learned later in life as, for example, part of a person's formal education.*

Once Rochester College receives all the required items described above, applications are evaluated. If you are accepted, you will receive an official letter of acceptance. All students educated outside the U.S. or Canada automatically enter Rochester College on Academic Alert, which may limit the number of hours for which they can enroll.

TRANSFERRING CREDIT FOR INTERNATIONAL STUDENTS

College coursework from institutions not in the U.S. or Canada may be accepted for transfer credit. Coursework should be evaluated by a third party evaluation company that is a member of the National Association of Credential Evaluation Services (NACES), such as World Education Services, Inc. or Educational Credentials Evaluators, Inc. The expense for transcript evaluation is the responsibility of the applicant.

World Education Services, Inc. (WES)
P.O. Box 11623
Chicago, IL 60611-0623
USA

Phone Number: 312-222-0882
Fax Number: 312-222-1217
Email: midwest@wes.org
website: www.wes.org

Educational Credentials Evaluators, Inc.
P.O. Box 514070
Milwaukee, WI 53202-3470
USA

Phone Number: 414-289-3400
Fax Number: 414-289-3411
Email: eval@ece.org
website: www.ece.org

In order to receive full credit, applicants should select the Course-by-Course type of evaluation. Rush services are also available for an additional fee.

VERIFICATION OF FINANCIAL RESOURCES AND STUDENT ACCOUNT PAYMENT FOR INTERNATIONAL STUDENTS

The details of the cost of attendance at Rochester College, financial documentation required, and tuition payment schedule are contained in the International Student Statement of Finances, which can be obtained from the Admissions Office. Once your ability to pay for your education at Rochester College has been established and your deposit is received by the Admissions Office, the college will issue a SEVIS Form I-20, which you use to apply for a student visa (F-1).

IMMIGRATION PROCEDURES

When you have been accepted into Rochester College and all required financial statements and deposits have been received, the college issues an I-20, a Certificate of Eligibility for Nonimmigrant (F-1) Students that is used to show reason for entry into the United States and is, in effect, an invitation to attend school. When you have received the I-20 from Rochester College, you must make an appointment at the U.S. Embassy or Consulate closest to you to apply for an F-1 student visa. It is important to understand that the nature of an F-1 student visa assumes that you will return to your home country upon completion of studies and any authorized practical training. Each country is different in how it processes student visas. It may be

possible to make an appointment prior to receiving the I-20 as long as you have it in your possession at the time of the appointment. Please contact the embassy or consulate nearest you for specific details. Also note that in many countries several attempts are required to receive an F-1 student visa, so be prepared to try again if your application is initially denied. When you have been granted an F-1 student visa by the Embassy or Consulate, please contact us to confirm when you will be starting school and if you need assistance with travel plans to Michigan.

On campus work is authorized under the F-1 visa for a maximum of 20 hours per week while school is in session and full time when school is out of session if a position is available. Off campus employment is generally not available to F-1 students except through application to the Immigration and Naturalization Service.

FINANCIAL AID FOR INTERNATIONAL STUDENTS

No state or federal aid is available to international students who are in the United States on student visas. However, international students are eligible to receive institutional scholarships for athletics and academics as well as other tuition discounts from Rochester College.

Academic scholarships for international students are very limited due to the lack of equivalent measure for academic ability. Most institutional scholarships are based upon the results of one of two standardized tests used in the U.S., the ACT or SAT, and high school grade point average. Since international students do not automatically take these tests, we do not require either for admission. However, if you decide to take either the ACT or SAT and have the scores sent to Rochester College, you will be considered for academic scholarships. Information on the ACT or SAT and the nearest testing center can be found at www.act.org or www.collegeboard.com. No other standardized academic test is accepted.

Institutional scholarships and tuition discounts are awarded by the Admissions Department and are based on the applicant's academic credentials and need.

GUEST STUDENTS

A student is classified as a guest student in the following circumstances:

- The student is enrolled at another college or university.
- The student is not seeking a degree from Rochester College.
- The student is auditing a course.

Guest students must pay normal tuition and course fees or the audit fee and are not eligible for institutional or financial aid.

Those who are students at another college or university must fill out a Michigan Uniform Undergraduate Guest Application. Those who are not students at another college or university must fill out a Guest Student Application for both the traditional and accelerated programs and select "Non-Degree Seeking" for program or major. There is no application fee for guest students.

Guest students should be aware of the following:

- Guest students attending another institution are responsible to ensure that they have successfully completed the pre-requisites to any course they are taking, if applicable. Guest students who are not attending another institution must produce evidence that they have completed pre-requisites to any course they are taking, if applicable.
- Guest students who attend another college or university must request that their RC grades and credits be sent to their home college or university via a normal transcript request. Transferability of courses should be pre-determined by the student with his or her home institution.
- Guest students who wish to take more than six hours in a semester, decide to begin working toward fulfillment of a Rochester College degree plan, or have accumulated 12 or more hours as a guest student must apply for admission to be enrolled as a regular student if they wish to continue taking additional Rochester College course work. Guest students may appeal these restrictions in writing to the Vice Provost.

Guest students are subject to the Satisfactory Academic Progress Policy with the exception that if their cumulative grade point average falls below a 2.0 and they are placed on academic suspension, they will not be eligible to take any further course work at Rochester College. However, academically suspended guest students may submit a written appeal letter to the Academic Life Committee requesting permission to take additional course work.

COMPUTERS

Rochester College was the first college in the state of Michigan to offer traditional incoming freshmen a state-of-the-art Apple MacBook absolutely free. Traditional transfer students who have 30 or fewer credit hours of college coursework accepted by Rochester College will also be eligible to receive a free MacBook.

One of the goals of Rochester College is to ensure that students learn to work with the latest technology. The College continues to implement educational technology that is on par with the more progressive colleges in the country. The campus-wide wireless environment creates possibilities for laptop use in the classroom, library, residence halls, and grounds – virtually anywhere. Rochester College will continue to enhance the laptop program as the technology becomes more tailored for faculty and student interaction.

Each student is required to sign a laptop program agreement which specifies that the MacBook is the student's and the warranty is in the student's name. If the student remains enrolled full-time at Rochester College for at least six consecutive full-time semesters (excluding summer semesters), no charge will be made for the laptop. If the student leaves before completing six consecutive full-time semesters, the student must pay a prorated charge for the MacBook.

The MacBook specifications are as follows:

- 13" white MacBook
- Mac OS X Snow Leopard
- 2.4 GHz Intel Core 2 Duo
- 2 GB Memory
- 250 GB Hard drive
- Super Drive
- 3 year AppleCare Protection Plan
- Microsoft Office 2008 for Mac



BILLING

Rochester College strives to limit its costs and provide generous financial aid for each eligible student. Most Rochester College students are eligible to receive federal/state and/or institutional scholarships and grants. For Graduate Program tuition, please see the Graduate Catalog.

BASIC EXPENSES FOR TRADITIONAL PROGRAMS

COURSE FEES FOR ALL PROGRAMS

ALL SCIENCE LAB COURSES	\$45
ART 1413, 1423, 2443	\$90
BUS 4823WW	\$25
EDU 4503	\$75
EDU 2201, 2241, 3221	\$50
EDU 2303	\$60
EDU 3271, 4728, 4828	\$135
ENG 4203	\$45
MUS 1100, 1101	\$100 PER YEAR
MUS 2403	\$50
PED COURSES	VARIOUS
PHI 3923	\$80
PRIVATE MUSIC LESSON FEE (all levels, per credit hour)	\$400
PSY 3313	\$50
SMG 4253	\$30

**Course Fees are charged per course and are refundable unless otherwise noted.*

GENERAL FEES FOR ALL PROGRAMS (NON-REFUNDABLE)

CLEP and DANTES Administrative Fee	\$35
CLEP and DANTES Testing Fee (per examination)	\$80
CLEP and DANTES Credit Recording Fee (per credit hour)	\$25
Course Change Fee (per change form)	\$25
Graduation Application fee (Bachelor's or Master's degree)	\$125
Graduation Application fee - Associate degree	\$50
Late Payment Fee	\$35
Online Course Fee	\$30
Payment Plan Fee (per semester)	\$60
Returned Check Fee (NSF, per check)	\$35
Student Identification Card Replacement	\$30
Transcript Fee (per copy)	\$5
Vehicle Violation Fines (each violation)	\$30

SCHEDULE OF CHARGES FOR ACCELERATED PROGRAMS

The tuition and fee structure for accelerated programs differs from the structure used in the traditional program because the costs associated with administering and supporting this program are substantially less than those required for the full infrastructure needed to operate and administer a traditional residential campus.

Tuition (per credit hour)	\$335
Audit fee	\$55
New Student Orientation Fee (one time only)	\$170
Late Registration Fee (returning students)	\$35

CREDIT EVALUATIONS (NON-REFUNDABLE)

Prior Learning Portfolio Workshop Fee	\$50
Prior Learning Paper Assessment Fee (per paper)	\$75
Non-Traditional Transcription Posting Fee (per hour)	\$25
Course Fees	\$30

SCHEDULE OF CHARGES FOR RN-BSN PROGRAMS

Tuition (per credit hour)	\$513
Audit fee	\$55

SCHEDULE OF CHARGES FOR TRADITIONAL PROGRAMS

TUITION

	1 SEMESTER	2 SEMESTERS
BLOCK RATE (12-19 credit hours, including chapel)	\$8,988	\$17,976
HOURLY RATE (under 12 or over 18 hours)	\$583 per credit hour	\$583 per credit hour
SUMMER SESSION	\$414 per credit hour	\$414 per credit hour
AUDIT FEE	\$55	\$55

STUDENT SUPPORT FEES

	1 SEMESTER	2 SEMESTERS
STUDENT SUPPORT FEE (all full time students charged)	\$507	\$1014
RESIDENTIAL STUDENT SUPPORT FEE ¹ (all residential students charged)	\$385	\$770
COMMUTING STUDENT (part time 5-11 hours)	\$284	\$568
SUMMER (all traditional students, 2+ hours)	\$115 per session	\$115 per session

¹ Full-time residential students receive a membership to Lifetime Fitness.

GENERAL FEES (NON-REFUNDABLE)

HEALTH INSURANCE (Fall minimal secondary coverage, Aug-July)	\$752
HEALTH INSURANCE (Spring minimal secondary coverage, January-August)	\$437
LIFETIME FITNESS (Commuters, per semester – price subject to change)	\$TBA
LOCK REPLACEMENT FEE	\$75
NEW STUDENT ORIENTATION FEE (FA-12)	\$235
NEW STUDENT ORIENTATION FEE (SP-13)	\$75
ROOM CHANGE FEE (per room change)	\$60
ROOM RESERVATION FEE	\$25

RESIDENTIAL FEES AND DEPOSITS

ROOM OPTIONS

FERNDALE, HOGGATT, BARBIER, GATEWOOD, OR PALMER ¹	\$1597
PALMER STUDIO APARTMENTS ² (as available, per month)	\$400

BOARD OPTIONS

OPTION A: 19 MEALS/WEEK	\$ 1555
OPTION B: 10 MEALS/WEEK ³	\$ 1152

Residential students with a 19-meal plan receive \$100.00 credit on their swipe cards, which can be used for cafeteria and café purchases, the campus store, laundry expenses, and making copies in the library. This credit must be used during the academic year. However, funds added to the card by the student may be returned to the student at the end of the semester upon request.

ADDITIONAL BOARDING FEES

SUMMER SESSION ROOM RATES (WEEKLY)	\$75
ROOM SECURITY DEPOSIT (any residential location)	\$170
MAILBOX KEY DEPOSIT	\$5
PRIVATE ROOM FEE (nonrefundable, as available, per semester)	\$465

¹For single students, as available

² Available on a limited basis to married students without children and single students 26 and older. Married students have priority over single students.

³ Option B meal plan is only available to students living in Palmer, co-op students, students who are doing internships and student teaching, and commuters.

GENERAL PAYMENT INFORMATION

Rochester College's continued success in its mission and growth depends on the timeliness of students' payments. Rochester College expects accounts to be paid on time, according to one of the payment options listed below. All fees are assessed and payable in U.S. dollars.

CASH, CHECK, OR MONEY ORDER

Checks and money orders should be made payable to Rochester College and brought or mailed to the Cashier in the Business Office.

CREDIT CARD

Credit card payments may be made in person or called in directly to the Cashier at 248.218. 2053. An automatic charge can be established for the semester payment plan by completing a form and submitting it to the Student Financial Services Office. Students may access their Student Portal to view their billing statements online. Students may log in at www.my.rc.edu and click on Billing>My Billing/Ledger.

ONLINE PAYMENT

Students may access the Student Portal to make payments online by logging on to www.my.rc.edu and by clicking Billing>My Billing/Ledger>Pay Now.

TRADITIONAL PROGRAMS PAYMENT OPTIONS

PAYMENT AT REGISTRATION

Students must have any prior balances on their accounts settled before beginning the registration process. Full payment or the first installment of the payment plan is due on the semester due date. Students will not be able to register for a subsequent semester or receive a copy of their transcripts until payment is made in full.

	FALL SEMESTER	SPRING SEMESTER	SUMMER SEMESTER
INITIAL PAYMENT	AUGUST 23	JANUARY 3	APRIL 27
INSTALLMENT 2	SEPTEMBER 15	FEBRUARY 15	MAY 15
INSTALLMENT 3	OCTOBER 15	MARCH 15	JUNE 15
INSTALLMENT 4	NOVEMBER 15	APRIL 15	JULY 15
CENSUS DATE	09/07/2012	01/18/2013	NO CENSUS DATE

SEMESTER PAYMENT PLAN

Students unable to pay the full amount on the payment due date may use the semester payment plan. One-third of the total semester balance (less financial aid credits) must be paid on the payment due date, and the remaining two-thirds are paid in three equal monthly payments due on or before the dates listed above. A fee of \$60 per semester is charged for using the payment plan. Students may be charged a \$35 late fee if payments arrive after the due date. The payment plan may be unavailable to students with a history of late payments or to those whose previous Rochester College account was passed to a collection agency.

ACCELERATED PROGRAMS PAYMENT OPTIONS

PERSONAL PAYMENT

On or prior to the first day of the semester, students may pay all charges remaining after financial aid to avoid service charges and late fees.

EMPLOYER REIMBURSEMENT

Students who qualify for employer reimbursement may defer payment up to 5 weeks after the last day of the semester. To qualify for deferred payment, the student's employer must NOT require proof of payment in full before reimbursement. If proof of payment is required, students may not defer payment, and students must follow one of our other payment options. Students must submit to Student Financial Services a copy of their employer's reimbursement policy, as well as documentation from their employer that verifies their eligibility. This documentation must be on file for students who have an outstanding balance and would like to register for a subsequent semester.

TUITION VOUCHER

If an employer has a policy to pay the college directly, this is referred to as a Tuition Voucher plan. Rochester College requires that the student submit vouchers to the Student Financial Services Office with registration. Documentation must be on file with the Student Financial Services office in order to be eligible to register for subsequent semesters as long as there is an outstanding balance.

SEMESTER PAYMENT PLAN

Students who are unable to pay the full amount due at the time of registration are offered the semester payment plan. Students pay one-third of the total semester bill, after deducting financial aid credits, at the time of registration and the remaining two-thirds in two equal monthly payments due on the dates indicated below. A \$60 fee is charged per semester for use of the payment plan, and students may be charged a \$35 late payment fee if payments arrive after the due date. The payment plan option may not be available to students who have a history of late payments or to students who have had a previous Rochester College account placed with a collection agency.

FALL SEMESTER	SPRING SEMESTER	SUMMER SEMESTER
AUGUST 20	JANUARY 5	APRIL 27
SEPTEMBER 20	FEBRUARY 20	MAY 20
OCTOBER 20	MARCH 20	JUNE 20

PAST DUE ACCOUNTS

The College will not release transcripts in the case of any holds pertaining to past due balances, missing financial aid documents, or outstanding Perkins Loan payments. Students with a past due balance on their accounts are unable to register for subsequent semesters. A finance charge of 1.5% (18% APR) is applied monthly to past due accounts. Nonpayment of past due accounts may result in the account being placed with a collection agency.

COLLECTION AGENCY PLACEMENTS

Accounts placed with a collection agency are charged collection costs and possible legal fees. The payee becomes responsible to the collection agency for all contact and payment arrangements. Readmission to the college is not permitted until the amount in collections is paid in full. A list of collection agencies used by the college may be found on the Rochester College website.

GENERAL REFUND POLICIES

Students who pay for room and board but subsequently choose to commute or to withdraw completely before the withdrawal deadline may receive a prorated refund of room and board charges. No refunds are granted for meals that were unused prior to the withdrawal date. Special fees may not be refunded, and room security deposits are refunded only when keys have been returned and checkout procedures are completed within seven days of the date that residence halls close.

The date withdrawal forms are submitted is the date used to calculate refunds (see above). If a request to withdraw is made by phone and the written request arrives at the College within one week of the request, the date of withdrawal will be the date the forms were requested. Otherwise, the date of withdrawal will be the date the request is received in writing. Rochester College has no obligation to refund any charges if withdrawals or dismissals are due to misbehavior. Students involved in disciplinary situations may also be required to repay college-funded awards.

Refunds may require up to 30 days for processing. Financial aid refunded to issuing programs are allocated in the following order: Unsubsidized Direct Stafford Loans, Subsidized Direct Stafford Loans, Federal Perkins Loans, Direct PLUS Loans, Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, and institutional aid.

REFUNDS AND CREDITS FOR TRADITIONAL PROGRAMS

The traditional program has a census date, the second Friday of each semester, on or before which students may receive a 100% refund. Financial aid and billing is processed based on enrollment hours on the census date.

Traditional students who withdraw from a course after the census date receive a refund based on the chart below. Students do not receive a refund if the withdrawn class does not result in a change in the tuition block (12 to 19 hours, including Chapel/Convocation), and any drop or add that does not result in a net change in course load is not subject to a refund. Changes in course load may adversely affect a student's financial aid awards. Students should consult their academic advisors and the Student Financial Services Office prior to dropping or withdrawing from a course.

REFUND POLICY ON STUDENT SUPPORT FEES

If a student's course load falls below full-time or if the student withdraws completely, the student support fee refund percentage is the same as for the dropped/withdrawn course(s). If the change in course load does not affect full-time status, the student support fee remains unchanged.

REFUNDS AND CREDITS FOR ACCELERATED PROGRAMS

The College uses its Academic Refund Policy to calculate tuition refunds for dropped or withdrawn course(s) based on the following tables. Financial Aid adjustments are calculated based on the Federal Refund Policy. Requests for course drops must be submitted in writing to the CEL Office. Students should remember that financial aid may be affected by changes in course load, and students are responsible for remaining charges on their accounts. Therefore, it is important to consult with the Student Financial Services Office, as well as academic advisors, before dropping a course or withdrawing.

REFUND SCHEDULE 2012-2013 – FULL SEMESTER COURSES FOR TRADITIONAL PROGRAMS		
FALL SEMESTER	SPRING SEMESTER	
August 27—September 7	January 5—January 18	100%
September 8—14	January 19—25	90%
September 15—21	January 26—February 1	80%
September 22—28	February 2—8	60%
September 29—October 5	February 9—15	40%
October 6—12	February 16—22	20%
October 13 LAST DATE TO WITHDRAW: November 15, 2012	February 23 LAST DATE TO WITHDRAW: March 25, 2013	0%

REFUNDS FOR EIGHT-WEEK ON-GROUND COURSES FOR TRADITIONAL AND ACCELERATED PROGRAMS	
Before the first day of the session (A or B)	100%
By Friday of the first week of the session	90%
By Friday of the second week of the session	50%
By Friday of the third week of the session	25%
By Friday the fourth week of the session*	0%

**Students may withdraw from courses only until the end of the fifth week of the session.*

REFUNDS FOR DIRECTED STUDY AND INDEPENDENT STUDY COURSES FOR TRADITIONAL AND ACCELERATED PROGRAMS	
On or before the designated start date of the course (as stated on the schedule in the registration packet)	100%
1-6 Calendar days following the course start date	90%
7-13 Calendar days following the course start date	50%
14-20 Calendar days following the course start date	25%
21+ Calendar days following the course start date	0%

REFUNDS FOR 1-HOUR ONLINE COURSES FOR TRADITIONAL AND ACCELERATED PROGRAMS	
On or before the designated start date of the course (as stated on the schedule in the registration packet)	100%
1-4 calendar days following the course start date	90%
5-9 calendar days following the course start date	50%
10-13 calendar days following the course start date	25%
14+ calendar days following the course start date	0%

REFUNDS FOR 8-WEEK ONLINE COURSES FOR TRADITIONAL AND ACCELERATED PROGRAMS	
On or before the designated start date of the course (as stated on the schedule in the registration packet)	100%
1-6 calendar days following the course start date	90%
7-13 calendar days following the course start date	50%
14-20 calendar days following the course start date	25%
21+ calendar days following the course start date	0%

FINANCIAL AID

Many resources are available to help meet the challenge of paying for college. Financial assistance is available from governmental, institutional, and many third-party sources. Our commitment is to assist students in obtaining all the aid for which they are eligible, while funds are available. Aid may be awarded based on academic merit, financial need, and/or campus involvement.

Rochester College participates in a variety of financial aid programs for the benefit of students. Students must meet the eligibility requirements of these programs in order to participate. Rochester College administers its financial aid programs in accordance with prevailing federal and state laws and its own institutional policies. Students are responsible for providing all requested documentation in a timely manner. Failure to do so could jeopardize the student's financial aid eligibility. In order to remain eligible for financial aid, a student must maintain Satisfactory Academic Progress as defined in the "Academics" section of this catalog. More information about aid sources can be accessed from www.finaid.org.

Rochester College recommends that students apply for financial aid as early as possible in order to allow sufficient time for application processing. Financial aid must be approved and accepted and all necessary documentation completed before the financial aid can be applied towards tuition and fees. Financial aid is awarded on an academic year basis; therefore, it is necessary to re-apply for financial aid each academic year. Students who need additional information and guidance should contact the Student Financial Services Office.

Rochester College awards some institutional aid to qualified applicants enrolled full-time in the traditional program, regardless of family income. Institutional aid is adjusted according to the amount of Federal or State aid a student receives. Failure to comply with minimum grade requirements or Rochester College regulations may result in a loss of institutional awards.

The Student Financial Services Office provides detailed descriptions of programs, qualifications, and minimum renewal requirements for institutional and governmental aid. The Student Financial Service Office also designs financial aid packages which combine scholarships, grants, loans, and part-time employment to meet students' financial needs. Some institutional aid

may not be available to students who live off-campus. Exceptions may be considered when the residence halls are at full capacity.

HOW TO APPLY FOR MAXIMUM AID

1. Apply for a Federal PIN number at www.pin.ed.gov. Submit an email address to receive a PIN within 72 hours. Parents of dependent students must also apply for a PIN.
2. After receipt of the appropriate PIN numbers, complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov. The FAFSA may be completed as early as January 1 of the senior year in high school. To ensure qualification for the maximum amount of financial aid, complete your FAFSA by June 30. Please be sure to list Rochester College as your first school choice in order to be eligible for state grants. Our federal school code is 002288.
3. Shortly after the FAFSA has been processed, the student will receive a Student Aid Report (SAR) in the mail. Please read it carefully. If everything is correct, simply retain the SAR for your records. If there are any errors or corrections that need to be made, please make them online at www.fafsa.ed.gov and then click the "Make Corrections to a Processed FAFSA" link. The Federal PIN number is necessary in order to make any corrections.
4. Once Rochester College receives the SAR from the government, if the student's FAFSA is selected for verification or any corrections need to be made, Student Financial Services will contact the student to inform him/her of the proper course of action. Once completed, the student will be sent an award letter listing all scholarships, state grants (if applicable), and federal aid (grants, work-study, and loans) for which the student qualifies.

5. Upon receiving the financial aid award letter, review the information carefully. Students should access the Student Portal to accept or decline aid online.
6. For the traditional program, an “Application for Undergraduate Admissions” must be submitted before students may be considered for RC scholarships.

**Please note that award letters are based on information supplied by the student and are, therefore, subject to change. Since Rochester College is continually seeking eligible students, we encourage students to respond to award letters within 30 days.*

Contact the Student Financial Services Office by phone at 800.521.6010, opt. 2, by fax at 248.218.2065, or by email at fa@rc.edu.

LOANS

FEDERAL PERKINS LOAN

Amounts of Federal Perkins Loan awards are based on annual legislation. Applications are made directly to Rochester College by submitting the FAFSA form to your Student Financial Services advisor. Repayment and interest begin six months after the student graduates, withdraws from school, or falls below half-time enrollment status. Payments may be extended over a ten-year period. Rochester College utilizes the administrative services of University Accounting Services LLC (UAS) for Perkins Loans. For additional information about your Perkins Loan, visit the website at www.uaservice.com.

FEDERAL DIRECT STAFFORD LOAN

Federal Direct Stafford Loans are low interest loans. The Loan must be used to pay for direct and/or indirect educational expenses. Subsidized Stafford loans are need-based while unsubsidized loans are not. Repayment begins 6 months after the student graduates, withdraws from school, or falls below half-time enrollment status.

FEDERAL DIRECT PLUS LOAN

Federal Direct Plus Loans are available to parents of dependent undergraduate students. These loans are not based on need, but when combined with other resources cannot exceed the student’s cost of attendance. A credit check is required, and either or both parents may borrow through this program. Repayment begins within 60 days of final disbursement, or parents have the option to defer payments until the student graduates and/or withdraws from school.

INSTITUTIONAL DISCOUNTS AND SCHOLARSHIPS

Students must be enrolled full-time to receive institutional discounts and scholarships and may also be required to be campus residents. All discounts and scholarships are for a maximum of 10 traditional semesters (excluding summer semesters) for the first bachelor’s degree and 6 traditional semesters for a second bachelor’s degree, and a maximum of 18 hours per semester, unless otherwise indicated. Full policy details are posted on the Student Portal.

Please check with Student Financial Services for scholarship availability and requirements. All financial aid awarded is based on available funding. Rochester College reserves the right to revise awards according to governmental regulations and institutional policies. You may contact the Student Financial Services Office by phone at 800.521.6010, opt. 2, by fax at 248.218.2065, or by email at fa@rc.edu.

SPECIAL SOURCES OF AID

PRIVATE FUNDS

Churches, civic clubs, employers, and unions offer financial awards which are included in the total financial aid package when determining eligibility for government and some private assistance.

VETERANS’ BENEFITS

Military veterans or immediate family of veterans who are deceased or permanently disabled as the result of military service may qualify for assistance. For information, contact a Veterans Administration Office. Students may receive credit for training in the armed services or for previous course work by sending an official transcript from each institution to the Academic Services Office. Academic Services must receive transcripts by the end of the first semester of enrollment. Some General Education requirements may be waived based upon age, number of hours completed, and appropriate work experience. Records of academic work completed at Rochester College may be released to other institutions and agencies only upon written request.

In order to be certified for Veterans Administration benefits, the veteran must submit his or her Certificate of Eligibility letter to the college’s Veterans Administration Representative within Student Financial Services. Each semester the Representative will certify enrollment on the Veterans VAONCE online enrollment reporting system. Please keep in mind that if a student adds or drops a class or stops attending a

class, this information must be reported to Veterans Affairs. Such changes can cause interruption of benefits or an overpayment that must be repaid directly to Veterans Affairs before receiving future benefits. Class schedule changes are monitored monthly by the college's Representative, but to ensure timely reporting, it is helpful to alert the representative by email at veterans@rc.edu when a class is added, class sections are changed, classes are dropped or withdrawn, or the veteran registers for a subsequent semester.

Students who are certified for Veterans Administration benefits but who fail to obtain the minimum cumulative GPA within one semester after being placed on Financial Aid alert may not be recertified until their cumulative GPA meets the minimum standards identified in the Financial Aid Alert requirements.

Rochester College informs the Veterans Administration when students are not recertified due to the institution's Satisfactory Academic Progress policy. Students within one semester (12 hours) of graduation may continue to be certified for veterans' benefits only with a cumulative GPA of 2.00 or higher, which meets requirements for both the Bachelor's and Associate degrees. The above policies regarding certification for veterans' benefits supersede any and all previous statements of these policies.

Military reservists called to active duty while a semester is in progress should meet with Student Financial Aid Services and Academic Services to decide whether withdrawal or applying for "Incomplete" grade evaluations would be more advantageous. If completion of coursework is chosen but becomes impossible or takes longer than two calendar years after the time of activation, reservists will receive withdrawal grades for incomplete course work and tuition vouchers for the number of incomplete credit hours previously paid by the student and government-funded aid. The tuition voucher may be used at Rochester College for the same number of credit hours in any subsequent semester even if tuition rates are higher. Room and board charges are refunded on a prorated basis. Students with circumstances that warrant exceptions to refund policies should address a written appeal to the Academic Dean.

EMPLOYMENT OPPORTUNITIES AT RC

ON-CAMPUS EMPLOYMENT

Current students may apply for on-campus employment. International students and students eligible to receive Federal Work Study receive first priority for available positions; however, work-study eligibility does not guarantee employment. Once hired, students are required to complete paperwork, including a student employment contract, with the

Human Resources Office before employment begins. Students are also encouraged to complete a Student Payroll Deduction form to have their earnings applied directly to their student accounts. Job descriptions and the student employment application are available on the Student Portal. Those interested in learning more should review the Student Worker FAQ's on the Student Portal or contact the Human Resources Office. Students on Financial Aid/Academic sanctions (see the "Academics" section of this catalog) are ineligible for on-campus employment.

OFF-CAMPUS EMPLOYMENT

Area businesses often seek Rochester College students for part-time jobs. Full-time students are encouraged to work no more than 20 hours per week.

ROCHESTER COLLEGE SATISFACTORY ACADEMIC PROGRESS POLICY

Federal regulations require that financial aid recipients maintain Satisfactory Academic Progress (SAP) in a program of study that leads to a degree, certification, or transfer program.

The Academic and Financial Aid SAP policies at Rochester College are one and the same. Students may be labeled with Financial Aid actions, regardless of whether or not they are financial aid recipients. Please refer to the Academics section of this catalog for full policy details.

FINANCIAL AID WITHDRAWAL POLICY

Summary of the Requirements of 34 CFR 668.22

Treatment of Title IV Aid When a Student Withdraws After Beginning Attendance (Provided to students as part of consumer information)

The law specifies how Rochester College must determine the amount of Title IV program assistance that you earn if you withdraw from school. The Title IV programs that are covered by this law are Federal Pell Grants, National SMART grants, Stafford Loans, PLUS Loans, Federal Supplemental Educational Opportunity Grants (FSEOGs), and Federal Perkins Loans.

When you withdraw during your period of enrollment, the amount of Title IV program assistance that you have earned up to that point is determined by a specific formula. If you received (or your school or parent received on your behalf) less assistance than the amount that you earned, you may be able to receive those additional funds. If you received more assistance than you earned, the excess funds must be returned by the school and/or you.

The amount of assistance that you have earned is determined on a pro rata basis. For example, if you completed 30% of your payment period or period of enrollment, you earn 30% of the assistance you were originally scheduled to receive. Once you have completed more than 60% of the payment period or period of enrollment, you earn all the assistance that you were scheduled to receive for that period.

If you did not receive all of the funds that you earned, you may be due a post-withdrawal disbursement. If the post-withdrawal disbursement includes loan funds, your school must get your permission before it can disburse them. You may choose to decline some or all of the loan funds so that you do not incur additional debt. Your school may automatically use all or a portion of your post-withdrawal disbursement (including loan funds, if you accept them) for tuition, fees, and room and board charges (as contracted with the school). For all other school charges, the school needs your permission to use the post-withdrawal disbursement. If you do not give your permission (which some schools ask for when you enroll), you will be offered the funds. However, it may be in your best interest to allow the school to keep the funds to reduce your debt to the school.

Your school must also get your permission before it can disburse directly to you any Title IV grant funds that are part of a post-withdrawal disbursement.

Some Title IV funds that you may have been scheduled to receive cannot be disbursed to you once you withdraw because of other eligibility requirements.

If you receive (or your school or parent receives on your behalf) excess Title IV program funds that must be returned, your school must return a portion of the excess equal to the lesser of the following:

1. Student account institutional charges multiplied by the unearned percentage of your funds, or
2. the entire amount of excess funds.

The school must return this amount even if it didn't keep this amount of your Title IV program funds.

If your school is not required to return all of the excess funds, you must return the remaining amount. Any loan funds that you must return, you (or your parent for a PLUS Loan) repay in accordance with the terms of the promissory note. That is, you make scheduled payments to the holder of the loan over a period of time.

Any amount of unearned grant funds that you must return is called an overpayment. The amount of a grant overpayment that you must repay is half of the grant funds you received or were scheduled to receive.

You must make arrangements with your school or the Department of Education to return the unearned grant funds.

The requirements for Title IV program funds when you withdraw are separate from any refund policy that your school may have. Therefore, you may still owe funds to the school to cover unpaid institutional charges. Your school may also charge you for any Title IV program funds that the school was required to return. If you don't already know what your school's refund policy is, you can ask your school for a copy. Your school can also provide you with the requirements and procedures for officially withdrawing from school.

If you have questions about your Title IV program funds, you can call the Federal Student Aid Information Center at 1-800-4-FEDAID (1-800-433-3243). TTY users may call 1-800-730-8913. Information is also available on Student Aid at www.studentaid.ed.gov.

Also, Direct Loan borrowers are required to complete an exit interview online at www.nsls.ed.gov and Perkins Loan borrowers are required to complete exit counseling. Please visit the UAS website at www.uaservice.com for further information.

BUSINESS OFFICE

ALUMNI

When a student's status is changed to alumnus, the student account is transferred from Student Financial Services to the Business Office for collection of any unpaid balances. The Alumni Accounts Receivable Manager may be contacted at 248.218.2050.

COLLECTION AGENCY PLACEMENTS

Accounts placed with a collection agency by the Business Office will be charged collection costs and possible legal fees. The student becomes responsible to the collection agency for all contact and payment arrangements. Readmission to the college will not be permitted until the amount in collections is paid in full. A list of collection agencies used by the college may be found on the Rochester College website.

PERKINS LOAN ADMINISTRATION

For any questions relating to your Perkins Loan, please contact the Perkins Loan Administrator in the Business Office at 248.218.2050. Information may also be obtained from University Accounting Services, LLC on their website at www.uaservice.com.



ACADEMICS

Rochester College is dedicated to the encouragement and support of learning through academic research, excellent teaching, and definitive scholarship in the liberal arts and professional studies. The college seeks to provide a climate where intellectual pursuit is exercised in the most favorable circumstances, academic freedom is fully respected, and inquiry, dialogue, and discernment are foundational. All professors are deeply committed to Christian faith and practice and to the central educational task of enabling and expanding the life of the mind.

ACADEMIC ACCREDITATION

Rochester College is accredited by The Higher Learning Commission of the North Central Association (30 North LaSalle, Suite 2400, Chicago, Illinois, 60602. Phone 312.263.0456). The college is also a signatory of the MACRAO Transfer Agreement, which facilitates the transferability of credits between Rochester College and other Michigan institutions.

A CHRISTIAN INTEGRATED LEARNING COMMUNITY

Since the fall of 2009, Rochester College has embodied an overall academic model called a Christian “Integrated Learning Community” (ILC). ILC is an approach to education which recognizes that learning happens most effectively when it takes place in small communities, when it focuses on all areas of life, and when it is offered in creative formats. In other words, an education should not merely be a series of classes; a true education “integrates” classroom experiences with the rest of life and is a journey that students take together as part of a community. As students live, study, eat, play, travel, serve, and pray together, they do more than obtain knowledge of certain subjects: they gain the experience and wisdom that make knowledge valuable. Rochester College lives into the ILC model by taking advantage of its small size and by pursuing a classic and transformative approach to education.

CHILL (CAMPUS HUB OF INTEGRATED LEARNING AND LIVING)

The CHILL is the physical hub of the integrated culture on campus. Centrally located, it houses a learning commons and the Academic Center for Excellence (ACE). The CHILL is used for unique classroom opportunities, special ILC activities, and Campus Ministry programming.

ACADEMIC CENTER FOR EXCELLENCE (ACE)

The Academic Center for Excellence (ACE) is Rochester College’s home for academic support. The ACE provides student-centered programs, resources, and services to develop independent and successful learners. ACE exists to facilitate a successful college experience for each student by providing tutors to assist with math, English, and various other courses. Centrally located, the ACE lab offers an alternative place to study in close proximity to academic resources and assistance. ACE also provides supplemental instruction (SI) for select courses, including optional study sessions led by students who have had a high degree of success in these courses. During the traditional school year, tutoring is available on a walk-in basis. For summer semesters, assistance is available by appointment.

For more information, contact the ACE lab at 248.218.2173 or e-mail acelab@rc.edu.

ENNIS AND NANCY HAM LIBRARY

The library offers electronic, print, and audio-visual materials to traditional students, students in accelerated programs, employees, and guests. Users have remote and on-campus access to indexing and full-text articles in over 60 electronic databases, as well as numerous electronic books. The library’s holdings can be found through the online catalog at www.rc.edu/resources/ham-library. The library home page contains information on electronic resources, Internet resources, contact information, and library news. Students need a Rochester College ID to borrow library materials. The library is open and staffed by librarians 70+ hours per week and offers quiet study space as well as research assistance.

Interlibrary loan through a large library network allows students and faculty opportunities to borrow from other state and national libraries. Ham Library

has membership in the American Library Association (ALA), Christian College Librarians (CCL), Detroit Area Library Network (DALNET), and Midwest Collaborative for Library Services (MCLS).

CHAPEL/CONVOCATION SERIES

As part of Rochester College's Christian mission and Integrated Learning model, every full-time traditional student is required to participate in the Rochester College Chapel/Convocation series (RCC). The RCC series offers opportunities for students to participate in chapels, convocations, and service initiatives aimed at building Christian faith and community, affirming Christian values, and developing a holistic understanding of spiritual, emotional, and physical wellness. The RCC series includes a variety of opportunities, including cultural events and career and wellness workshops, but it is especially built around regularly scheduled Chapel and Convocation events.

Every full-time traditional student is enrolled in "RCC 2001: Chapel/Convocation" during every fall and spring semester attended, with a limit of eight semesters. Students who attend Rochester College for more than eight semesters are not enrolled in RCC 2001 and are not required to participate after their eighth semester. RCC 2001 carries one academic credit, and a letter grade is assigned at the end of each semester, based on a 25-point scale that corresponds to the number of events attended during the semester. The grading scale is as follows:

- 25 or more points A
- 23-24 B
- 21-22 C
- 19-20 D
- 18 or fewer F

No tuition is charged for RCC 2001. If a student drops below full-time, the credit for RCC is dropped. The maximum RCC credits that can be earned during the course of a degree is eight. These credits do not count toward the overall credits required for the completion of a degree, but they are calculated as part of a student's overall GPA and graduation honors.

A schedule of RCC events is published every semester and includes Chapel and Convocation events which occur every Tuesday and Thursday morning throughout the fall and spring semesters. Attendance at these events is recorded by card readers which require student ID cards. Credit for attendance is given only to those students who have their ID cards scanned. Lost, stolen, or damaged cards should be replaced as soon as possible

at the Student Development Office. Graduate, part-time, non-traditional, and non-degree seeking students are not enrolled in the RCC program. Otherwise, only three exemptions for RCC attendance are considered: (1) students who can demonstrate through the presentation of birth certificates and IDs that they are parents dealing with childcare issues; (2) Education majors during the semester of student teaching, Social Work majors during the semester of their internships, Nursing majors on clinical rotations, and Mass Communication majors during the semester(s) of Specs Howard attendance requirements; and (3) commuter students with fewer than nine traditional face-to-face credit hours in a semester. All such inquiries should be directed to the Dean of Students.

SATISFACTORY ACADEMIC PROGRESS POLICY

All students are expected to maintain satisfactory academic progress (SAP) in a program of study that leads to a degree, certification, or transfer program. The three benchmarks in meeting SAP are a 2.0 Cumulative GPA (defined below), 67% Cumulative Completion Rate (defined below), and 150% Duration (defined below).

The Academic and Financial Aid SAP policies at Rochester College are one and the same. Students who do not maintain Satisfactory Academic Progress experience Academic/Financial Aid actions, regardless of whether or not they are financial aid recipients.

The following are definitions used to measure a student's satisfactory academic progress towards the completion of a degree or certificate.

- 2.0 Cumulative Grade Point Average (CGPA) consistent with graduation requirements.

A student cannot graduate with a CGPA of lower than 2.0. However, if the student's CGPA drops below 2.0 at some point during the course of one's program, the student's continuing academic and financial aid standing will be determined by the guidelines outlined further below in the section on "Monitoring the Minimum SAP Requirements."

- 67% Cumulative Completion Rate (CCR), determined as follows:

CUMULATIVE CREDITS COMPLETED

CUMULATIVE CREDITS ATTEMPTED

Cumulative Credits Completed does not include hours with grades of "F" Failing, "W" Withdrawal, or "I" Incomplete. Cumulative Credits Attempted includes

successfully completed hours, accepted transfer hours, courses previously taken and repeated, and hours with “W”s, “F”s, or “I”s in grade reports. Audited courses are not considered credits attempted or completed when calculating SAP. Credits attempted are defined as credits the student is enrolled in at the end of the official drop/add period.

- Duration of eligibility, which is up to 150% of the program’s length.

A student must complete the requirements for the degree within 150% of the time it normally takes to complete the degree. Once a student has attempted 150% of the minimum credits required to graduate, s/he is no longer eligible for financial aid and is no longer considered as meeting the standards of SAP. In the event of extenuating circumstances, the student may file an appeal. All appeals must include documentation.

Traditional Student Example: 128 credits required for a degree X 150% = 192 credit hours a student may attempt while working on the degree.

Accelerated Program Student Example: 120 credits required for a degree X 150% = 180 credit hours a student may attempt while working on the degree.

MONITORING THE MINIMUM SAP REQUIREMENTS

At the end of each semester (including summer), the Registrar and Student Financial Services offices review the student’s file to determine if the student is meeting Satisfactory Academic Progress requirements. Academic/Financial Aid action notices are distributed after final grades are reported for the semester, and students are notified in writing if an academic/financial aid action has been taken.

ACADEMIC/FINANCIAL AID ACTIONS FOR ALL STUDENTS

1. **Academic/Financial Aid Warning:** All students who fall below the SAP standards during a given semester are placed on **Academic/Financial Aid Warning** for the following semester. Traditional students on **Academic/Financial Aid Warning** cannot take more than 12 credit hours and are encouraged to spend an average of two hours per week in the ACE lab working with an ACE tutor on designated assignments. If employed by Rochester College, students on **Academic/Financial Aid Warning** are not eligible for on-campus work until cleared of all actions. To clear all academic/financial aid actions, students must improve their CGPA to 2.0 or higher. Students

on **Academic/Financial Aid Warning** are eligible for financial aid.

2. **Academic/Financial Aid Probation:** Students who do not meet Satisfactory Academic Progress Standards the semester after they were placed on **Academic/Financial Aid Warning** will be placed on **Academic/Financial Aid Suspension**. However, the student may appeal this placement and, if successful in the appeal, be granted **Academic/Financial Aid Probation** instead. Traditional students who are granted **Academic/Financial Aid Probation** can take no more than 12 credit hours and must develop an “academic plan” with an academic advisor as described farther below. Students on probation are encouraged to spend an average of two hours per week in the ACE lab working with an ACE tutor on designated assignments. If employed by Rochester College, students on **Academic Aid Probation** are not eligible for on-campus work until cleared of all actions. To clear all academic/financial aid actions, students must improve their CGPA to 2.0 or higher. Students on **Academic/Financial Aid Probation** are eligible for financial aid.
3. **Academic/Financial Aid Suspension:** Students who do not meet the minimum Satisfactory Academic Progress Standards the semester after being placed on **Academic/Financial Aid Warning** or students who do not adhere to the “academic plan” set for them by their academic advisor the semester after being placed on **Academic/Financial Aid Probation** are placed on **Academic/Financial Aid Suspension**. Students placed on **Academic/Financial Aid Suspension** who believe that they have faced extraordinary circumstances may appeal, but documentation of those circumstances is required. Students who are on **Academic/Financial Aid Suspension** may enroll for up to 6 hours of credits during the suspension semester; however, they are not eligible for financial aid from government or college sources.

Students with a CGPA between 1.00 and 2.00 may remain on Academic/Financial Aid Suspension for two consecutive semesters. If the student’s cumulative grade point average (CGPA) remains below 2.0 after two consecutive semesters on Academic/Financial Aid Suspension, he or she will be academically dismissed as described in the Dismissal Policy outlined farther below.

ACADEMIC/FINANCIAL AID SUSPENSION APPEAL PROCESS

To be placed on **Academic/Financial Aid Probation**, rather than Academic/Financial Aid Suspension, students must appeal, explain their failure to meet SAP, and describe what has changed to allow them to regain SAP. They must also submit documentation from their academic advisor supporting the appeal. An academic plan must be agreed to by the student and an academic official. The appeal will be considered by the Academic Appeals Committee; committee decisions are final.

Students should be prepared to seek other options if the appeal is not approved.

PROGRAMS AFFECTED

Students on Academic/Financial Aid Suspension may not receive financial aid including, but not limited to, the following programs:

- Federal Aid (Pell Grant, Supplemental Grant, SMART, Work Study, Stafford Loans, Perkins Loan, Parent PLUS Loan, Grad PLUS Loan)
- Any institutional scholarships
- Any private/endowed scholarships with GPA or SAP requirement, if the student fails to meet the requirement

REPEATED COURSES

Courses that are repeated for which the student previously received a grade of “F” or “W” will count in the calculation of hours attempted. The grade from the first attempt will not be included in calculating the CGPA.

Courses that are repeated for which the student previously received a passing grade will count **ONCE** toward determining financial aid eligibility during the semester taken, and all repeated coursework will count toward cumulative attempted hours. Example 1: A student takes four 3-credit hour courses in a given semester (12 credit hours total). One course is a repeat (ONCE) of a successfully completed course. Subsequently, the financial aid determination for that semester will be based on 12 credit hours. Example 2: A student takes four 3-credit hour courses in a given semester (12 credit hours total). One course is a repeat of an already repeated successfully completed course. Subsequently, the financial aid determination for that semester will be based on 9 credit hours.

CHANGE OF DEGREE PLAN

A student wishing to change his/her degree plan should meet with his/her Academic Advisor for a recommendation and then consult Student Financial

Services to determine eligibility for the new program of study. The SAP determination for the new degree will include the grades and credits attempted/earned that can be transferred into the new degree.

ADDITIONAL DEGREE

Students wishing to seek an additional degree should receive degree approval from the Registrar’s Office and then notify the Student Financial Services Office to make a determination of eligibility for the additional program of study. The SAP determination for the degree will include the credits attempted/earned that can be transferred into the additional degree.

TRANSFER CREDITS

Transfer credits earned at another institution that are accepted at RC toward the degree a student is currently pursuing shall be used in computing the total credits attempted and earned but will not be used in determining the CGPA.

Transfer credit may apply toward a traditional degree but is limited to no more than 34 credit hours toward the Associate degree and 98 hours toward the Bachelor’s degree. In accelerated programs, up to 47 credit hours may transfer toward an Associate degree and up to 90 credit hours may be transferred toward the Bachelor’s degree completion program. For any degree, at least 50% of a student’s major core must be earned at Rochester College. No hours may be transferred to Rochester College during the student’s last semester of enrollment; the last 15 hours of a student’s degree must be taken at Rochester College.

ACADEMIC ALERT FOR NEW STUDENTS

Academic Alert applies only to students new to Rochester College who are admitted but do not meet the unconditional admission requirements due to high school GPA or ACT/SAT Scores. All students on Academic Alert are encouraged to participate in ACE lab workshops on study skills in the first weeks of the semester. Traditional students on Academic Alert can take no more than 15 credit hours, and students in accelerated programs on Academic Alert can take no more than 12 credit hours. Attendance at ACE lab workshops will be a significant factor in the outcome of appeals to remain eligible for financial aid.

Students who do not meet the minimum CGPA requirement of 2.0 during the first semester after being admitted on Academic Alert are placed on **Academic / Financial Aid Warning** as defined above. The status of Academic Alert will be dropped for those students who earn a GPA of 2.0 or higher during the first semester.

WITHDRAWAL PROCESS

To withdraw from the College, students obtain a withdrawal form from the Academic Services Office or email registrar@rc.edu. Once the withdrawal form is received, Academic Services withdraws students from their courses and contacts the Student Development, Student Financial Services, and Business offices. Failure to contact Academic Services may result in a grade of F in all classes and/or no refunds on accounts. Please also be aware of the additional withdrawal requirements below:

1. Residential students must turn in their ID cards and room and mailbox keys and leave an address for forwarding mail with Student Development.
2. All students must return outstanding materials to the Ham Library and check their library records for fines and/or lost items.
3. Direct Loan borrowers are required to complete an exit interview online at www.nsls.ed.gov.
4. Perkins Loan borrowers are required to complete exit counseling. Please visit the UAS website at www.uaservice.com for further information.

DISMISSAL POLICY

All students are expected to maintain Satisfactory Academic Progress as described above. Students whose cumulative grade point average (CGPA) at the end of any semester is below 1.00 (D average) may be dismissed immediately and unable to re-enroll for a full calendar year.

Students with a CGPA between 1.00 and 2.00 may remain on Academic/Financial Suspension for two consecutive semesters after being placed on suspension. If the student's cumulative grade point average (CGPA) remains below 2.0 after two consecutive semesters on Suspension, he or she will be academically dismissed and unable to enroll for the next two semesters (Spring and Summer count as one semester). After a full calendar year of non-attendance at Rochester College, the student may apply for re-admission through the Vice Provost. Students dismissed more than once are rarely re-admitted.

Enrollment at Rochester College serves as the student's agreement to abide by the college's standards of conduct. Students may not agree with all college standards, but they are nonetheless expected to demonstrate responsibility as well as character through honorable adherence to the institution's policies. Rochester College reserves the right to dismiss students for infractions of regulations and policies or for other reasons that affect the welfare of the individual student or the RC community.



HONORS PROGRAM

(HON)

The Honors Program at Rochester College provides intellectually curious students with unique preparation for a lifetime of Christian leadership and achievement in professional, academic, and social arenas. The Honors Program encourages students to cultivate all of their God-given talents and is compatible with all of Rochester College's degree programs and extracurricular opportunities.

ACADEMIC OPPORTUNITIES

Honors courses bring Rochester College's most academically gifted students together in one classroom, offering a dynamic learning environment that is characterized by interdisciplinary learning, low student-teacher ratios, and stimulating class discussions.

Honors credit can be earned in three ways: through taking courses that are a part of the honors core (course titles begin with "HON"), by taking honors sections of existing courses (designated by adding "honors" to the course name), and through honors contract work.

Courses in the Honors Core can be taken to fulfill a range of General Education requirements. While most General Education courses offer an overview of a specific discipline, courses in the Honors Core complement this breadth of knowledge by offering an in-depth, interdisciplinary, and thematic approach. Courses in the Honors Core meet and exceed the General Education learning objectives through interdisciplinary approaches.

Honors sections of existing courses bring the dynamic learning environment of honors courses to General Education courses such as REL 1003 Introduction to the Christian Faith and REL 2113 Survey of Biblical Literature.

Honors Contracts allow students to earn honors credit in regular upper-division courses and can be pursued by students who have completed 12 hours of honors coursework and have a cumulative GPA of 3.3 or higher. Honors students are responsible for initiating honors contracts with their professors and are encouraged to pursue honors contracts within their majors. Benefits of honors contracts include the opportunity for students to form a closer association with a faculty member, investigate topics of interest at a deeper level, and gain guided, practical preparation for graduate school

and professional work. Students wishing to pursue an Honors Contract must fill out an application, available at www.rc.edu/honors.

Honors students must maintain a GPA of 3.3 or higher to enroll in any honors course.

ADMISSION

Incoming students with an ACT of 27 or an SAT of 1210 are eligible to enroll in Honors courses and participate in the Honors Program. Students with slightly lower test scores are also encouraged to request permission to enroll in Honors courses by talking to their Academic Advisors or the Honors Program Director. Transfer students and existing students with a GPA of 3.3 or higher are also eligible to enroll in Honors courses and participate in the program. Eligible students are invited to register for Honors Courses; no formal application process is required.

DISTINCTIONS

All Honors coursework will be clearly designated as such on student transcripts. Students who complete the 14-credit Honors Core and earn a cumulative GPA of 3.3 will earn the distinction of "Honors Scholar" upon graduation. Students who complete 20 honors credits (including the Honors Core) and earn a cumulative GPA of 3.3 will earn the distinction of "Distinguished Honors Scholar" upon graduation.

ADDITIONAL INFORMATION

Rochester College's Honors Program officially launched in the Fall of 2011, and 32 members of the Freshmen Class participated. While personal growth is the primary reason to join the Honors Program, honors program participation is also highly valued by prospective employers and graduate schools.

All Honors coursework will be clearly designated as such on student transcripts. Honors Program participation is open to all eligible Rochester College students and is compatible with all degree programs and extracurricular activities. However, all Honors coursework is offered through the traditional program.

More information about the Honors Program can be obtained by visiting www.rc.ed/honors or by e-mailing honors@rc.edu.

HON—HONORS

HON 1002/3 INTRODUCTION TO HONORS

Summer course for high school students. Introduces students to various academic programs at Rochester College and encourages interdisciplinary approaches to classic human questions and contemporary issues. Theme varies by year. Variable Credit. An online component, including a research project, is required of students who wish to earn three hours of credit. All credits are applicable to a college degree as electives. Enrollment into this program is separate from enrollment at Rochester College.

HON 2014 COMMUNICATION AND CRITICAL THINKING

Develops skills in critical thinking and enhances skills in both written and oral communication. Theme varies annually. Satisfies INF 1011. Hours may also be applied to either the English Composition or Communication and Speech requirements in the General Education Program. PR: ACT of 27+ for incoming freshmen and transfer students; GPA of 3.3 for existing students.

HON 2113 THE AMERICAN EXPERIENCE

Considers the history, political structures, social systems, literature, and art of America within the context of Western society. Theme varies by year. Hours may be applied to one of the following General Education requirements: Western Heritage, American Experience, Literature, or Fine Arts Appreciation. PR: ACT of 27+ for incoming freshmen and transfer students; GPA of 3.3 for existing students.

HON 2213 GLOBAL CITIZENSHIP

Considers America's interactions with Western and non-Western countries. Includes a comparative study of international philosophies, social systems, and economies, as well as trans-national interactions. Theme varies by year. Hours may be applied to one of the following General Education requirements: Moral and

Philosophical Reasoning, Non-Western Studies and Diversity, or Human Institutions and Behavior. PR: ACT of 27+ for incoming freshmen and transfer students; GPA of 3.3 for existing students.

HON 2314 SCIENCE AS A HUMAN ENTERPRISE

Topics may explore science's impact on humanity and humanity's impact on the natural world and/or the historical development of the major theories in the various branches of science and how the philosophy of science influences their development. The course has a laboratory component. Qualitative and quantitative applications are utilized. Hours may be applied to one of the following General Education requirements: Critical Thinking and Mathematical Competency, Laboratory Science, or Human Institutions and Behavior. PR: ACT of 27+ for incoming freshmen and transfer students; GPA of 3.3 for existing students.

HON 2413 SPECIAL TOPICS

Allows for academic exploration of a specific topic. Content varies. Offered for elective credit. PR: ACT of 27+ for incoming freshmen and transfer students; GPA of 3.3 for existing students.

COURSE INFORMATION

ACADEMIC CALENDAR

Rochester College operates on a semester academic calendar. Three semesters are offered per academic year: Fall (late August – mid-December), Spring (January – April), and Summer (May – August). One credit hour is defined as follows:

1. one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week; or
2. at least an equivalent amount of time as required above for other academic activities as established by the institution, including laboratory work, internships, practice, studio time, and other academic work leading to the award of credit hours.

ACADEMIC SUPPORT

The Academic Center for Excellence (ACE) supports the college's academic vision. The ACE staff and peer academic assistants offer free tutoring in math, writing, Biblical studies, and various other courses. The ACE Lab, equipped with computers and study aids, is located in the lower level of the CHILL. Students interested in developing study strategies may call the Academic Support Office at 248.218.2174. For current ACE hours and tutor availability, call 248.218.2173 or go to the ACE link at www.rc.edu.

ADVISING

Each student is assigned an academic advisor to help clarify career goals and develop appropriate educational plans. Traditional students who have declared a major are assigned a faculty member in that discipline to serve as their major academic advisor. Students are encouraged to make contact with their advisors early in their academic careers and consult with them in choosing courses, setting semester schedules, and outlining degree plans.

Students who have not decided upon a major are assisted by a professional academic advisor as well as by Rochester College's Director of Career Services until they have selected a major.

For questions concerning advisor assignments and

academic advising, contact the Academic Services Office at 248.218.2091.

ACADEMIC APPEALS

Disputes regarding course grades, class policies, or other issues should be discussed with the appropriate instructor. If the instructor does not resolve the matter, complaints should be directed to the Dean of the School. If a resolution is not reached, the student should contact the Vice Provost. If no resolution is reached with him/her, the student's final appeal is made to the Faculty Affairs Committee by submitting a letter to the Vice Provost, who forwards it to the committee. These appeals must be in writing, must contain all supporting documentation, and must be submitted within one semester of the incident or grade report. The decision of the Faculty Affairs Committee is final.

ATTENDANCE POLICY

Rochester College expects regular and punctual attendance, which is recorded by all instructors and affects final course grades. Students are responsible for reading the attendance policy explained in each class syllabus. Students who miss more than 30% of scheduled class meetings are unable to pass the course.

NOTE: Only two absences are allowed in eight-week courses, but these absences should not be viewed as an entitlement; all absences have negative consequences.

Institutionally approved absences for athletics, performances, or other activities for which advanced notification is given by the appropriate college employee are granted without penalty as long as the absences are within the 30% acceptable limit. Individual faculty members may impose stricter absence limits within the 30% limit for absences other than those created by institutionally-approved activities. Athletes, performers, and others engaged in activities that take them out of class are responsible to make up work missed during these absences and to manage their attendance so that their academic performance is not compromised.

Instructors do not have to allow make-up of daily in-class work. Major assignments and examinations may be made up for institutionally-approved absences and doctor-documented illnesses. Students must request a make-up within one week of the absence, or the instructor is not

obligated to allow the make-up work. For institutionally approved absences, students must make arrangements with the instructor **prior** to the absence.

Students who miss more class meetings than allowed by the attendance requirement as stated in the course syllabus (and who do not withdraw by the last day to withdraw) receive a grade of F for the course. **It is the responsibility of the student to withdraw from the course before the last day to withdraw.** These dates are posted on the college website and at the beginning of this catalog.

Note: Students who do not attend the first three weeks of any class will be administratively dropped from the class and charged a \$25 drop fee. Students in the accelerated program who miss the first two class meetings are administratively dropped and charged the drop fee.

Attendance in an online class is defined as logging in and actively participating in the course. Active online participation includes taking tutorials, quizzes, or tests; submitting work to the instructor; or participating in online discussion boards.

AUDITING COURSES

For a reduced tuition rate, students may take a course by “audit,” meaning they receive no credit and are, therefore, not required to complete class assignments and tests. Faculty may choose not to grade assignments completed on an audit basis. All students may take advantage of the audit option, but if space in a particular class is limited, matriculating students have enrollment priority over auditing students. Auditing online courses is not allowed. Audit students are responsible for all regular fees associated with the class. Once the course has started, an audited course cannot be dropped, and no refunds are given.

CAREER AND TESTING SERVICES

Career Services assists students in developing, evaluating, and initiating effective career plans through self-assessment and exploration of occupational and educational opportunities. The Career Services Office assists students in relating personal interests, skills, and values to the selection of a major and career goal. Students are also introduced to the tools to begin a career planning process that will take them through graduation and into job placement or graduate school. Career Services also handles all CLEP testing for students. Contact the Career Services Office for more information.

CHRISTIAN VALUES REQUIREMENT FOR TRADITIONAL TRANSFERS

The Christian Values Requirement (CVR) of the General Education core consists of nine credit hours for students pursuing the Bachelor’s degree and six hours for those pursuing the Associate degree. Traditional transfer students in the Bachelor’s degree program must complete the requirements below. The credits transferred must be applicable to the chosen degree program.

CREDITS TRANSFERRED	CVR REQUIREMENT
0-29	9
30+	6

Students who only need 6 hours are exempted from the “BIB textual” requirement.

ETHICS REQUIREMENT FOR ACCELERATED DEGREE PROGRAMS

For accelerated programs, the Ethics Core is 6 hours for the Associate of Arts Program. Accelerated Bachelor’s degree programs require 6 to 12 hours, depending upon the number of hours transferred from another college:

CREDITS TRANSFERRED	ETHICS REQUIREMENT
0-29	12 hours
30-59	9 hours
60+	6 hours

CLASSIFICATION

Students’ classification is based on the total credit hours they have completed at the end of each semester. Transfer students are unclassified until their prior credits are posted to their Rochester College transcripts. Thirty hours are required for sophomore status, 60 hours for junior status, and 90 hours for senior status.

CODE OF ACADEMIC INTEGRITY

At Rochester College students are expected to maintain academic integrity throughout the entire educational process. Students are responsible for reading, understanding, and adhering to the Code of Academic Integrity. This document presents important definitions, levels of violation, potential sanctions, disciplinary processes, students’ rights and responsibilities, and appeal processes. The latest version of the Code of Academic Integrity can be found on the college’s website or on the homepage of the Student Portal.

CONCURRENT ENROLLMENT

Certain courses offered by other local colleges and universities are available to Rochester College students who make use of the guest enrollment option. Students are responsible for tuition and fees at other institutions. See the Academic Services Office for details and an application. Students receiving financial aid should also confer with Student Financial Services since guest enrollment at another institution may affect financial aid eligibility. Students who wish to take courses from both the Center for Extended Learning (accelerated programs) and one of the traditional programs should refer to the policies outlined in the “Academics” section of this catalog.

COURSE CHANGES

Any change to a student’s roster of classes must be requested in writing by the student. Traditional students may either send an email to registrar@rc.edu from their RC email address or go to Academic Services and complete a course change form. Traditional students may add or drop courses on or before the Census Date (the second Friday of each semester), after which full-term courses may not be added and withdrawals are noted as ‘W’ on transcripts. Withdrawals are not allowed after the date published on the college calendar. The Academic Services Office provides withdrawal dates for classes that meet less than full term.

Accelerated program students may make course changes by emailing adddrop@rc.edu from their RC email address. Courses may be added or dropped without penalty before the published date in the registration packet. Once the semester has begun, courses may be added or dropped up to the start date for the course, with the \$25 fee applying. Withdrawals are allowed on or before the Friday of the fifth week of each session and are noted as “W” on transcripts.

COURSE LOAD

A full-time load is considered to be 12 or more credit hours per semester, and an average load is 16 hours. Heavy loads of 19 or more hours must be approved by the Vice Provost. Nine to eleven hours constitutes a three-quarters-time load; six to eight hours constitutes a half-time load. Due to the nature of accelerated classes, a maximum of 16 hours a semester is allowed.

CAPSTONE COURSES

Each Bachelor’s degree program includes a capstone course. A capstone course is taken after most of the degree requirements have been met and allows students to demonstrate cumulative knowledge of their chosen

field. Students must earn a “C” or higher on the final paper in the capstone course in order to pass the class. Most capstone courses require participation in the Academic Symposium, completion of a practicum, or performance in a recital.

DISABILITY ACCOMMODATIONS

Rochester College complies with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990 in providing reasonable accommodations to qualified students with disabilities. The college also regards these accommodations to be an essential and logical consequence of its Christian orientation.

A qualified student with a disability is a person who meets the academic and nonacademic admission criteria essential to participate in the program in question and who, with reasonable accommodation, can perform the essential functions of the program or course requirements.

Human Resources facilitates reasonable accommodations and support services for any qualified student with a properly documented disability. A disability is a physical or mental impairment that substantially limits one or more major life activities. Written documentation from an appropriate professional is required. For a complete description of the policies and procedures associated with disability accommodations, please contact the Human Resources Office.

WRITING PROFICIENCY REQUIREMENT

The objective of the writing proficiency requirement is to aid student success in all college coursework. To meet this objective, students are required to take Composition A and B during their first academic year at Rochester College. (Extra semesters may be required if preparatory coursework is needed or if the student does not successfully complete a composition course.) Various methods of meeting this requirement are as follows:

COMPOSITION A AND B

Students must earn a “C” or higher in both Composition A and B to fulfill the Writing Proficiency Requirement. Note: A grade of C- (or lower) is not satisfactory for fulfilling this requirement, and the student is required to repeat the course. Students repeating either Composition A or B are restricted to 15 credit hours during the next semester and 12 credit hours for each subsequent semester until both Composition A and B are successfully completed.

TRANSFER CREDIT FOR COMPOSITION A AND B

Composition A and/or B with a grade of “C” or higher may be transferred from another accredited institution. A grade of C- does not meet the Writing Proficiency Requirement. Transfer students who have earned a “C” or higher in Composition B but not Composition A may satisfy the Writing Proficiency Requirement by retaking Composition A or by scoring 12 or higher on the COMPASS exam during the student’s first semester at Rochester College. No credit hours are earned through passing the COMPASS exam. Students who score 12 or higher on the COMPASS may transfer a C- in Composition A as elective credit and must take an additional 3 credit hours of General Education coursework. Students interested in taking the COMPASS should consult their advisors regarding scheduling and fees.

ADVANCED PLACEMENT (AP) CREDIT FOR COMPOSITION A AND/OR B

Students with a score of 3 or 4 on the AP English Language Exam or the AP Literature exam receive 3 hours of credit for Composition A and are placed in Composition B.

Students who score 5 on the AP English Language Exam or the AP Literature exam receive 6 hours of credit for Composition A and B and are exempt from taking both courses. Students exempted from ENG 1113 and/or ENG 1123 must replace those hours with electives.

CLEP FOR COMPOSITION A AND B

Exams Prior to July 2010:

Students who took the CLEP College Composition test (with or without essay) or the Freshman College Composition test and scored 50 or higher on either exam are exempt from Composition A and receive 3 hours of credit for Composition A.

Exams as of July 2010:

Students who take the CLEP College Composition with Modular test and score 50 or higher are placed in Composition B and receive 3 credits for Composition A. Students who take the CLEP College Composition test (which includes an essay) and score 50 or higher are exempt from Composition A and B and receive 6 hours of credit.

Posting fees of \$25 per credit hour apply to all CLEP credit.

ACT PLACEMENTS FOR BASIC WRITING, FUNDAMENTALS OF COMPOSITION, AND COMPOSITION A AND B

Students who score 15 or below on the ACT English test are placed in ENG 1003 Basic Writing. Students who earn a C or higher in this course progress to ENG 1013 Fundamentals of Composition.

Students who score 16 or 17 on the ACT English test are placed in ENG 1013 Fundamentals of Composition. Students who earn a C or higher in this course progress to ENG 1113 Composition A. Credits earned for ENG 1003 and 1013 are not counted toward graduation requirements.

A score of 18 or above on the ACT English Test results in a placement in ENG 1113 Composition A. Students who scored 18 or higher but who struggle with writing should consider taking ENG 1013 Fundamentals of Composition prior to taking Composition A.

A score of 25 or above on the ACT English Test or a score of 570 or above on the writing portion of the SAT Reasoning Test allows placement directly into ENG 1123 Composition B. Students exempted from ENG 1113 must replace those hours with electives.

COMPASS TEST AND COMPOSITION PLACEMENT

A score of 2-5 results in placement in ENG 1003 Basic Writing.

A score of 6-7 results in placement in ENG 1013 Fundamentals of Composition.

A score of 8-11 results in placement in ENG 1113 Composition A.

A score of 12 or higher results in placement in ENG 1123 Composition B.

INFORMATION LITERACY REQUIREMENT

Traditional students generally take INF 1011 Information Literacy during their first semester; however, it must be taken no later than the second semester of enrollment. If a student fails, drops, or withdraws from the course, then it must be retaken the next semester of enrollment. If the student fails, drops, or withdraws from the course during two consecutive semesters, then the student will be restricted to 12 credit hours (plus INF 1011) for each subsequent semester until the course is successfully completed. Appeals for exceptions to this policy may be directed to the Vice Provost.

INDEPENDENT STUDY COURSES

Instructors may sometimes offer courses through independent study. These courses do not meet with a class, but they do include regular meetings with the instructor. Independent Study courses do not fulfill General Education requirements unless approved by the Academic Dean. To be eligible for independent studies, students must be meeting satisfactory academic progress (SAP), must be enrolled in their second or subsequent term, and must receive permission from the instructor and the Vice Provost.

INCOMPLETE COURSES

Students are eligible for incomplete grades only when they cannot complete a course for unavoidable reasons such as extended illness, which must be documented by a physician's note. To qualify for an incomplete, a student must fulfill the 70% attendance policy. Application forms can be obtained by emailing registrar@rc.edu. Applications must be submitted to the instructor **and** the Registrar, but they are accepted no sooner than two weeks before the end of the term and no later than two weeks after the end of the term. The instructor will specify the requirements for completing the course, and the Registrar will notify students regarding the approval or denial of their request. An incomplete grade (I) is changed to F if the student does not complete the coursework within the timeline determined by the instructor, which cannot exceed three months of the end of the semester following approval.

DUAL DEGREE

Students are permitted to earn a second Bachelor's degree (BA, BS, BSN, BBA) by completing at least 32 hours beyond the first degree. Students must meet all requirements for both degrees. For any degree, at least 50% of a student's major core must be earned at Rochester College.

DUAL MAJOR

Students who wish to complete a dual major may do so by completing at least 27 hours of course work related to the additional major and beyond the requirements of the first degree. Students must meet all requirements of both programs.

FINAL EXAMS

Students are expected to take final examinations on the announced dates and not before that time. Subject to instructor approval, special circumstances may allow for late completion of final examinations.

GLOBAL EDUCATIONAL OPPORTUNITIES (GEO)

In a world rapidly shrinking through expanding globalization, it is important for students to consider studying in other countries and cultures. Each academic year, Rochester College students are offered several opportunities for this kind of experiential learning. They may participate in a full semester program that is based in Vienna, Austria, or they can choose from short-term options in other regions (such as Africa, China, or the Middle East). For more information about GEO, contact program director Dr. Keith Huey at khuey@rc.edu.

GRADES

Grades for academic work appear as follows on reports and transcripts:

GRADE	PERCENTAGE	QUALITY POINTS
A	93-100%	4.0
A-	90-92.9%	3.7
B+	87-89.9%	3.3
B	83-86.9%	3.0
B-	80-82.9%	2.7
C+	77-79.9%	2.3
C	73-76.9%	2.0
C-	70-72.9%	1.7
D+	67-69.9%	1.3
D	63-66.9%	1.0
D-	60-62.9%	0.7
F	59.9% and below	0.0

In addition, the following marks may be used on an academic record:

- I** (Incomplete)—Incomplete courses must be completed within three months of the end of the semester or the grade is recorded as an F.
- P** (Passing)—Grades of "P" are not calculated in the GPA.
- R** (Repeat)—Although the most recent grade is calculated in the GPA, all entries remain part of permanent record.
- W** (Withdrawn)—Grades of "W" are not calculated in the GPA, but they do count in the completion rate for financial aid purposes. Withdrawals are noted as W on transcripts after the Census date.
- AU** (Audit)—A grade of "AU" is not calculated in GPA.

Grades are available on the student portal (<http://my.rc.edu/student/login.asp>) after they have been posted. Grades are due by the Tuesday following finals week. Students who need a printed report may request a copy from Academic Services.

GRADUATION

Rochester College holds commencement ceremonies at the end of the Fall and Spring semesters. Attendance is recommended but not required for graduation.

A student will not be able to participate in the commencement ceremony if any degree requirements remain outstanding. Students who are uncertain about meeting graduation requirements should contact the Registrar the semester preceding their final semester.

Each semester, students review their academic progress with their academic advisors. Students starting their final semester must submit a graduation application to Academic Services and pay the graduation fee. Application deadlines for Fall and Spring commencements are October 1 and February 1, respectively. Summer graduates should apply by July 1. The Registrar must receive transcripts from other institutions by the application deadline. If transcripts have not been received by the appropriate date, the student may be moved to a subsequent commencement ceremony, provided all documentation has been received.

Course substitutions require approval of the Department Chair. Requests for graduation requirement waivers must be submitted in writing to the Vice Provost prior to the last semester of classes. **All financial obligations to the college must be fulfilled prior to students' receipt of transcripts or diplomas.**

ACADEMIC HONORS

Dean's List requirements per semester are at least 12 credit hours, a minimum 3.30 GPA, no grade below a C, and no incompletes. Rochester College graduation honors are as follows: Summa Cum Laude (3.85 or above GPA), Magna Cum Laude (3.60), or Cum Laude (3.30). Honors are based on all college work at Rochester College. Forty-five or more credit hours of course work at Rochester College are required for honors at graduation. Honors are not available for Associate of Arts or Associate of Science graduates.

NONTRADITIONAL CREDIT

Some students may take advantage of nontraditional opportunities to receive credit for prior training that equates to college-level learning. Testing services (30 hours maximum) and professional schools and training

(30 hours maximum) may be counted toward college credit, but not towards the residency requirement (see the "Admissions" section of this catalog). A combined maximum of 30 hours toward the Associate degree or 60 hours toward the Bachelor's degree may be available through nontraditional avenues. Up to 60 hours of military credit may be used toward a Bachelor's degree. For any degree, at least 50% of a student's major core must be earned at Rochester College.

ADVANCED PLACEMENT

High school students may take Advanced Placement (AP) Examinations. The college awards credit for some freshman courses based on AP scores of three, four, or five. Rochester College does not assess grades or fees on Advanced Placement credit. Contact the Academic Services Office for equivalencies.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP) AND DANTES SUBJECT STANDARDIZED TESTING PROGRAM (DSST)

Rochester College offers credit for successful completion of certain CLEP and DANTES exams. Students must attain the standard passing score to receive credit. In addition to the standard testing service fee, the College charges a fee for posting qualifying scores (\$25 per credit hour).

Students may not seek CLEP or DANTES credit for courses which they attempted in regular attendance or by examination. CLEP tests must be taken during the first two semesters a student is enrolled at Rochester College. Students may take CLEP and DANTES exams at other testing centers. Contact the Career Services Office for appointments, deadlines for testing, and course equivalencies.

REGISTRATION

Students are expected to register for classes before the semester registration deadline. Satisfactory payment arrangements are required to complete the registration process. Current students may register through the student portal at my.rc.edu.

REPEATING COURSES

Students may improve final course grades by repeating courses. All grades appear on a permanent academic record, but only the last grade for a repeated course is counted toward graduation requirements and cumulative GPA. Repeated courses incur a regular tuition charge; however, courses that are repeated

for which the student previously received a passing grade will not count toward determining financial aid eligibility. Students who have successfully completed advanced course work in mathematics, college composition, or other disciplines may not take elementary coursework in those disciplines to improve their CGPAs.

RETURNING STUDENTS

Returning students who have not been enrolled at Rochester College for more than one year must return under the current degree plan for their program. This may require additional coursework that was not previously required under their old program.

SPECIAL COURSES

With approval of the Vice Provost and the appropriate Dean, instructors may offer special courses not listed in the Rochester College catalog. These courses meet regular hours and carry requirements similar to courses in the regular curriculum. Qualified students may enroll without normal independent study limitations.

TRANSCRIPTS

Transcripts may be ordered through the Academic Services Office for a fee of \$5 per copy. Transcripts will not be released unless student accounts are paid in full and the Business Office grants approval. Students must sign a written authorization for transcript releases.



THE GENERAL EDUCATION PROGRAM

*The General Education Program establishes the broad liberal arts core of all bachelor's degrees.
The curriculum emphasizes specific content areas in the liberal arts as well as skill development in areas
such as reading comprehension, critical thinking, mathematical analysis, research, writing, and communication.*

The requirements for the General Education Program include 18 courses, totaling 49 credit hours. They are organized in the following categories of content and skill.

Courses listed below are from Rochester College's course offerings. Other courses may satisfy the requirements, subject to the approval of the appropriate Division Chair or Dean.

SKILL DEVELOPMENT (FOR READING COMPREHENSION, WRITING, REASONING, AND COMMUNICATION)

INFORMATION LITERACY (1)

Information literacy develops students' ability to access, evaluate, assimilate, and use information effectively to accomplish specific academic and personal tasks.

Courses fulfilling this requirement:

INF 1011 or HON 2014

ENGLISH COMPOSITION (6)

Composition courses develop students' ability to read critically and comprehensively and to write clearly and effectively for a variety of purposes.

Courses fulfilling this requirement: Students with an ACT English score of 15 or below must take ENG 1003, followed by ENG 1013, ENG 1113, and ENG 1123. Students with an ACT English score of 16 or 17 must take ENG 1013, ENG 1113, and ENG 1123. Students with an ACT English score of 18 to 24 must take ENG 1113 and ENG 1123. Students with an ACT English score of 25 or above, an AP score of 3 or 4, or a score of 570 or above on the writing portion of the SAT Reasoning Test may waive ENG 1113 and go directly into ENG 1123. Students with an AP score of 5 may waive both ENG 1113 and 1123. Students who qualify for the Honors Program may take HON 2014 in lieu of

INF1011 AND ENG 1113, ENG 1123, or COM 1013. Students exempted from ENG 1113 and/or 1123 must replace those hours with electives. ENG 1003 and ENG 1013 may also be required for international students.

COMMUNICATION AND SPEECH (3)

The communication requirement introduces students to theory and practice in a variety of contexts with special attention on speech.

Courses fulfilling this requirement: COM 1013 or HON 2014.

CRITICAL THINKING AND MATHEMATICAL COMPETENCY (3)

The critical thinking and mathematical competency requirement develops students' appreciation for the value of mathematics and logic; enhances reasoning ability and problem-solving skills; and develops understanding of logical principles, numerical data, and statistical methods.

Courses fulfilling this requirement: HON 2314; MAT 1103 or above; or PHI 2023 (for Religion and Humanities majors or those with a Math ACT of 25 or above).

MORAL AND PHILOSOPHIC REASONING (3)

These courses introduce students to the basic categories and ideas of the fields of philosophy and ethics, giving special attention to the development of analytic and reasoning skills, especially as they are related to Christian moral discourse.

Courses fulfilling this requirement: HON 2213; PHI 2013, 2933, 2943, 3023.

FOREIGN LANGUAGE (FOR THE BA ONLY) (6-8)

The foreign language requirement supports the global worldview of the liberal arts and helps students attain

functional competency in listening, speaking, reading, and writing at an intermediate level in a modern foreign language of their choosing. (Note: Hebrew and Greek as offered by the Department of Religion and Bible do not satisfy the BA foreign language requirement.)

KNOWLEDGE ENHANCEMENT (OF SELF, OTHERS, AND GOD)

CHRISTIAN VALUES (9)

Christian Values is a three-course sequence that gives a college-level, introductory overview of the Christian faith, the world of biblical times, and the literature of the Bible. The first two are in sequence and are to be taken during the first year of study.

Courses fulfilling this requirement: required sequence of REL 1003 and REL 1013, plus any other BIB elective.

WESTERN HERITAGE (3)

The Western Heritage requirement provides historical, sequential, and/or thematic introductions to the major events, people, institutions, and ideas from various periods in the development of Western civilizations.

Courses fulfilling this requirement: HIS 1313, 1323, 3313, 3323, 4323; HON 2113; INS 3113; PHI 2013; THE 3303.

AMERICAN EXPERIENCE (3)

This requirement introduces students to historical and political issues critical for understanding American society.

Courses fulfilling this requirement: Any POS; HIS 2113, 2513, 2523, 3503, 3513, 3523, 3533, 3543, 3553, 4513, 4523; HON 2113; MED 4113.

NON-WESTERN STUDIES AND DIVERSITY (3)

The diversity requirement introduces students to non-Western histories, cultures, and religions and to the diversities within Western societies.

Courses fulfilling this requirement: Anthropology; BIB 4123; COM 3533; EDU 3262/3271 (Education majors only); ENG 2413, 4413; GEO 1013, 3113; HIS 3423; HON 2213; INS 2123; MUS 3333; PHI 3043, 3923; PSY 3423; SOC 2013.

LITERATURE (3)

This requirement trains students to understand and appreciate the value and beauty of literature. Students develop skills for narrative analysis and interpretation and learn how to use these skills to explore the cultures, ideas, histories, philosophies, and experiences found in literary classics.

Courses fulfilling this requirement: ENG 2413, 3213, 3223, 3313, 3323, 4723, 4733, 4743; HON 2113.

FINE ARTS APPRECIATION (3)

This requirement is designed to foster an awareness and appreciation of the importance of the arts in one's life and in society and to instill a desire for life-long involvement with the arts.

Courses fulfilling this requirement: FLM 2013, 2423; HON 2113; HUM 2003; INS 2113; MUS 3333; ART 2003.

LABORATORY SCIENCE (4)

This laboratory-based requirement demonstrates the applicability of science to everyday life. Students are introduced to the methods used by scientists to investigate and understand the natural world and are taught to assess the reliability and limitations of those methods.

Courses fulfilling this requirement: Any lab science—BIO, CHE, NSC, or PHS; HON 2314.

HUMAN INSTITUTIONS AND BEHAVIOR (3)

Through courses in economics, sociology, and psychology, this requirement develops students' awareness of the multiple ways that human institutions and behavior can be studied, understood, and predicted.

Courses fulfilling this requirement: BUS 2403, 2413; HON 2213, 2314; any PSY or SOC; SWK 2013.

HEALTH AND FITNESS (2)

By exploring the basics of diet, stress management, and cardiovascular exercise, this requirement develops in students an understanding of and motivation for health, fitness, and care of the self. The requirement also provides an opportunity to focus on one kind of physical activity and develop a recreational appreciation of it.

Courses fulfilling this requirement: Any PED course, including team sports.

GENERAL EDUCATION REQUIREMENTS

To receive the BA or BS degree, students must complete the General Education core. Alternate standards and variations in the Christian Values Requirement are described elsewhere for transfer students and those holding an Associate degree.

REQUIREMENTS FOR THE GENERAL EDUCATION CORE	
SKILL DEVELOPMENT	
Information Literacy: INF 1011 OR HON 2014	1
English Composition: <ul style="list-style-type: none"> • ENG 1113 Composition A OR HON 2014 • ENG 1123 Composition B OR HON 2014 For exemptions, see above.	6
Communication and Speech: COM 1013 OR HON 2014	3
Critical Thinking / Mathematical Competency: MAT 1103 Intermediate Algebra or above, HON 2314, OR PHI 2023 (see above for details)	3
Moral & Philosophical Reasoning: HON 2213; PHI 2013, 2933, 2943, 3023	3
Modern Foreign Language (BA only)	6-8
KNOWLEDGE ENHANCEMENT	
Christian Values: REL 1003, 1013, AND BIB 2000+	9
Western Heritage: HIS 1313, 1323, 3313, 3323, 4323; HON 2113; INS 3113; PHI 2013; THE 3303	3
American Experience: ANY POS; HIS 2113, 2513, 2523, 3503, 3513, 3523, 3533, 3543, 3553, 4513, 4523; HON 2113; MED 4113	3
Non-Western Studies and Diversity: ANTH; BIB 4123; COM 3533; ENG 2413, 4413; GEO 1013, 3113; HIS 3423; HON 2213; INS 2123; MUS 3333; PHI 3043, 3923; PSY 3423, SOC 2013	3
Literature: ENG 2413, 3213, 3223, 3313, 3323, 4723, 4733, 4743; HON 2113	3
Fine Arts Appreciation: FLM 2013, 2423; HON 2113; HUM 2003; INS 2113; MUS 3333; ART 2003	3
Laboratory Science: BIO, CHE, NSC, OR PHS; HON 2314	4
Human Institutions and Behavior: BUS 2403, 2413; HON 2213; ANY PSY; ANY SOC; SWK 2013	3
Health and Fitness ¹ : Any PED activity course	2
TOTAL GENERAL EDUCATION CORE (55-57 HOURS FOR BA)	49

¹ Veterans may satisfy this requirement through Basic Training.

GENERAL EDUCATION REQUIREMENTS FOR ACCELERATED DEGREE PROGRAMS

The requirements for the General Education Program for the accelerated degrees include 11 courses, totaling 33 credit hours for an Associate of Arts and 8 courses, with a minimum of 25 credit hours for a Bachelor's degree. They are organized in the following categories of content and skill.

Courses listed below are from Rochester College's course offerings. Other courses may satisfy the requirements, subject to the approval of the appropriate Division Chair or Dean.

COMMUNICATIONS (3)

The communication requirement introduces students to theory and practice in a variety of contexts with special attention on speech.

Courses fulfilling this requirement: COM 1013, ENG 1113, ENG 1123.

ENGLISH COMPOSITION (6)

Composition courses develop students' ability to read critically and comprehensively and to write clearly and effectively for a variety of purposes.

Courses fulfilling this requirement: COM 1013, ENG 1113, and ENG 1123.

FINE ARTS APPRECIATION (3)

This requirement is designed to foster an awareness and appreciation of the importance of the arts in one's life and in society and to instill a desire for life-long involvement with the arts.

Courses fulfilling this requirement: FLM 2013 or ART 2003.

LITERATURE (3)

This requirement trains students to understand and appreciate the value and beauty of literature. Students develop skills for narrative analysis and interpretation and learn how to use these skills to explore the cultures, ideas, histories, philosophies, and experiences found in literary classics.

Courses fulfilling this requirement: ENG 2413, 3313, 3323.

SCIENCE (6 FOR AA) (3 FOR BS OR BBA)

Students are introduced to the methods used by scientists to investigate and understand the natural world and are taught to assess the reliability and limitations of those methods.

Courses fulfilling this requirement: BIO 2313; NSC 1003, 1013.

CRITICAL THINKING AND MATHEMATICAL COMPETENCY (3)

The critical thinking and mathematical competency requirement develops students' appreciation for the value of mathematics and logic; enhances reasoning ability and problem-solving skills; and develops understanding of logical principles, numerical data, and statistical methods.

Courses fulfilling this requirement: MAT 1203.

SOCIAL SCIENCE (9 FOR AA) (3 FOR BS OR BBA)

Through courses in economics, sociology, psychology, history, or political science, this requirement develops students' awareness of the multiple ways that human institutions and behavior can be studied, understood, and predicted.

Courses fulfilling this requirement: Any HIS; POS; PSY; SOC; GEO; BUS 2403, 2413.

REQUIREMENTS FOR THE GENERAL EDUCATION CORE		
FOR ACCELERATED DEGREE PROGRAMS	AA	BS/ BBA
Communication and Speech: • COM 1013	3	3
English Composition: • ENG 1113 Composition A • ENG 1123 Composition B	6	6
Fine Arts Appreciation: • FLM 2013 • ART 2003	3	3
Literature: • ENG 2413 • ENG 3313 • ENG 3323	3	3
Science: • BIO 2313 • NSC 1003 • NSC 1013	6	3
Critical Thinking / Mathematical Competency: • MAT 1203	3	3
Social Science: • ANY HIS; POS; PSY; SOC; GEO; • BUS 2403 • BUS 2413	9	3
Additional course from any category above	0	3
TOTAL GENERAL EDUCATION CORE:	33	27



DEGREE INFORMATION

Each student is personally responsible for understanding and completing the requirements listed in his or her degree plan. Academic advisors are assigned by the College to assist students with this responsibility.

DEGREE PLANNING

Students may choose a degree plan from the Rochester College catalog published during their first semester of enrollment or any subsequent semester. Students who re-enroll after an absence of 12 months or more may only be re-admitted under the latest degree plan offered for the degree and major being pursued. Students who plan to transfer to another college to complete a major not offered at Rochester College should provide that institution with a copy of the Rochester College catalog, as well as their transcripts. This should be done early in the advising process. Ultimately, the student is solely responsible for knowing all degree requirements for both schools.

GENERAL REQUIREMENTS

To earn a degree, students must meet the following requirements in addition to the courses required by the Bachelor's degree program:

1. Complete a minimum of 128 credit hours (or 120 hours in accelerated degree programs), including at least 36 credit hours of upper-division courses (3000 and 4000 level course numbers). For any degree, at least 50% of a student's major core must be earned at Rochester College.
2. Achieve a minimum 2.00 cumulative GPA.
3. Achieve a minimum 2.00 GPA in core courses of the chosen major (or higher if required for a specific major).
4. Accrue all transfer credits before the final semester prior to graduation at Rochester College. In other words, no credits can be transferred to Rochester College during a student's last semester before graduation because the last 15 hours of credit must be taken at the student's home institution, a common policy known as a Residency Requirement.
5. Demonstrate college-level writing proficiency by completing Composition A (ENG 1113) and B (ENG 1123) or their equivalents with a grade

C or above. A grade of C- does not satisfy this requirement. Furthermore, a grade of C- or below in Composition A or B cannot be counted as credit toward graduation. Refer to the Rochester College Writing Proficiency Policy on page 48-49 for complete information.

CHANGING MAJORS

Students who start with one major at Rochester College and then change majors in a later semester must meet the requirements in the current year's catalog. For example, if a student started RC in fall 2011, and changed majors in fall 2012, that student would be required to satisfy all the requirements of the 2012-13 degree plan, including General Education requirements. Contact the Registrar for any questions on this policy.

DEGREE OPTIONS

For Master of Religious Education (MRE), please see the graduate catalog.

Programs denoted with an asterisk () are also offered in an accelerated format. These programs provide evening, weekend, and online classes that are available at the main campus, the Macomb University Center, the Mott University Center, and the Specs Howard School of Media Arts.*

BACHELOR OF ARTS (BA)

ENGLISH

Tracks are available in Literature and Professional Writing.

HUMANITIES

Concentrations are available in History, International Studies, Literature, Literature and Writing, Professional Writing, Music, Performing Arts, Pre-law, Religion, and Theatre.

INTERDISCIPLINARY STUDIES

Concentrations are available in History, International Studies, Literature, Literature and Writing, Music, Performing Arts, Pre-law, Religion, and Theatre.

INTERDISCIPLINARY STUDIES WITH HONORS

Concentrations are self-designed and approved by committee.

MUSIC

THEATRE

BACHELOR OF BUSINESS ADMINISTRATION (BBA)

ACCOUNTING

BUSINESS MANAGEMENT*

SPORTS MANAGEMENT

BACHELOR OF SCIENCE (BS)

BEHAVIORAL SCIENCE

Concentration in Social Work

BIBLICAL STUDIES*

BIOLOGY

CHRISTIAN MINISTRY

COUNSELING PSYCHOLOGY (accelerated format only)

EARLY CHILDHOOD STUDIES (ECS) (accelerated format only)

EDUCATION, ELEMENTARY

Majors are available in Integrated Science, Language Arts, Mathematics, and Social Studies Education.

EDUCATION, SECONDARY

Majors are available in Biology, English, Social Studies, Mathematics, and Music Education.

HEALTH SCIENCES

Tracks are available in Pre-Pharmacy and Pre-Physician's Assistant.

INTERDISCIPLINARY STUDIES

Concentrations are available in Business, General Science, History, International Studies, Literature, Literature and Writing, Mass Communication, Mathematics, Music, Performing Arts, Pre-law, Pre-med, Professional Writing, Psychology, Religion, and Theatre.

MASS COMMUNICATION*

Tracks are available in Broadcasting, Graphic Design, Journalism, Public Relations, and Media and Communication Arts.

MUSIC

ORGANIZATIONAL LEADERSHIP

(accelerated format only)

PSYCHOLOGY

TECHNICAL AND PROFESSIONAL STUDIES

This program incorporates an approved certificate program in a technical field from another institution into a BS degree from Rochester College.

THEATRE

YOUTH AND FAMILY MINISTRY

BACHELOR OF SCIENCE IN NURSING (BSN)

NURSING

RN-BSN

ASSOCIATE OF ARTS (AA)*

ASSOCIATE OF SCIENCE (AS)



Weird Not weird

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Effect Affect



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Then

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WONER
METRO

School of
BUSINESS &
PROFESSIONAL STUDIES

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DEPARTMENT OF BUSINESS

(ACC, BUS, CIS, FIN, HRM, MGT, MKT, SMG)

The mission of the Department of Business is to prepare young men and women for lives of ethical service and professional achievement in a competitive world. We achieve this mission by providing a challenging and innovative business program to complement a liberal arts education in an environment that reflects Christian principles, high morals, and ethical standards.

ACADEMIC OPPORTUNITIES

Students who seek the Bachelor of Business Administration degree may choose a major in accounting, business management, or sports management. The BBA provides a broad base of business training and the opportunity to focus on a particular discipline. A business concentration is also available under the Bachelor of Science degree in Interdisciplinary Studies. Minors in accounting, business management, and sports management are available for most majors.

CAREER OPPORTUNITIES

The Rochester College BBA pays big dividends. Whether it's at a Fortune 500 multinational or a small business, professionals who hold the BBA are well-prepared to succeed in modern business. A business internship provides practical development and useful networking contacts that lead to the right job after graduation.

ADMISSION TO THE DEPARTMENT OF BUSINESS

The following criteria for admission to the Department of Business apply only to students who first enrolled at Rochester College in the Fall 2010 semester or later. All students seeking a degree with a major in business must apply for and be admitted to the Department of Business. This process is separate from and in addition to the general admittance to Rochester College.

The following must be documented at the time of application:

- Achieved a minimum cumulative GPA of 2.50 for all course work completed prior to application. (Transfer students: for purposes of admission to

the School of Business, all grades from previous institutions will be calculated in the cumulative grade point average.)

- Completed a minimum of 45 hours, including the following courses:
 - MGT 2603 Principles of Management
 - MKT 2503 Principles of Marketing
 - BUS 3003 Business Communication
 - BUS 2403 Macroeconomics
 - BUS 2413 Microeconomics
 - ACC 2113 Accounting I
 - ACC 2123 Accounting II
 - MAT 1103 Intermediate Algebra (or any higher level MAT)
 - MAT 2413 Statistics
- Completed the courses listed above with a minimum CGPA of 2.50 or higher.

APPLICATION PROCESS

1. Obtain the Application for Admission to the Department of Business from your academic advisor.
2. Return the application to the Business and Professional Studies Dean before the appropriate application deadline.
Fall – Monday after Thanksgiving
Spring – Second Monday of April
3. The Admissions Subcommittee reviews all candidates. All applicants will be notified of their admission status through a letter from the Department of Business.

ENROLLMENT PRIOR TO APPLICATION PROCESSING

In order to register for upper-level business courses before your application has been fully processed, you must complete a Conditional Agreement to Register. This form may be obtained from your academic advisor.

DEGREE REQUIREMENTS

BUSINESS CORE

All Business majors are required to take the business core in addition to their major or concentration course requirements.

BUSINESS CORE	
ACC 2113/2123 Accounting I and II	6
ACC 3223 Managerial Accounting	3
BUS 2403/2413 Macro and Microeconomics	6
BUS 3003 Business Communication	3
BUS 3033 International Business	3
BUS 3303 Business Law	3
BUS 4823 Business Strategy and Policy	3
BUS 4943 Ethics in Business	3
FIN 3203 Principles of Finance	3
MAT 2413 Elementary Statistics	3
MGT 2603 Principles of Management	3
MKT 2503 Principles of Marketing	3
TOTAL CREDIT HOURS	42

BBA WITH ACCOUNTING MAJOR

Students may choose a specialized career path in the accounting field. Options include preparation for the Certified Managerial Accountant Exam, the Internal Auditor Exam, or continued education for the Certified Public Accountant Exam.

REQUIREMENTS FOR THE BBA IN ACCOUNTING	
GENERAL EDUCATION CORE	46
BUSINESS CORE (AS DEFINED ABOVE)	42
ACCOUNTING MAJOR	27
ACC 3113/3123 Intermediate Accounting I & II	6
ACC 3143 Cost Accounting	3
ACC 3213 Auditing	3
ACC 3313 Taxation	3
ACC 4133 Advanced Accounting	3
ACC 4313 Accounting Theory	3
ACC 4323 Government and Not-For-Profit Accounting	3
ACC 4213 Accounting Information Systems	3
ELECTIVES (BUS 4813, COM 3533, AND PSY 2013 are recommended)	13
TOTAL CREDIT HOURS FOR ACCOUNTING MAJOR	128

MINORS FOR ACCOUNTING MAJORS

Business Management Minor – Requires the following 18 hours:

- MGT 2603
- MKT 2503
- MGT 3603
- HRM 3613
- HRM 3653
- MGT 3713

Sports Management Minor – Requires the following 18 hours:

- SMG 2223
- SMG 2263
- SMG 3003
- SMG 3283
- SMG 4113
- SMG 4253

BBA WITH BUSINESS MANAGEMENT MAJOR

The BBA with a Business Management Major prepares students to achieve a high level of success in entry-level business jobs. Business Management students benefit from a broad base of accounting, economics, marketing, and management. Our Business Management students are well prepared to pursue employment after graduation or continue toward an MBA or other graduate program in a business discipline. Our students are encouraged to choose electives such as internship, foreign language, and emerging nations to further enhance their business core.

REQUIREMENTS FOR THE BBA IN BUSINESS MANAGEMENT	
GENERAL EDUCATION CORE	46
BUSINESS CORE (AS DEFINED ABOVE)	42
BUSINESS MANAGEMENT MAJOR	27
MGT 3603 Organizational Behavior	3
HRM 3613 Human Resource Management	3
MGT 3713 Operations Management	3
MKT 3533 Consumer Behavior	3
MKT 3543 Integrated Marketing Communications	3
MKT 4513 Marketing Management	3
FIN 3253 Risk Management	3
HRM 3653 Leadership Theory	3
MGT 3683 Small Business and Entrepreneurship OR MGT 3703 Management Information Systems	3
ELECTIVES (BUS 4813, COM 3533, AND PSY 2013 are recommended)	13
TOTAL CREDIT HOURS FOR MANAGEMENT MAJOR	128

MINORS FOR BUSINESS MANAGEMENT MAJORS:

Accounting Minor – Requires the following 18 hours:

- ACC 2113
- ACC 2123
- ACC 3113
- ACC 3123
- ACC 3223
- ACC 3143

Sports Management Minor – Requires the following 18 hours:

- SMG 2223
- SMG 2263
- SMG 3003
- SMG 3283
- SMG 4113
- SMG 4253

BBA WITH SPORTS MANAGEMENT MAJOR

The BBA with Sports Management Major prepares students for careers in fitness center management, sports public relations, recreation management, sports promotions, sports marketing, event management, and commercial/professional sports administration.

REQUIREMENTS FOR THE BBA IN SPORTS MANAGEMENT	
GENERAL EDUCATION CORE	46
BUSINESS CORE (AS DEFINED ABOVE)	42
BUSINESS MANAGEMENT MAJOR	27
SMG 2223 Principles and Practices of Sports Administration	3
SMG 2263 Managing Sports Organizations	3
SMG 3003 Sports Marketing	3
SMG 3283 Practicum in Sports Management	3
SMG 4113 Legal Aspects of Sports	3
SMG 4243 Ethics in Sports Management	3
SMG 4253 Facility Design and Event Management	3
CHOOSE TWO FROM THE FOLLOWING: SMG 3013 History and Philosophy of Sports SMG 3023 Recreation Management SMG 3033 Theory in Coaching SMG 3613 Emerging Issues in Sports Management SMG 3623 Special Topics in Sports	6
ELECTIVES (BUS 4813, COM 3533, AND PSY 2013 are recommended)	13
TOTAL CREDIT HOURS FOR SPORTS MANAGEMENT MAJOR	128

MINORS FOR SPORTS MANAGEMENT MAJORS

Accounting Minor – Requires the following 18 hours:

- ACC 2113
- ACC 2123
- ACC 3113
- ACC 3123
- ACC 3223
- ACC 3143

Business Management Minor – Requires the following 18 hours:

- MGT 2603
- MKT 2503
- MGT 3603
- HRM 3613
- HRM 3653
- MGT 3713

MINORS FOR NON-BUSINESS MAJORS

Business Management Minor – Requires the following 18 hours:

- ACC 2113
- ACC 2123
- MGT 2603
- MKT 2503
- MGT 3603
- HRM 3613

Accounting Minor – Requires the following 18 hours:

- ACC 2113
- ACC 2123
- ACC 3113
- ACC 3123
- ACC 3223
- ACC 3143

Sports Management Minor – Requires the following 18 hours:

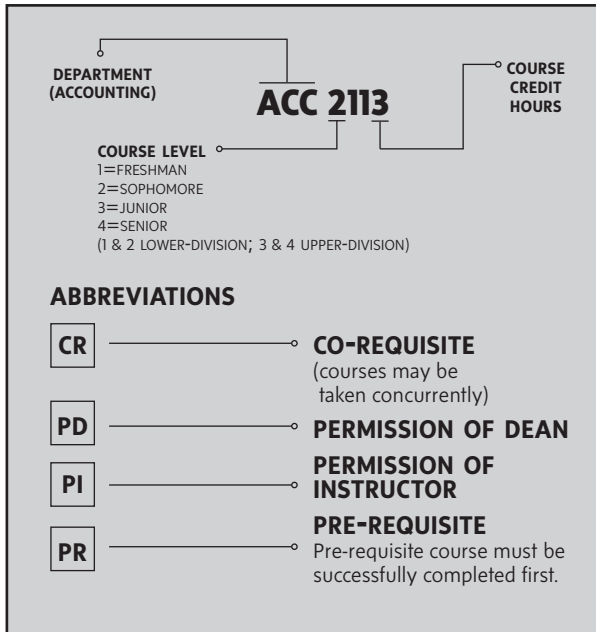
- SMG 2223
- SMG 2263
- SMG 3003
- SMG 3283
- SMG 4113
- SMG 4253

REQUIREMENTS FOR THE BBA IN MANAGEMENT (ACCELERATED PROGRAM)	
GENERAL EDUCATION CORE	25
PRE-REQUISITES	27
ACC 2113/2123 Accounting I and II	6
BUS 2403/2413 Macroeconomics and Microeconomics	6
BUS 3003 Business Communication	3
MAT 2413 Elementary Statistics	3
MGT 2603 Principles of Management	3
MGT 3603 Organizational Behavior	3
MKT 2503 Principles of Marketing	3
MANAGEMENT CORE	45
ACC 3223 Managerial Accounting	3
BUS 3033 International Business	3
BUS 3303 Business Law	3
FIN 3203 Principles of Finance	3
FIN 3253 Risk Management	3
HRM 3613 Human Resource Management	3
HRM 3653 Leadership Theory	3
MGT 3713 Operations Management	3
CHOOSE ONE OF THE FOLLOWING: MGT 3683 Small Business & Entrepreneurship OR MGT 3703 Management of Information Systems	3
MKT 3533 Consumer Behavior	3
MKT 3543 Integrated Marketing Communications	3
MKT 4513 Marketing Management	3
BUS 4823 Business Strategy and Policy (Capstone)	3
BUS 4943 Business Ethics	3
REL 1013 Survey of Biblical Literature	3
ELECTIVES	23
TOTAL CREDIT HOURS FOR MANAGEMENT MAJOR	120

REQUIREMENTS FOR THE BS IN ORGANIZATIONAL LEADERSHIP AND COMMUNICATION (ACCELERATED PROGRAM ONLY)	
GENERAL EDUCATION CORE	25
PRE-REQUISITES:	9
<ul style="list-style-type: none"> • MGT 2603 PRINCIPLES OF MANAGEMENT • BUS 2403 MACROECONOMICS • BUS 2413 MICROECONOMICS 	
ORGANIZATIONAL LEADERSHIP AND COMMUNICATION MAJOR	45
MGT 3603 Organizational Behavior	3
BUS 3003 Business Communication	3
COM 3513 Small Group Communication	3
COM 3533 Intercultural Communication	3
ENG 4523 Advanced Composition	3
HRM 3613 Human Resources Management	3
HRM 3653 Leadership Theory	3
JRN 2513 Media Writing	3
PRN 3513 Public Relations Writing and Visual Design	3
MGT 3703 Management of Information Systems	3
MGT 3713 Operations Management	3
MGT 4123 Financial Planning and Control Systems	3
MGT 4723 Leadership Seminar (Capstone)	3
BUS 4943 Ethics in Business	3
REL 1013 Survey of Biblical Literature	3
ELECTIVES	41
TOTAL CREDIT HOURS FOR ORGANIZATIONAL LEADERSHIP AND COMMUNICATION MAJOR	120

COURSE DESCRIPTIONS

Rochester College uses a four-digit course numbering system. In each course number, the first digit represents the course level; freshman level courses begin with “1,” sophomore courses begin with “2,” junior courses “3” and senior courses “4.” Courses that begin with “1” or “2” are lower-division, and courses that begin with “3” or “4” are upper-division. The fourth digit represents the number of credit hours the course is worth.



ACC—ACCOUNTING

ACC 2113 ACCOUNTING I

Foundation of accounting theory, practice, and simple analysis in sole proprietorships. PR: Math ACT of 25 or above or MAT 1103 or MAT 1203.

ACC 2123 ACCOUNTING II

Addresses accounting in partnerships and corporations, including managerial accounting and standard cost systems for manufacturing concerns, thus giving students a foundation of accounting principles for tracking, control, and decision making. PR: Grade of C- or higher in ACC 2113.

ACC 3113 INTERMEDIATE ACCOUNTING I

Further investigation of the procedures for accounting for cash, receivables, inventory, plant assets, intangibles, depreciation, amortization, time value of money, and other concepts, knowledge that gives students the ability to produce data to assist a company in getting the most out of its assets. PR: Grade of C- or higher in ACC 2123.

ACC 3123 INTERMEDIATE ACCOUNTING II

The last in a sequence of fundamental accounting courses. Covers accounting for current and long-term liabilities, stockholders' equity, earnings per share, and revenue recognition. PR: Grade of C- or higher in ACC 3113.

ACC 3143 COST ACCOUNTING

Study of principles and techniques of cost accounting for product costing, planning, and control. Topics include but are not limited to job-order, process, and hybrid costing systems, allocation methods, cost-volume profit analysis, standard costing, and flexible budgeting. PR: ACC 2123.

ACC 3213 AUDITING

Examines the intriguing practice of company auditing by addressing the role of the public accountant, professional standards, attestation and other assurance services, audit evidence and documentation, and reports on audited financial statements. Particular emphasis is on the auditor's decision-making process by integrating coverage of the components of audit risk with tests of controls and substantive tests that relate to selected transaction cycles. PR: ACC 3123.

ACC 3223 MANAGERIAL ACCOUNTING

An advanced course that goes beyond the fundamentals of accounting. Emphasizes the development, interpretation, and use of relevant cost behavior, control, and traceability concepts for management planning, controlling, and decision making. Includes an introduction to product costing, the contribution concept, direct costing, performance standards and variance analysis, responsibility accounting, segment profitability, alternative choice decisions, and capital budgeting. PR: ACC 2123.

ACC 3313 TAXATION

Examines federal income tax law and procedures as they pertain to individuals, partnerships, and corporations. Topics include (but are not limited to) gross income, property basis, exclusions, and deductions and credits. Emphasis placed on practical problem solving using tax forms, tax research, and tax planning cases. PR: ACC 3123.

ACC 4213 ACCOUNTING INFORMATION SYSTEMS

Examines a basic accounting and internal control system, using a hands-on approach to record transactions, resulting in a complete financial statement package. Includes exposure to both manually prepared and computer-generated accounting information, utilizing accounting software packages and spreadsheet applications. PR: ACC 3123.

ACC 4313 ACCOUNTING THEORY

An in-depth discussion of the theory and development of generally accepted accounting principles. Also addresses the conceptual framework of accounting and the environment in which accounting interacts. PR: ACC 3123.

ACC 4323 GOVERNMENT AND NOT-FOR-PROFIT ACCOUNTING

Examines fund accounting and reporting for state and local government units, hospitals, colleges, and other not-for-profit organizations. PR: ACC 3123.

ACC 4413 ADVANCED ACCOUNTING

This course explores accounting techniques that go beyond the typical transactions. Topics include consolidated financial statements, foreign operations, segment and interim reporting, and partnership accounting. PR: ACC 3123.

BUS—BUSINESS

BUS 2403 MACROECONOMICS

Introduces students to the basic principles of economics in general and of macroeconomics (the “big” picture) in particular. Central topics of study include supply and demand, the role of governmental monetary and fiscal policies, national income, business cycles, and changes in aggregate price levels.

BUS 2413 MICROECONOMICS

Introduces students to the basic principles of economics in general and of microeconomics in particular. Central topics include markets, competition, market power, labor markets, and government programs.

BUS 3003 BUSINESS COMMUNICATION

A survey of interpersonal oral and written communication: presentational speaking, interviewing skills, listening, nonverbal communication, conflict resolution, group dynamics, letter and memo writing, and developments in business communication technology. PR: ENG 1113.

BUS 3033 INTERNATIONAL BUSINESS

Exposes students to the global marketplace, helping them to understand multinational businesses in diverse cultures, international politics and law, the global economy, and business operations in an international environment. PR: BUS 2403.

BUS 3303 BUSINESS LAW

An introduction to the legal aspects of business dealing with the issues of contracts, commercial sales (Uniform Commercial Code), and torts. Students learn legal principles by using the case law method.

BUS 4813 BUSINESS INTERNSHIP

Applies theory to “real world” field experiences related to the student’s major through a minimum of 150 hours of work experience with an approved employer. Includes completing a work journal, writing internship reports, and reading professional materials. Graded on a pass/fail basis. PR: PI.

BUS 4823 BUSINESS STRATEGY AND POLICY

Explores the process of developing, implementing, and maintaining an effective business strategy. Students integrate techniques and concepts from previous coursework in a variety of “real world” and simulated situations. Serves as the Capstone course of the BBA program for assessment purposes. PR: Senior status and completion of business core. Course fee.

BUS 4943 ETHICS IN BUSINESS

Focuses on ethical issues related to the business environment, including ethical models and frameworks; individual rights and values; individual responsibilities; organizational rights and responsibilities; ethical policy development; the influence of organizational culture on ethical behavior; and the role of Christian principles and values on organizational life. Traditional PR: PHI 2933 and senior status.

CIS—COMPUTER INFORMATION SYSTEMS

CIS 1103 SOFTWARE APPLICATIONS OF COMPUTERS

Hands-on microcomputer training for current available software applications for data management, word processing, spreadsheets, and other Microsoft Office applications. Stresses familiarity with PC operating environment.

CIS 2443 ADVANCED BUSINESS APPLICATIONS

Designed to take students beyond the basics of industry standard business applications, including but not limited to Word, Excel, Access, Outlook, and PowerPoint. Hands-on experience with the use of software packages for communication, data management, business analysis, and decision making. Requires a fundamental working knowledge of the listed software programs prior to registering.

FIN—FINANCE

FIN 3113 PERSONAL FINANCIAL MANAGEMENT

One of the most practical courses one can take, this course provides an overview of personal finance issues and is designed to help students better manage their financial resources. Key topics include the following: Long-term financial planning, budgeting, retirement strategies and vehicles, tax planning, savings and investment options, home ownership, financing and leasing options, insurance, and personal risk management.

FIN 3203 PRINCIPLES OF FINANCE

Designed to provide students with an understanding of how to best manage the financial resources of a firm, including financial analysis, capital budgeting, asset valuation, working capital, credit policies, accrued and current debt policy, sources of financial structure, costs of capital, dividend policy, and securities markets. PR: ACC 2123.

FIN 3253 RISK MANAGEMENT

Provides a framework for recognizing the essential elements that mitigate loss and expedite business recovery, which is essential in risk management operations. Includes identifying and managing risk; crisis and disaster management; and emergency/contingency planning. PR: FIN 3203.

HRM—HUMAN RESOURCE MANAGEMENT

HRM 3613 HUMAN RESOURCE MANAGEMENT

Overview of human resources management practices, covering organizational change and how human resources fit in an organization. Also covers human resource planning, information systems, quality and performance management, leadership, employee involvement, and international human resources management. PR: MGT 2603.

HRM 3643 LABOR RELATIONS

Investigates the intricacies of managing in an organized labor environment. Topics include the history, methods, and roles of organized labor in the settlement of disputes. PR: MGT 2603.

HRM 3653 LEADERSHIP THEORY

Modern and historic leadership theories and their application to management situations and an introduction to effective leadership and methods of overcoming leadership barriers. PR: MGT 2603.

MGT—MANAGEMENT

MGT 2603 PRINCIPLES OF MANAGEMENT

Introduces the functions of the management discipline, including the planning, organization, and control of an effective operation. Investigation of the role of management in various situations and the past, present, and future of fundamental management principles.

MGT 3603 ORGANIZATIONAL BEHAVIOR

Investigation of theories of human interaction within an organization and how human interaction influences planning, organizing, directing, and controlling the organization. Examines organizational behavior and communication for planning, implementing, and evaluating organizational processes. PR: MGT 2603.

MGT 3683 SMALL BUSINESS AND ENTREPRENEURSHIP

Focuses on the basic principles of small business management, including entrepreneurship, legal structure, start-up strategies, creating a business plan, and operational issues. PR: MGT 2603.

MGT 3703 MANAGEMENT OF INFORMATION SYSTEMS

Focuses on informational challenges organizations face when engaged in the decision-making process. Key areas of focus include analysis of information systems, communication theory, flow of information, and methods for gathering, disseminating, and controlling information. PR: MGT 2603.

MGT 3713 OPERATIONS MANAGEMENT

Investigates operational issues in the production of goods and services with the objective of managing resources in the most effective and efficient manner. Topics include forecasting, capacity planning, facility location and layout, materials requirement planning, scheduling, and statistical quality control methods. PR: MAT 2413 (traditional), MGT 2603 (traditional and accelerated programs).

MGT 3723 NON-PROFIT MANAGEMENT

Critical management issues in non-profit organizations, including start-up strategies, legal status, strategic planning, managing volunteers, budgeting, marketing

and public relations, fundraising strategies, and performance measurement. Emphasis will be given to managing ministries and faith-based organizations.

MGT 4123 FINANCIAL PLANNING AND CONTROL SYSTEMS

A qualitative analysis of organizational planning and control systems with emphasis on providing leadership in forecasting and budget development, processes, and administration among individuals and teams. Includes an examination of the role of budgetary processes in conjunction with the development of organizational vision and strategic planning initiatives to involve all employees of the organization. Accelerated programs only.

MGT 4723 LEADERSHIP SEMINAR

Explores contemporary leadership theories and analysis, development, and implementation of leadership and decision-making strategies for “real world” situations. Focuses on the characteristics of leadership, the manner in which communication influences leadership effectiveness, and the implications of both effective and ineffective leadership for organizations. This course serves as a Capstone course for the Organizational Leadership and Communication program for assessment purposes. Accelerated programs only.

MKT—MARKETING

MKT 2503 PRINCIPLES OF MARKETING

An introductory course that explores the fundamental aspects of marketing to individuals and organizations. Focuses on marketing from a modern business context, discussing each aspect of the marketing mix (product, place, price, and promotion) based upon a market orientation perspective.

MKT 3533 CONSUMER BEHAVIOR

Introduces the cultural, psychological, and behavioral factors that influence consumer motivation and values in the marketing process. Examines consumer decision-making processes and environmental influences on these processes as well as how to use this information to develop, implement, and evaluate effective marketing strategies. PR: MKT 2503.

MKT 3543 INTEGRATED MARKETING COMMUNICATIONS

Study of communication channels available for distribution of organizational or product information. Focuses on obtaining synergy through the development, implementation, and control of a coordinated communication program, including all aspects of advertising, public relations, sales promotion, and personal selling. PR: MKT 2503.

MKT 3553 MARKETING RESEARCH

Introduces students to marketing research processes from problem formulation to the interpretation of the data, including primary and secondary data collection methods, questionnaire design, sampling plans, and the analysis and interpretation of data. PR: MAT 2413 (traditional), MKT 2503 (traditional and accelerated programs).

MKT 3613 CUSTOMER RELATIONSHIP MANAGEMENT

Examines customer relationship management (CRM)—the overall process of building and maintaining profitable consumer relationships by delivering value and satisfaction to the customer—as a key strategic process within all organizations. A foundation course in the Service Management Program, focusing on process, strategy, and technology of the fundamentals of CRM through the implementation of CRM systems and analysis of customer data. PR: MKT 2503.

MKT 4513 MARKETING MANAGEMENT

A study of the management of the marketing effort, including data analysis, the establishment of marketing objectives, the identification of target markets, and the development, execution, and implementation of marketing mixes. Serves as the Capstone course of the marketing program. PR: MKT 2503 and senior status.

SMG—SPORTS MANAGEMENT

SMG 2223 PRINCIPLES AND PRACTICES OF SPORTS ADMINISTRATION

Introduces the concepts of sports administration and the four tracks of sports administration: commercial, professional, intercollegiate, and interscholastic. Also examines administrative positions and the organizational structures of firms in the sports industry.

SMG 2263 MANAGING SPORTS ORGANIZATIONS

Emphasizes the application of management principles and concepts to the ever-changing needs of the sports industry and the roles and responsibilities of the sports manager. Focuses on information technology and the sports media, strategic planning in sports, operational planning and control of the sports organization, organization design and the sports agency, decision making in sports organizations, motivation and leadership, and human resource management.

SMG 3003 SPORTS MARKETING

Examines the marketing concepts and theories that apply to sports and sporting events, including basic marketing, target marketing and segmentation, sponsorship, event marketing, promotions, sponsorship proposals, and implementation of sports marketing plans.

SMG 3013 HISTORY AND PHILOSOPHY OF SPORTS

Historical study of the development of sports, its role in society, and the philosophical problems that occur. Provides students with the opportunity to develop their own philosophy related to sports management.

SMG 3023 RECREATION MANAGEMENT

An in-depth study of the role, organization, and management of community recreation programs, including the development of community sports leagues, club sports, youth programs and camps, and game officiating.

SMG 3033 THEORY IN COACHING

Focuses on the concepts and principles of coaching athletic teams of all levels, including the development of practice plans, teaching methods and theories, motivational strategies, recruiting on the intercollegiate level, and coaching philosophies and ethics.

SMG 3283 PRACTICUM IN SPORTS MANAGEMENT

A supervised experience in the sports management industry. Students explore career options, observe a variety of sports management settings, and connect classroom learning with practical application.

SMG 3613 EMERGING ISSUES IN SPORTS MANAGEMENT

A seminar on current and emerging topics in the sports world that are not featured in other courses but which influence the sports industry.

SMG 3623 SPECIAL TOPICS IN SPORTS MANAGEMENT

Provides in-depth study of topics that influence the sports industry that have not been emphasized in other sports management courses. Past topics have included professional sports administration, high school athletic administration, and sports and society.

SMG 4113 LEGAL ASPECTS OF SPORTS

An overview of the legal issues that affect the sports world, the fitness industry, and recreation. Emphasis is placed on risk management, case studies, current issues, and practical applications.

SMG 4243 ETHICS IN SPORTS MANAGEMENT

Focuses on the ethical issues related to the realm of sports, including an introduction to ethical concepts and theories; self-evaluation of one's philosophy of sports, moral behavior, and management; application of ethical theories and frameworks to the decision-making process of sports managers; and the careful examination of ethical case studies involving the sports industry.

SMG 4253 FACILITY DESIGN AND EVENT MANAGEMENT

Examines the concepts and principles involved in planning, designing, and operating athletic facilities and the events scheduled in indoor and outdoor facilities. The resources available within the Detroit market are utilized as real-world examples through tours of existing sports facilities. Course fee.

TECHNICAL DEGREE OPTIONS

The Bachelor of Science (BS) degree with a major in technical and professional studies allows students to incorporate technical training from another institution (a certificate program) into a Bachelor's degree. In effect, any completed technical certificate (from an approved institution) that carries 24-50 credit hours can serve as one of the concentrations in this degree program. Only "official" certificate programs from approved institutions are accepted as part of this major. (Note: Up to 11 hours of the certificate program may be used for upper-division requirements, if necessary.)

Due to the changing nature of certificate programs at many institutions and the competitive admission process for others, it is strongly suggested that the student complete the certificate program prior to enrolling at Rochester College. We have seen certificate programs changed dramatically or completely eliminated in the two to three years that students were completing their course work at Rochester College.

Students may take classes at another institution to meet the technical part of the degree while co-enrolled at Rochester College. In such a case, students must work out all of the issues related to scheduling, financial aid, full-time status, and sports eligibility. If students are entering an approved certificate program after completing their course work at Rochester College and have informed the School of Business and Professional Studies, completing 24 of the last 36 hours at Rochester College is not necessary.

While almost any approved "technical" certificate program at an approved institution will be accepted into this major, interested students should meet with the Dean of the Rochester College School of Business and Professional Studies to confirm that their chosen program is acceptable.

BS WITH TECHNICAL AND PROFESSIONAL STUDIES MAJOR

This program allows students to incorporate technical training from another institution (e.g. a certificate program) into a degree in professional studies.

REQUIREMENTS FOR THE BS IN TECHNICAL AND PROFESSIONAL STUDIES	
GENERAL EDUCATION CORE	49
LIBERAL ARTS CORE	18
Courses completed for this core must be divided among at least three liberal arts areas, not including courses from the first and second areas of concentration. General Education hours may not be used to meet this requirement. Twelve of the eighteen hours must be Upper-Division.	
PROFESSIONAL STUDIES MAJOR – HOURS WILL VARY	
First Area of Concentration: at least 24 hours. Must include at least 8 Upper-Division hours and be selected from the following concentration options:	
<ul style="list-style-type: none"> • BUSINESS • GENERAL SCIENCE • MASS COMMUNICATION • MATHEMATICS • PROFESSIONAL WRITING • PSYCHOLOGY • RELIGION 	
Second Area of Concentration: at least 24 hours. This concentration must be selected from recognized certification programs of recognized technical training institutions. See the Dean of the School for a list of available options.	
ELECTIVES – HOURS WILL VARY	
TOTAL CREDIT HOURS FOR TECHNICAL & PROFESSIONAL STUDIES MAJOR	128

DEPARTMENT OF MASS COMMUNICATION

(GFX, JRN, MED, PRN, RTB)

The mission of the Department of Mass Communication is to enable students to think critically and to communicate clearly, effectively, and ethically. We prepare Christian professionals for work in the media field, including journalism, broadcasting, graphic design, and public relations. We accomplish our mission by helping students master writing, technology, and the ethical and legal aspects of the media industry.

ACADEMIC OPPORTUNITIES

All mass communication majors study together in the 30-hour mass communication core classes, which include Introduction to Mass Communication, Media Writing, Media Ethics, Media Law, and many other courses relevant to the entire mass communication industry. Then, students choose a track worth 24 credit hours for their specialization of study.

The Bachelor of Science in Mass Communication is offered with tracks in

- Broadcasting
- Journalism
- Graphic Design
- Public Relations

The Broadcasting and Graphic Design tracks provide students with a unique educational opportunity through a partnership between Rochester College and Specs Howard School of Media Arts, which has been for more than 40 years the leading educational institution in Michigan for training professional broadcasters and media professionals.

BROADCASTING

The Broadcasting track incorporates technical training in radio, video, or film production at Specs Howard School of Media Arts with in-depth explorations of theory and scholarship in media at Rochester College. The curriculum is designed to help students expand their understanding of communication and develop the essential skills needed to succeed and advance within the media industry. Broadcasting students also gain supervised field experience in a radio or television internship.

GRAPHIC DESIGN

The Graphic Design track incorporates technical training in graphic and web design at Specs Howard School of Media Arts with thorough study and analysis of media at Rochester College. This unique combination prepares students for work in graphic design, which is a growing field with the advent of interactive websites, podcasting, Internet streaming, and other cutting edge technologies. At Specs, students learn the theory and history of design combined with typography, branding, packaging, digital imaging, and interactive and web design using Adobe Creative Suite. Graphic Design students also gain supervised field experience in an internship.

JOURNALISM

The Journalism track is designed to prepare students for careers in gathering information and writing content for all platforms of mass media, including newspapers, magazines, and websites. Media outlets, companies, and organizations need people to create content for their online formats, in addition to the traditional print formats. Journalism students acquire the ability to gather information, write newsworthy stories, and distribute them in formats appropriate for the traditional media fields and for digital platforms. Students gain practical experience and build their writing portfolios with work on *The Shield*, RC's student publication, and by completing a media internship.

PUBLIC RELATIONS

The Public Relations track prepares graduates for work as communication specialists with businesses and organizations. This program prepares students to manage skillfully the many different tasks that a public relations professional handles, ranging from communication strategy to media relations to writing and designing news releases, newsletters, and other publications to planning special events. Students who major in public relations take selected courses related to media, writing, marketing, and communication. They also gain practical public relations experience in Public Relations Campaigns and Strategies class, where they develop and implement a PR plan and portfolio for a real-world client. Students also gain supervised field experience in a public relations internship.

MINORS AND CONCENTRATIONS

Minors are offered in journalism, media, and public relations. Study in any of these areas is a valuable complement to other academic programs. A mass communication concentration is also offered in the Interdisciplinary Studies program.

CAREER OPPORTUNITIES

Broadcasting students are prepared for careers in many areas of the broadcast and communication industries, including on-air talent, producers, writers, editors, camera operators, sound engineers, and video technicians.

Graphic design students can enter many areas of the design field, including layout artists, prepress managers, web designers, flash designers, and multimedia designers.

Journalism students are prepared for work as reporters, writers, and editors for both print and digital platforms.

Public Relations graduates are equipped to work as public relations professionals for a variety of organizations, including corporations, nonprofits, and agencies.

Go to www.rc.edu/masscomm to see where graduates of RC's mass communication program are employed.

STUDENT MEDIA

Faculty in the Mass Communication Department train and oversee students in the preparation and production of *The Shield*, RC's student magazine; the online version of *The Shield*; and *The Shield* podcasts. Working in these areas offers students the opportunity to use their creative talents in producing content while at the same time gaining valuable media experience. Joining

The Shield staff allows students to participate in the complete production of a magazine, website, and radio show. These pieces are written, edited, produced, and designed by students for the campus community. Mass Communication majors are required to work for *The Shield*, and students from other majors are welcome to participate as well. Scholarships are available to students who work as editors and producers.

HOW TO GET INVOLVED

Even with no experience in publication work, students who have an interest in writing, editing, design, broadcast, or photography are encouraged to volunteer for *The Shield*. Students are trained and advised by faculty so that they can obtain these valuable skills. In addition to serving as a campus voice for students, another benefit of working on *The Shield* is that students create work for their portfolios, which can be used when applying for internships and jobs. Students can enroll in JRN 1101 Print Journalism, JRN 1201 Digital Journalism, or JRN 1301 Broadcast Journalism, which are hands-on workshop classes.

DEGREE REQUIREMENTS

BS WITH MASS COMMUNICATION MAJOR

This major provides students with in-depth explorations of theory and scholarship in media, as well as a choice of tracks in Broadcasting, Graphic Design, Journalism, or Public Relations.

Students pursuing the Bachelor of Science in Mass Communication with the Broadcasting or Graphic Design tracks at Rochester College take coursework offered by Specs Howard School of Media Arts as part of the curriculum requirements for that degree during their sophomore or junior year. Students enrolled at Rochester College are allowed to apply for financial aid only through Rochester College, according to federal guidelines. Additionally, students who have been admitted to Specs Howard School of Media Arts are required to adhere to all conditions, policies, and rules of Specs Howard.

Students pursuing the Journalism and Public Relations tracks complete all coursework at Rochester College.

REQUIREMENTS FOR THE BS IN MASS COMMUNICATION	
GENERAL EDUCATION CORE	46
MASS COMMUNICATION MAJOR	30
CHOOSE THREE HOURS FROM THE FOLLOWING:	3
• JRN 1101 Print Journalism	
• JRN 1201 Digital Journalism	
• JRN 1301 Broadcast Journalism	
COM 2223 Public Speaking	3
COM 3013 Communication Theory	3
MED 2013 Introduction to Mass Communication	3
JRN 2513 Media Writing	3
MED 3003 Media and Society	3
MED 3113 New Media Strategies	3
MED 4113 Media Law	3
MED 4893 Internship	3
MED 4943 Media Ethics	3
CHOOSE ONE TRACK (SEE FOLLOWING TABLES):	24
• BROADCASTING (CHOOSE 1 EMPHASIS)	
• Radio emphasis	
• Production emphasis	
• GRAPHIC DESIGN	
• JOURNALISM	
• PUBLIC RELATIONS	
MINOR (recommended)	18
ELECTIVES	10
TOTAL CREDIT HOURS FOR MASS COMMUNICATION MAJOR	128

TRACK OPTIONS FOR MASS COMMUNICATION MAJOR

BROADCASTING TRACK (SPECS HOWARD)	
RTB 1116 and 1126 Broadcasting I & II	12
CHOOSE ONE PRODUCTION EMPHASIS:	
RTB 1216 and 1226 Radio Production I & II OR	12
RTB 1316 and 1326 Video Production I & II	12
TOTAL CREDIT HOURS	24

GRAPHIC DESIGN TRACK (SPECS HOWARD)	
GFX 1114 – 1614 – Graphic Design I-VI	24
TOTAL CREDIT HOURS	24

JOURNALISM TRACK*	
A minor is required for the journalism track; see below for options. A minor is recommended for all other tracks.	
JRN 2723 Reporting & Interviewing	3
JRN 2833 Digital Photography	3
JRN 3223 Copy Editing	3
JRN 3523 Publication Design	3
JRN 4313 Feature Writing	3
JRN 4333 Editorial Writing	3
CHOOSE 3 HOURS FROM	3
• ENG 3523 Creative Writing	
• ENG 3613 Introduction to Linguistics	
• ENG4523 Advanced Composition	
COM 3533 Intercultural Communication	3
TOTAL CREDIT HOURS	24

* Students in the Journalism Track must choose a minor in one of these areas: American Studies, Behavioral Science, Biblical Studies, Biology, Business Management, Sports Management, General Science, Humanities, International Studies, Philosophy, Pre-law, Psychology, Religion, Social Science, or Theatre.

PUBLIC RELATIONS TRACK	
PRN 2613 Introduction to Public Relations	3
JRN 2723 Reporting & Interviewing	3
JRN 2833 Digital Photography	3
PRN 3513 Public Relations Writing and Visual Design	3
PRN 4323 Public Relations Campaigns and Strategies	3
MKT 2503 Principles of Marketing	3
CHOOSE 3 HOURS FROM:	3
• JRN 4313 Feature Writing OR	
• JRN 4333 Editorial Writing	
COM 3533 Intercultural Communication	3
TOTAL CREDIT HOURS	24

MINORS

Journalism Minor – 3 hours of JRN 1101, JRN 1201 or JRN 1301; JRN 2513; JRN 2723; JRN 2833; JRN 3223; and 3 hours from either JRN 4313 or JRN 4333.

Media Minor – Requires 18 hours of MED courses.

Public Relations Minor – Requires JRN 2513, PRN 2613, PRN 3513, PRN 4323, and 6 additional hours of MED.

BS IN MASS COMMUNICATION/MEDIA AND COMMUNICATION ARTS (MACA)

Fulfillment of degree requirements includes completion of the Media and Communication Arts Track from Macomb Community College.

REQUIREMENTS FOR THE BS IN MASS COMMUNICATION – MEDIA AND COMMUNICATION ARTS (MACA)	
GENERAL EDUCATION CORE	40
MASS COMMUNICATION MAJOR	39
COM 2223 Public Speaking	3
COM 3013 Communication Theory	3
COM 3533 Intercultural Communication	3
MED 2013 Introduction to Mass Communication	3
JRN 2513 Media Writing	3
MED 3003 Media and Society	3
MED 3113 New Media Strategies	3
MED 3323 Research Methods in Media	3
PRN 3513 Public Relations Writing and Visual Design	3
MED 4113 Media Law	3
MED 4953 Media Seminar and Portfolio	3
MED 4893 Internship	3
MED 4943 Media Ethics	3
MEDIA & COMMUNICATION ARTS TRACK FROM MACOMB COMMUNITY COLLEGE	46
ELECTIVES	3
TOTAL CREDIT HOURS FOR MASS COMMUNICATION – MACA MAJOR	128

BS WITH MASS COMMUNICATION/BROADCASTING OR GRAPHIC DESIGN (ACCELERATED PROGRAMS)

Fulfillment of degree requirements includes completion of the radio, video, or graphic arts design course at Specs Howard School of Media Arts.

REQUIREMENTS FOR THE BS IN MASS COMMUNICATION/ BROADCASTING/GRAPHIC DESIGN	
GENERAL EDUCATION CORE	25
PRE-REQUISITES	6
<ul style="list-style-type: none"> MED 2013 Introduction to Mass Communication PRN 2613 Introduction to Public Relations 	
PRODUCTION CORE & CONCENTRATION (radio, video, or graphic design) at Specs (36 hours if both radio & video concentrations taken)	24
MASS COMMUNICATION MAJOR	45
COM 2223 Public Speaking	3
COM 3013 Communication Theory	3
COM 3513 Small Group Communication	3
COM 3533 Intercultural Communication	3
COM 4813 Senior Project (Capstone course)	3
JRN 2513 Media Writing	3
MED 3003 Media and Society	3
MED 3113 New Media Strategies	3
MED 3323 Research Methods in Media	3
PRN 3513 Public Relations Writing and Visual Design	3
MED 4113 Media Law	3
MED 4943 Media Ethics	3
MKT 2503 Principles of Marketing	3
MKT 3533 Consumer Behavior	3
REL 1013 Survey of Biblical Literature	3
ELECTIVES	20
TOTAL CREDIT HOURS FOR MASS COMMUNICATION/BROADCASTING MAJOR	120

**BS IN MASS COMMUNICATION/MEDIA AND COMMUNICATION ARTS (MACA)
(ACCELERATED PROGRAM)**

Fulfillment of degree requirements includes completion of the Media and Communication Arts Track from Macomb Community College.

REQUIREMENTS FOR THE BS IN MASS COMMUNICATION – MEDIA AND COMMUNICATION ARTS (MACA)	
GENERAL EDUCATION CORE	25
MEDIA AND COMMUNICATION ARTS TRACK (MACOMB COMMUNITY COLLEGE)	50
MASS COMMUNICATION MAJOR	45
COM 3013 Communication Theory	3
COM 30513 Small Group Communication	3
COM 3533 Intercultural Communication	3
MED 2013 Introduction to Mass Communication	3
JRN 2513 Media Writing	3
MED 3003 Media and Society	3
MED 3113 New Media Strategies	3
MED 3323 Research Methods in Media	3
PRN 3513 Public Relations Writing and Visual Design	3
MED 4113 Media Law	3
MED 4943 Media Ethics	3
MED 4953 Media Seminar and Portfolio (Capstone)	3
MKT 2503 Principles of Marketing	3
MKT 3533 Consumer Behavior	3
REL 1013 Survey of Biblical Literature	3
TOTAL CREDIT HOURS FOR MASS COMMUNICATION /MACA MAJOR	120

BS FOR MASS COMMUNICATION/PUBLIC RELATIONS (ACCELERATED PROGRAM)

REQUIREMENTS FOR THE BS IN MASS COMMUNICATION/PUBLIC RELATIONS	
GENERAL EDUCATION CORE	25
PRE-REQUISITES: • MED 2013 Introduction to Mass Communication • PRN 2613 Introduction to Public Relations • MKT 2503 Principles of Marketing	9
MASS COMMUNICATION/PUBLIC RELATIONS MAJOR	45
COM 2223 Public Speaking	3
COM 3013 Communication Theory	3
COM 3513 Small Group Communication	3
COM 3533 Intercultural Communication	3
JRN 2513 Media Writing	3
MED 3003 Media and Society	3
MED 3113 New Media Strategies	3
MED 3323 Research Methods in Media	3
PRN 3513 Public Relations Writing and Visual Design	3
MED 4113 Media Law	3
PRN 4323 Public Relations Campaigns & Strategies (Capstone)	3
MED 4943 Media Ethics	3
MKT 3533 Consumer Behavior	3
MKT 3543 Integrated Marketing Communications	3
REL 1013 Survey of Biblical Literature	3
ELECTIVES	41
TOTAL CREDIT HOURS FOR MASS COMMUNICATION/PUBLIC RELATIONS MAJOR	120

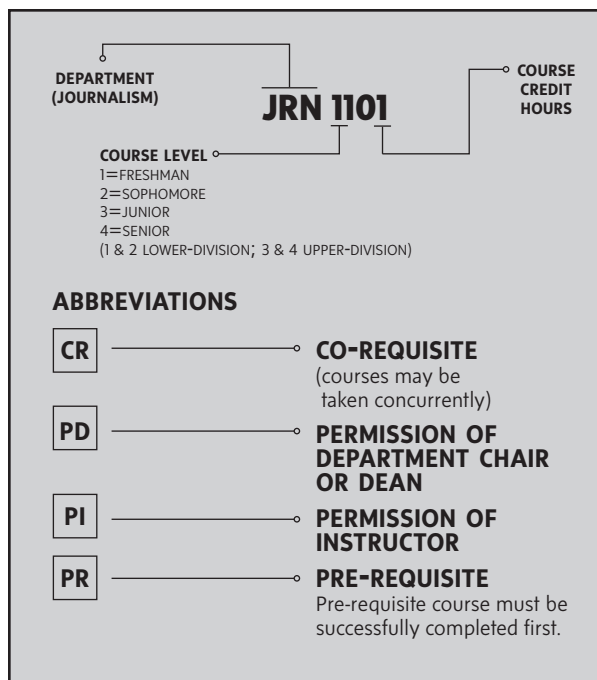
BS IN MASS COMMUNICATION

Fulfillment of degree requirements includes completion of courses at Mott Community College.

REQUIREMENTS FOR THE BS IN MASS COMMUNICATION – MOTT COMMUNITY COLLEGE (ACCELERATED PROGRAM)	
GENERAL EDUCATION CORE	25
A.A.S. IN MAET, GRAPHIC DESIGN, OR COMMUNICATION TECHNOLOGY FROM MOTT COMMUNITY COLLEGE	44
ELECTIVES (IF NECESSARY)	
PRE-REQUISITES <ul style="list-style-type: none"> • MKT 2503 PRINCIPLES OF MARKETING • COM 3533 INTERCULTURAL COMMUNICATION 	6
MASS COMMUNICATION MAJOR	45
BUS 3003 Business Communication	3
COM 3013 Communication Theory	3
MED 2013 Introduction to Mass Communication	3
JRN 2513 Media Writing	3
PRN 2613 Introduction to Public Relations	3
MED 3003 Media and Society	3
MED 3113 New Media Strategies	3
MED 3323 Research Methods in Media	3
PRN 3513 Public Relations Writing and Visual Design	3
MED 4113 Media Law	3
MED 4943 Media Ethics	3
MED 4953 Media Seminar and Portfolio (Capstone)	3
MKT 3533 Consumer Behavior	3
MKT 3543 Integrated Marketing Communication	3
REL 1013 Survey of Biblical Literature	3
TOTAL FOR MASS COMMUNICATION MAJOR	120

COURSE DESCRIPTIONS

Rochester College uses a four-digit course numbering system. In each course number, the first digit represents the course level; freshman level courses begin with “1,” sophomore courses begin with “2,” junior courses “3,” and senior courses “4.” Courses that begin with “1” or “2” are lower-division, and courses that begin with “3” or “4” are upper-division. The fourth digit represents the number of credit hours the course is worth.



JRN—JOURNALISM

JRN 1101 PRINT JOURNALISM

Credit for satisfactory work on the print version of *The Shield*, Rochester College’s student magazine. Students may serve on the magazine staff every semester, but credit is limited to three hours.

JRN 1201 DIGITAL JOURNALISM

Credit for satisfactory work for the online version of *The Shield*. Students may serve on the online staff every semester, but credit is limited to three hours.

JRN 1301 BROADCAST JOURNALISM

Credit for satisfactory work for the broadcast version of *The Shield*. Students may serve on the broadcast staff every semester, but credit is limited to three hours.

JRN 2513 MEDIA WRITING

Writing for news, features, public relations, advertising, and marketed materials. PR: ENG 1123.

JRN 2723 REPORTING & INTERVIEWING

Training in the practical aspects of news gathering and basic newswriting techniques. Includes listening skills and how to implement these techniques for effective interviews. PR: JRN 2513.

JRN 2833 DIGITAL PHOTOGRAPHY

An overview of photography technique and standards, including advanced strategies for digital camera operation and computer processing of photos for publication. Designed for students who need a working knowledge of photography for their chosen profession. Students must have access to their own digital cameras.

JRN 3223 COPY EDITING

Introduction to the fundamentals of editing news and information for online and print publications. Students learn journalistic grammar, AP Style, and the editorial decision-making process. PR: JRN 2513.

JRN 3523 PUBLICATION DESIGN

Principles and practices of typography, graphic journalism, infographics, and publication design.

JRN 4313 FEATURE WRITING

Practice in writing newspaper and magazine nonfiction features, such as human interest stories, reviews, and profiles. Includes sports writing.

JRN 4333 EDITORIAL WRITING

Preparing and writing opinion and commentary pieces. Emphasis on critical thinking and writing about current problems.

MED—MEDIA

MED 2013 INTRODUCTION TO MASS COMMUNICATION

Survey of the history, types, and uses of mass communication.

MED 3003 MEDIA AND SOCIETY

An in-depth exploration of the role and impact of media in society.

MED 3113 NEW MEDIA STRATEGIES

Exploration and critical analysis of digital and social media and their use by businesses, media outlets, and organizations. Includes study of the evolving social contexts created by new media.

MED 3323 RESEARCH METHODS IN MEDIA

Quantitative analysis of media and media audiences. PR: COM 3013.

MED 4113 MEDIA LAW

Survey of historical and current legal decisions that shape the role of the media and its function in society. Includes legal philosophies affecting the media and its employees.

MED 4613 SPECIAL TOPICS IN MEDIA

Various media and communication topics chosen by students or instructor.

MED 4813 SENIOR PROJECT IN MEDIA

Guided research leading to a major paper in an area of the student's interest. Also requires a formal presentation at the Academic Symposium. PR: Senior status and PI.

MED 4893 MEDIA INTERNSHIP

Supervised field experience in radio, television, graphic design, or public relations with application of theoretical knowledge. Includes outside reading and a written report. PR: PI.

MED 4943 MEDIA ETHICS

The major issues and perspectives involved in making ethical choices and/or evaluations in mediated messages. Requires a formal presentation at the Academic Symposium. PR: Junior status.

MED 4953 MEDIA SEMINAR AND PORTFOLIO

Directed study/Capstone course to guide students in the accelerated program in polishing their portfolios, completing media studies work, and preparing for interviewing. Includes preparatory lessons in entrepreneurship and business skills.

PRN—PUBLIC RELATIONS

PRN 2613 INTRODUCTION TO PUBLIC RELATIONS

An overview of public relations theory, strategy, and practical techniques as used by corporations, non-profit groups, and other organizations. Focuses on ways to communicate and promote products, services, images, and ideas to various publics.

PRN 3513 PUBLIC RELATIONS WRITING AND VISUAL DESIGN

Writing for internal and external public relations, including media kits, newsletters, websites, advertising, and direct mail. Includes basic principles of graphic design and instruction on page layout software. PR: JRN 2513.

PRN 4323 PUBLIC RELATIONS CAMPAIGNS AND STRATEGIES

Designed for senior public relations majors to analyze, develop, and implement a PR plan and portfolio for a real world client. PR: PRN 2613 and PRN 3513.



School of
EDUCATION

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DEPARTMENT OF TEACHER EDUCATION

(ECS, EDU, RDG)

The mission of the Teacher Education Program at Rochester College is to prepare teachers with Christian values who can effectively serve in the diverse and challenging schools and global communities of the twenty-first century. Graduates of the program are teachers of understanding because they have gained a rich liberal arts education, acquired specialized knowledge in academic content areas, and completed a Professional Studies program. They are teachers with integrity because they have developed Christian values and high ethical standards. Lastly, they have hearts to serve because they have developed the attitudes and dispositions necessary to act as change agents in the diverse and challenging schools and communities of the twenty-first century.

ACADEMIC OPPORTUNITIES

Rochester College is authorized by the Michigan Department of Education (MDE) to recommend teacher candidates to the state for certification. Candidates for Elementary Certification may major in one or more of the following content areas: Integrated Science Education, Language Arts Education, Elementary Math Education, and Social Studies Education. Secondary candidates may receive certification in one or more of the following content areas: Biology Education, English Education, History Education, Secondary Math Education, Music Education, and Social Studies Education.

	ELEMENTARY	SECONDARY	
	MAJOR	MAJOR	MINOR
Biology		X	X
English		X	X
History			X
Integrated Science	X		
Language Arts	X		
Mathematics	X	X	X
Music (K-12)		X	
Social Studies	X	X	

CAREER OPPORTUNITIES

Graduates who receive Elementary Certification may teach all subject areas in grades K-5 or in their major content areas in grades 6-8, and all subject areas in grades K-8 in self-contained classrooms. Graduates who receive Secondary Certification may teach in grades 6-12 in their major and/or minor content areas. Graduates with the Music Education degree may teach music in grades K-12.

Since the process of becoming a teacher includes both a baccalaureate degree and professional certification, students must declare their intent as early as possible in order to plan with an education advisor. The advising process is a critical aspect of teacher preparation; for example, some courses meet both General Education and Teacher Education requirements at the same time.

Education advisors ensure that students have met all teacher preparation requirements and work with each student to plan appropriate progress toward the completion of the majors and minors. Students who wish to pursue other content area majors and minors recognized by MDE should contact an education academic advisor to determine the best way to complete requirements. Endorsements in the content areas listed above are offered to post-baccalaureate students seeking teacher certification. Post-baccalaureate students must also meet all of the MDE's Standards, Rules, and Guidelines for Elementary and Secondary Provisional Certification. Students must complete the college's Christian Values requirement, a teachable major and/or minor, and all coursework and field experiences in the Professional Studies component.

The Professional Studies component consists of 39-42 credit hours of coursework and field experiences that recognize the continuum of professional development from novice to master teacher. This component is offered in four sequentially structured stages that guide prospective teachers through the pre-service levels of the teaching profession.

The Teacher Education Department is currently in the process of collecting employment data on our program graduates. Since May 2005 we have recommended 76 graduates for provisional teaching certificates. Of that number, we have obtained information on 52, or 68% of the graduates. Of that 68%, 85% are currently employed in education.

ADMISSION

PHASE 1: PRE-ADMISSION TO THE TEACHER EDUCATION PROGRAM

All students seeking Michigan Provisional Teacher Certification must apply for and be admitted to the Teacher Education Program. The following must be documented at the time of application to Phase 1 for pre-admission:

- Completion of 60 hours with a minimum cumulative GPA of 2.70, with no grade below a “C” in the major, minor, and professional studies.
- Satisfactory completion of EDU 2202 Introduction to Education or MUE 2403 Introduction to Music Education and EDU 2243 Educational Psychology with a minimum grade of C.

Criteria for admission to Phase 1 of the Teacher Education Program include the following:

- Completion of an Application for Pre-Admission to Teacher Education.
- Demonstration of competency in writing.
- Submission of a completed Criminal Record Disclosure.
- Passing of the MTTC (Michigan Test for Teacher Certification) Basic Skills Tests in reading, writing, and mathematics and submission of scores to the Teacher Education Office.
- Submission of two evaluations to be completed by faculty in two of the following areas: education, major, or minor.
- Completion of an interview with the Education Admission Committee.
- Successful field placement evaluations from EDU 2201 Introduction to Education Field Experience or MUE 2403 Introduction to Music Education and EDU 2241 Educational Psychology Field Experience.
- Compliance with all standards expected of the Rochester College campus community,

as outlined in the Student Handbook and the College Catalog.

The application package is reviewed by the Admission Subcommittee. All recommended candidates for pre-admission to the Teacher Education Program are reviewed and approved by the Advisory Council at their meetings in October and May. Candidates are notified of admission status through a letter from the Dean of the School of Education.

The application package deadline for the fall semester is October 1. The spring semester deadline is March 1. Pre-admission is valid for six years; however, changes mandated by the Michigan Department of Education may impose additional requirements during that time period.

PHASE 2: ADMISSION TO THE TEACHER EDUCATION PROGRAM AND STUDENT TEACHING

Student teaching is often considered the most exciting and demanding aspect of the Teacher Education Program. It is the final field experience; therefore, it is the doorway into the teaching profession. Prospective employers place a premium on the successful completion of student teaching.

The field placement sites for student teaching are established in the Instructional Design and Assessment course. With the approval of the mentor teacher and Coordinator for Student Teaching, placement for Instructional Design and Assessment will also be the student teaching placement. Student teaching placements for music education candidates are established in the elementary and secondary music methods courses.

The following requirements must be met prior to beginning the student teaching experience:

- Submission of an Application for Phase 2 Admission to Teacher Education Program and Student Teaching.
- Submission of a completed Criminal Record Disclosure.
- Evidence of academic competency by a cumulative grade point average of 2.70 overall, in professional studies, and in the major and the minor, with no grade lower than a “C.”
- Demonstration of standards expected of the Rochester College campus community, as outlined in the Student Handbook and the College Catalog.
- Completion of all courses and field experiences in professional studies (with the exception of EDU 4721/4821 Seminar), General Education, the major, and the minor.

- Successful completion of all field experiences. The 60-hour field experience corresponding to Instructional Design and Assessment and Music Methods weighs heavily.
- Taking of applicable subject area test(s) of the Michigan Test for Teacher Certification (MTTC).

Applicants for Phase 2 admission to the Teacher Education Program and student teaching are reviewed and approved by the Teacher Advisory Council.

If student teaching is to be done in the fall semester, an updated résumé must be submitted to the Field Placement Coordinator by October 1 the year PRIOR to enrollment in student teaching. The application for Phase 2 admission must be submitted by March 1 the semester prior to student teaching.

If student teaching is to be done in the spring semester, an updated résumé must be submitted to the Field Placement Coordinator by March 1 the year PRIOR to enrollment in student teaching. The application for Phase 2 admission must be submitted by October 1 the semester prior to student teaching.

DEGREE REQUIREMENTS

BS WITH ELEMENTARY EDUCATION CERTIFICATION RECOMMENDATION

Students may seek teacher certification at the elementary level. In addition to completing a content area major, students must complete the professional studies core and Elementary Education minor.

REQUIREMENTS FOR THE BS WITH ELEMENTARY EDUCATION CERTIFICATION RECOMMENDATION			
GENERAL EDUCATION CORE (some major/minor courses may satisfy General Education requirements)		28-35	
CONTENT AREA MAJOR		30-41	
PROFESSIONAL STUDIES CORE		39	
EDU 2201/2 Introduction to Education/Field Experience	3		
EDU 2241/3 Educational Psychology/Field Experience	4		
EDU 2262 Classroom Technology	2		
EDU 2283 Ethics and Philosophy of Education	3		
EDU 3223 Classroom Teaching Strategies	3		
EDU 3221 Classroom Teaching Strategies Field Experience	1		
EDU 3243 Teaching Exceptional Students	3		
EDU 3262 Teaching Across Cultures	2		
EDU 3271 Teaching Across Cultures Field Experience	1		
EDU 4253 Classroom Management Strategies	3		
EDU 4282 Foundations of Education	2		
EDU 4503 Instructional Design and Assessment	3		
EDU 4721 Student Teaching Seminar	1		
EDU 4728 Student Teaching	8		
ELEMENTARY EDUCATION MINOR			34
EDU 2303 Fine Arts for the Elementary Teacher	3		
EDU 3313 Social Studies Foundations	3		
MAT 2213/2223 Math for Elementary Teachers I & II	6		
NSC 2314/2324 Science Foundations I & II	8		
PED 2113 Health & Physical Education for the Elementary Classroom Teacher	3		
RDG 3313 Children's Literature	3		
RDG 4304 Reading and Language Arts	4		
RDG 4314 Content Reading and Assessment	4		
TOTAL CREDIT HOURS FOR DEGREE		128-141	

BS WITH ELEMENTARY MATH EDUCATION MAJOR

Students may seek teacher certification at the elementary level with the Elementary Math Education major. All students seeking elementary certification must choose the Elementary Education minor.

REQUIREMENTS FOR THE BS IN ELEMENTARY MATH EDUCATION	
GENERAL EDUCATION CORE (some major/minor courses may satisfy General Education requirements)	31
ELEMENTARY MATH EDUCATION MAJOR	30
MAT 1334 Pre-Calculus	4
MAT 2213 Math for Elementary Teachers I	3
MAT 2223 Math for Elementary Teachers II	3
MAT 2233 Finite Mathematics	3
MAT 2413 Elementary Statistics	3
MAT 2514 Calculus and Analytic Geometry I	4
MAT 3212 Technology in Mathematics Education	2
MAT 3333 Algebraic, Proportional, and Mathematical Reasoning	3
MAT 3343 Geometry and the Elementary Teacher	3
MAT 4952 Senior Math Seminar	2
ELEMENTARY EDUCATION MINOR	28
PROFESSIONAL STUDIES	39
TOTAL CREDIT HOURS FOR ELEMENTARY MATH EDUCATION MAJOR	128

BS WITH INTEGRATED SCIENCE EDUCATION MAJOR

Students may seek teacher certification at the elementary level with the Integrated Science Education major. All students seeking elementary certification must choose the Elementary Education minor.

REQUIREMENTS FOR THE BS IN INTEGRATED SCIENCE EDUCATION	
GENERAL EDUCATION CORE (some major/minor courses may satisfy General Education requirements)	35
INTEGRATED SCIENCE EDUCATION MAJOR ¹	41
BIO 1014 Biological Science I	4
BIO 1024 Biological Science II	4
BIO 2013 Introduction to Human Anatomy and Physiology	3
BIO 2224 Introductory Botany and Zoology	4
CHE 1514 College Chemistry I	4
CHE 1524 College Chemistry II	4
NSC 1004 Earth Science with Lab	4
NSC 3114 Earth's Waters	4
NSC 4612 Senior Seminar	2
PHS 2014 General Physics I	4
PHS 2024 General Physics II	4
ELEMENTARY EDUCATION MINOR	26
PROFESSIONAL STUDIES	39
TOTAL CREDIT HOURS FOR INTEGRATED SCIENCE EDUCATION MAJOR	141

¹ MAT 1334 Pre-Calculus is a required support course for the Integrated Science Education major.

BS WITH LANGUAGE ARTS EDUCATION MAJOR

Students may seek teacher certification at the elementary level with the Language Arts Education major. All students seeking elementary certification must choose the Elementary Education minor.

REQUIREMENTS FOR THE BS IN LANGUAGE ARTS EDUCATION	
GENERAL EDUCATION CORE (some major/minor courses may satisfy General Education requirements)	28
LANGUAGE ARTS EDUCATION MAJOR	37
COM 3013 Communication Theory	3
COM 3533 Intercultural Communication	3
ENG 2113 Aspects of the English Language	3
ENG 2413 World Literature Survey	3
ENG 3613 Introduction to Linguistics	3
ENG 4523 Advanced Composition	3
MED 3003 Media and Society	3
RDG 3313 Children's Literature	3
RDG 3333 Writing Workshop	3
RDG 3413 Adolescent Literature	3
RDG 4304 Reading and Language Arts	4
THE 3113 Theatre for Young Audiences	3
ELEMENTARY EDUCATION MINOR	27
PROFESSIONAL STUDIES	39
TOTAL CREDIT HOURS FOR LANGUAGE ARTS EDUCATION MAJOR	131

BS WITH SOCIAL STUDIES EDUCATION MAJOR

Students may seek elementary teacher certification with the Social Studies Education major. All students seeking elementary certification must choose the Elementary Education minor.

REQUIREMENTS FOR THE BS IN SOCIAL STUDIES EDUCATION	
GENERAL EDUCATION CORE (some major/minor courses may satisfy General Education requirements)	28
SOCIAL STUDIES EDUCATION MAJOR	36
BUS 2403 Macroeconomics	3
BUS 2413 Microeconomics	3
GEO 1013 Introduction to Geography	3
GEO 3113 World Regional Geography	3
HIS 1313 Western Civilization to 1500	3
HIS 1323 Western Civilization 1500 to Present	3
HIS 2113 Michigan History	3
HIS 2513 United States History to 1877	3
HIS 2523 United States History 1877 to Present	3
POS 2013 National Government	3
POS 2023 Introduction to the American Legal System	3
POS 3013 The U.S. in the Modern World	3
ELEMENTARY EDUCATION MINOR	31
PROFESSIONAL STUDIES	39
TOTAL CREDIT HOURS FOR SOCIAL STUDIES EDUCATION MAJOR	134

BS WITH SECONDARY EDUCATION CERTIFICATION RECOMMENDATION

Students may seek teacher certification at the secondary level. In addition to completing a content area major and minor, students must complete the professional studies core.

REQUIREMENTS FOR THE BS WITH SECONDARY EDUCATION CERTIFICATION RECOMMENDATION		
GENERAL EDUCATION CORE (some major/minor courses may satisfy General Education requirements)		37-52
CONTENT AREA MAJOR		37-65
PROFESSIONAL STUDIES CORE		42
EDU 2202 Introduction to Education*	2	
EDU 2201 Introduction to Education Field Experience*	1	
EDU 2243 Educational Psychology	3	
EDU 2241 Educational Psychology Field Experience	1	
EDU 2262 Classroom Technology*	2	
EDU 2283 Ethics and Philosophy of Education	3	
EDU 3223 Classroom Teaching Strategies*	3	
EDU 3221 Classroom Teaching Strategies Field Experience*	1	
EDU 3243 Teaching Exceptional Students	3	
EDU 3262 Teaching Across Cultures	2	
EDU 3271 Teaching Across Cultures Field Experience	1	
EDU 4253 Classroom Management Strategies	3	
EDU 4282 Foundations of Education	2	
EDU 4603 Instructional Design and Assessment*	3	
EDU 4821 Student Teaching Seminar	1	
EDU 4828 Student Teaching	8	
RDG 4403 Literacy in Secondary Schools	3	
CONTENT AREA MINOR		23-25
TOTAL CREDIT HOURS FOR SECONDARY EDUCATION DEGREE		130-155

Music Education students complete the following courses in place of those with the asterisks (): MUE 2403 Introduction to Music Education; MUE 3603 Technology in Music; MUE 4423 Elementary Music Methods and Assessment; and MUE 4433 Secondary Music Methods and Assessment.

BS WITH BIOLOGY EDUCATION MAJOR

Students may seek teacher certification at the secondary level with the Biology Education major. Students must choose a subject area minor from English, history, or mathematics.

REQUIREMENTS FOR THE BS IN BIOLOGY EDUCATION		
GENERAL EDUCATION CORE (some major/minor courses may satisfy General Education requirements)		52
BIOLOGY EDUCATION MAJOR ¹		37
BIO 1014 Biological Science I	4	
BIO 1024 Biological Science II	4	
BIO 2114 Anatomy and Physiology I	4	
BIO 2124 Anatomy and Physiology II	4	
BIO 2224 Introductory Botany and Zoology	4	
BIO 3213 Ecology	3	
BIO 3324 Microbiology	4	
BIO 3414 Genetics	4	
NSC 3114 Earth's Waters	4	
NSC 4612 Senior Seminar	2	
CONTENT AREA MINOR		24-25
PROFESSIONAL STUDIES		42
TOTAL CREDIT HOURS FOR BIOLOGY EDUCATION MAJOR		155-156

¹MAT 1334 Pre-Calculus, CHE 1514 and 1524 College Chemistry I and II, and PHS 2024 General Physics II are required support courses for the Biology Education major.

Biology Education Minor requires BIO 1014, 1024, 2013, 2224, 3324, and 3414.

BS WITH ENGLISH EDUCATION MAJOR

Students may seek teacher certification at the secondary level with the English Education major. Students must choose a subject area minor from biology, history, or mathematics.

REQUIREMENTS FOR THE BS IN ENGLISH EDUCATION			
GENERAL EDUCATION CORE (some major/minor courses may satisfy General Education requirements)		40	
ENGLISH EDUCATION MAJOR		39	
ENG 2113 Aspects of the English Language	3		
ENG 2413 World Literature Survey	3		
ENG 3513 Critical Writing and Literary Analysis	3		
ENG 3613 Introduction to Linguistics	3		
ENG 4413 Diversity in American Literature	3		
ENG 4523 Advanced Composition	3		
ENG 4533 Senior Writing Project	3		
ENG 3213 British Writers to 1800 OR ENG 3223 British Writers, 1800 to Present	3		
ENG 3313 American Writers to 1865 OR ENG 3323 American Writers, 1865 to Present	3		
CHOOSE ONE: • ENG 4723 Studies in Genre: Fiction • ENG 4733 Studies in Genre: Poetry • ENG 4743 Studies in Genre: Drama	3		
ENG 3000 or above Literature	3		
ENG 3000 elective	3		
RDG 3413 Adolescent Literature	3		
CONTENT AREA MINOR			23-25
PROFESSIONAL STUDIES			42
TOTAL CREDIT HOURS FOR ENGLISH EDUCATION MAJOR		144-146	

English Education Minor requires ENG 2113, 2413, 3513, 3613, 4413, and 4523; 3 hours from ENG 3213, 3223, 3313, or 3323; and three hours from ENG 4723, 4733, or 4743.

BS WITH SECONDARY MATH EDUCATION MAJOR

Students may seek teacher certification at the secondary level with the Secondary Math Education major. Students must choose a subject area minor from biology, English, or history.

REQUIREMENTS FOR THE BS IN SECONDARY MATH EDUCATION		
GENERAL EDUCATION CORE (some major/minor courses may satisfy General Education requirements)		44
SECONDARY MATH EDUCATION MAJOR		34
MAT 2233 Finite Mathematics	3	
MAT 2413 Elementary Statistics	3	
MAT 2514 Calculus and Analytic Geometry I	4	
MAT 2524 Calculus and Analytic Geometry II	4	
MAT 3303 Modern Algebra	3	
MAT 3534 Calculus and Analytic Geometry III	4	
MAT 3614 Linear Algebra	4	
MAT 3624 Differential Equations	4	
MAT 4653 College Geometry	3	
MAT 4962 Senior Math Seminar	2	
CONTENT AREA MINOR		23-24
PROFESSIONAL STUDIES		42
TOTAL CREDIT HOURS FOR SECONDARY MATH EDUCATION		143-144

Secondary Mathematics Education Minor requires MAT 2233, 2413, 2514, 2524, 3303 or 3624, 3614, and 4653.

BS WITH MUSIC EDUCATION MAJOR

Students may seek teacher certification at the secondary level (K-12) with the Music Education major. Because this is a comprehensive group major, no minor is required.

REQUIREMENTS FOR THE BS IN MUSIC EDUCATION (K-12)	
GENERAL EDUCATION CORE (some major/minor courses may satisfy General Education requirements)	37
MUSIC EDUCATION COMPREHENSIVE GROUP MAJOR	65
MUS 1101 A Cappella Chorus MUS 1121 Autumn MUS 1161 Community Choral Ensemble MUS 1171 Concert Band	8
MUS 1203 Music Foundations	3
MUS 1211 Ear Training I	1
MUS 1213 Theory I	3
MUS 1221 Ear Training II	1
MUS 1223 Theory II	3
MUS 2211 Ear Training III	1
MUS 2213 Theory III	3
MUS 3202 Keyboard Harmony	2
MUS 3303 History of Western Music Survey	3
MUS 3333 World Music	3
MUS 3343 Music in America	3
MUS 3403 Conducting	3
MUS 4213 Arranging and Scoring	3
MUS 4601 Senior Seminar in Music	1
MUE 3412 Instrumental Techniques I – Woodwinds	2
MUE 3422 Instrumental Techniques II – Strings	2
MUE 3432 Instrumental Techniques III – Brass	2
MUE 3442 Instrumental Techniques IV – Percussion	2
MUE 3423 Production of School Musical K-12	3
MUE 4403 Vocal Pedagogy	3
MAJOR INSTRUMENT OR VOICE	6
MINOR INSTRUMENT OR VOICE	4
PROFESSIONAL STUDIES	42
TOTAL CREDIT HOURS FOR MUSIC EDUCATION MAJOR	144

BS WITH SOCIAL STUDIES EDUCATION MAJOR

Students may seek teacher certification at the secondary level with the Social Studies Education major. Because this is a comprehensive group major, no minor is required.

REQUIREMENTS FOR THE BS IN SOCIAL STUDIES EDUCATION	
GENERAL EDUCATION CORE (some major/minor courses may satisfy General Education requirements)	37
SOCIAL STUDIES EDUCATION COMPREHENSIVE GROUP MAJOR	51
BUS 2403 Macroeconomics	3
BUS 2413 Microeconomics	3
GEO 1013 Introduction to Geography	3
GEO 3113 World Regional Geography	3
HIS 1313 Western Civilization to 1500	3
HIS 1323 Western Civilization, 1500 to Present	3
HIS 2113 Michigan History	3
HIS 2513 United States History to 1877	3
HIS 2523 United States History, 1877 to Present	3
HIS 3423 Globalization and the Developing World	3
HIS 3503 Women in American History	3
HIS 3000+ Upper Division History Elective	3
HIS 3000+ Upper Division History Elective	3
HIS 3000+ Upper Division History Elective	3
POS 2013 National Government	3
POS 2023 Introduction to the American Legal System	3
POS 3013 The U.S. in the Modern World	3
PROFESSIONAL STUDIES	42
TOTAL CREDIT HOURS FOR SOCIAL STUDIES EDUCATION MAJOR	130

History Education Minor requires HIS 1313, 1323, 2113, 2513, 2523, 3423, three additional hours from HIS 3000+, and GEO 1013.

BS WITH EARLY CHILDHOOD STUDIES MAJOR (ACCELERATED PROGRAM)

Admission to the completion program requires an Associate degree in Early Childhood and current employment in the field of Early Childhood. Required observation hours, connected with specific classes, can satisfy the current employment requirement. At this time, the Early Childhood Studies program does **NOT** lead to elementary (K-8) teacher certification.

REQUIREMENTS FOR THE BS IN EARLY CHILDHOOD STUDIES	
GENERAL EDUCATION CORE	25
PRE-REQUISITES: PSY 2013 General Psychology Intro to ECS (taken elsewhere) ECS practicum (taken elsewhere)	9
EARLY CHILDHOOD STUDIES MAJOR	45
ECS 3243 Math and Science for Young Children	3
ECS 3303 Legal Issues in Early Childhood	3
ECS 3323 Assessment of the Young Child	3
ECS 3423 Diversity Issues in Early Childhood	3
ECS 3433 Creative Arts for Young Children	3
ECS 4303 Family Education and Advocacy	3
ECS 4313 Classroom Interactions	3
ECS 4443 Emerging Language and Literacy	3
ECS 4613 Special Needs Children & Families (Main) OR ECS 4623 Identifying & Serving the At-Risk Child (Macomb)	3
ECS 4653 Leadership Issues in Early Childhood	3
ECS 4943 Ethics in Early Childhood	3
PSY 3193 Infant and Toddler Development	3
PSY 3203 Child Development	3
RDG 3313 Children's Literature	3
REL 1013 Survey of Biblical Literature	3
ELECTIVES	41
TOTAL CREDIT HOURS FOR EARLY CHILDHOOD STUDIES MAJOR	120

COURSE DESCRIPTIONS

Rochester College uses a four-digit course numbering system. In each course number, the first digit represents the course level; freshman level courses begin with "1," sophomore courses begin with "2," junior courses "3," and senior courses "4." Courses that begin with "1" or "2" are lower-division, and courses that begin with "3" or "4" are upper-division. The fourth digit represents the number of credit hours the course is worth.

DEPARTMENT (EARLY CHILDHOOD STUDIES) **ESC 3243** **COURSE CREDIT HOURS**

COURSE LEVEL
 1=FRESHMAN
 2=SOPHOMORE
 3=JUNIOR
 4=SENIOR
 (1 & 2 LOWER-DIVISION; 3 & 4 UPPER-DIVISION)

ABBREVIATIONS

- CR** ————— **CO-REQUISITE**
(courses may be taken concurrently)
- PD** ————— **PERMISSION OF DEPARTMENT CHAIR OR DEAN**
- PI** ————— **PERMISSION OF INSTRUCTOR**
- PR** ————— **PRE-REQUISITE**
Pre-requisite course must be successfully completed first.

ESC—EARLY CHILDHOOD STUDIES

**All ECS classes are offered only in the accelerated format. Students must be currently employed in ECS field or complete observation hours for specific courses.*

ECS 3243 MATH AND SCIENCE FOR YOUNG CHILDREN

Developmentally appropriate activities in the early childhood environment that encourage observation, exploration, inquiry, and the development of math and science concepts. Explores use of software that encourages math and science skills. May require observation hours.

ECS 3303 LEGAL ISSUES IN EARLY CHILDHOOD

General business law as it impacts early childhood settings. Includes such relevant topics as contracts, torts, employment law, business forms and their respective liability, reporting abuse and neglect, custody issues, licensing, and compliance.

ECS 3323 ASSESSMENT OF THE YOUNG CHILD

Examination of both formal and informal measures used to observe and assess the physical, emotional, social, and intellectual development and growth of a young child. Emphasizes developmentally appropriate instruments, alternative assessment procedures, and the importance of assessment in evaluation, parent communication, and classroom planning. May require observation hours.

ECS 3423 DIVERSITY ISSUES IN EARLY CHILDHOOD

Strategies for working effectively with children and families from diverse socioeconomic, ethnic, and cultural backgrounds. Emphasizes issues of communication, family values, and child-rearing practices. Encourages students to examine their own biases as they relate to professional practices.

ECS 3433 CREATIVE ARTS FOR YOUNG CHILDREN

Examination, rationale, and experiences in the creative use of art, music, movement, drama, literature, and storytelling. May require observation hours.

ECS 4303 FAMILY EDUCATION AND ADVOCACY

Examines the interactions among families, government, community agencies, and resources. Investigates the effects of cultural and societal differences and the role of the child care professional in educating, empowering, and advocating for families with young children.

ECS 4313 CLASSROOM INTERACTIONS

Introduces the components of high-quality classroom interactions that promote higher-order thinking skills, emotional support, and appropriate feedback. Required fieldwork allows students to develop strategies for recognition and implementation. May require observation hours.

ECS 4443 EMERGING LANGUAGE AND LITERACY

Emphasizes the development of listening, speaking, pre-writing, and pre-reading skills in a developmentally appropriate context. Identifies and examines those practices and experiences most useful for promoting competency and interest in reading and writing. Examines the use of technology in the classroom to promote literacy development. May require observation hours.

ECS 4613 SPECIAL NEEDS CHILDREN AND FAMILIES

Explores issues faced by special needs children and the interventions that are available to them and their families with special emphasis on parent-school communication and implications for planning in the classroom environment. May require observation hours.

ECS 4623 IDENTIFYING AND SERVING THE AT-RISK CHILD

Analyzes family and societal characteristics that place a child at risk for academic or social failure and examines the parenting practices, economic issues, health care, and community resources available for young children and their families. May require observation hours.

ESC 4653 LEADERSHIP ISSUES IN EARLY CHILDHOOD

Analyzes and implements leadership and decision-making strategies in a professional setting. Focuses on the characteristics of leadership and the implications of effective and ineffective leadership in organizations that serve young children. Students develop a grant proposal for their early childhood program. This course serves as the Capstone for the early childhood program for assessment purposes.

ECS 4943 ETHICS FOR EARLY CHILDHOOD

Reviews ethical standards of early childhood practitioners in the context of the State of Michigan Law and the National Association for the Education of Young Children (NAEYC) code. Contrasts philosophies of biblical imperative and humanistic practice.

EDU—EDUCATION

EDU 2201 INTRODUCTION TO EDUCATION FIELD EXPERIENCE

Required 30-hour placement for students enrolled in EDU 2202. Graded on a pass/fail basis. PR/CR: EDU 2202. Course fee.

EDU 2202 INTRODUCTION TO EDUCATION

Exploration of the nature of the teaching profession. Includes examination of school structure and operation, foundations of education, and current issues and trends in the field. Emphasizes research, whole class and small-group discussion, observation, role-playing, and application of educational theory. Thirty-hour field experience required. PR: sophomore status with a 2.70 GPA. CR: EDU 2201.

EDU 2241 EDUCATIONAL PSYCHOLOGY FIELD EXPERIENCE

Required 30-hour placement for students enrolled in EDU 2243. Graded on a pass/fail basis. PR/CR: EDU 2243. Course fee.

EDU 2243 EDUCATIONAL PSYCHOLOGY

Educational principles, research, and theory fundamental to effective, high quality teaching and learning. Topics include human development, learning theory, the impact of culture and exceptionality, and various approaches to instruction. Research-based principles and time-tested strategies are applied to the classroom in practical ways. Emphasizes development of a framework on which to build future experiences in the field of education and content areas. Thirty-hour field experience required. PR: EDU 2202 and sophomore status with a 2.70 GPA. CR: EDU 2241.

EDU 2262 CLASSROOM TECHNOLOGY

Utilization of technology in teaching and learning. Emphasizes technology that develops student-centered learning, multisensory stimulation, multimedia lesson formats, collaborative work environments, information exchange, inquiry-based learning, critical thinking, and proactive planning within authentic, real world contexts. Examines the ability of global discourse communities to facilitate cross-cultural understanding as well as the development and application of ethical standards/criteria for using the Internet in the classroom. PR: EDU 2202 and sophomore status with a 2.70 GPA.

EDU 2283 ETHICS AND PHILOSOPHY OF EDUCATION

Examination of the ethics of teaching individuals from widely differing backgrounds. Reviews various educational philosophies and their relationship to the philosophies of ethics and morality. Presents case studies depicting moral and ethical dilemmas in educational settings. PR: EDU 2202 and sophomore status with a 2.70 GPA.

EDU 2303 FINE ARTS FOR THE ELEMENTARY TEACHER

Develops understanding, activities, methods, and materials for integrating art and music into the elementary classroom. PR: EDU 2202 and sophomore status with a 2.70 GPA. Course fee.

EDU 3221 CLASSROOM TEACHING STRATEGIES FIELD EXPERIENCE

Required 30-hour placement for students enrolled in EDU 3223. Graded on a pass/fail basis. PR/CR: EDU 3223. Course fee.

EDU 3223 CLASSROOM TEACHING STRATEGIES

Introduces components of effective, high quality classroom teaching documented through theoretical and applied research and practice. Encompasses planning and preparation, creating an inclusive

classroom environment, and engaging students in intentional learning. Presents a variety of student-centered instructional approaches and introduces the Michigan Curriculum Framework. Supervised thirty-hour field experience required. PR: Pre-admission to the Teacher Education Program. CR: EDU 3221.

EDU 3243 TEACHING EXCEPTIONAL STUDENTS

Overviews the field of special education and studies the physical, psychological, social, and educational factors related to exceptional individuals, including the gifted and/or culturally diverse. Emphasizes the historical, legal, and current inclusionary models of special education that form the basis for the general education teacher's role in serving students with special needs. PR: Pre-admission to the Teacher Education Program.

EDU 3262 TEACHING ACROSS CULTURES

A study of multicultural education designed to provide a background for developing competence as cross-cultural teachers. Presents a biblical rationale for cultural pluralism. Discusses effective teaching strategies for educators working with K-12 students diverse in gender, class, ethnicity, religion, or language. Following completion of this course, students must take EDU 3271 Teaching Across Cultures Field Experience. PR: Pre-admission to the Teacher Education Program and EDU 3223.

EDU 3271 TEACHING ACROSS CULTURES FIELD EXPERIENCE

An immersion field experience designed to build cross-cultural understanding and competence. Study of diversity from a community perspective and the interrelationship of cultural influences and school success. Examines the development of dispositions and effective characteristics necessary to teaching in cross-cultural environments. Two-week intensive field placement required. PR: EDU 3262 and Pre-admission to the Teacher Education Program. Course fee.

EDU 3313 SOCIAL STUDIES FOUNDATIONS

Interdisciplinary course comprised of selected topics in geography, history, political science, and sociology, and an overview of the structure of the respective disciplines. Designed to provide content background and resources for elementary school teachers. PR: Pre-admission to the Teacher Education Program.

EDU 3913 INSTRUCTIONAL TECHNIQUES FOR TEACHING MATH IN GRADES 2-5

Explores best practice in math instruction for 2nd through 5th grade students. Emphasizes teachers' use of textbook features and differentiation techniques. Includes observation time and interaction with elementary students in summer school classes. PR: Teacher Certification.

EDU 3923 CREATING QUALITY CLASSROOM ASSESSMENTS

Focuses on the work of Rick Stiggins. Examines the key attributes of well-developed assessments and assessments specific to grades/subjects that can inform instruction. Assessments designed based on the desired learning targets, including selected response assessments, constructed response assessments, and performance assessments. PR: Teacher Certification.

EDU 3933 STRATEGIES FOR WORKING WITH THE ENGLISH LANGUAGE LEARNER, K-12

Focuses on research-based strategies proven to be effective with at-risk students, e.g. Sheltered Instruction Observation Protocol (SIOP) and differentiation instruction models. Provides participants with a variety of strategies/tools to implement in their classrooms. PR: Teacher Certification.

EDU 3943 DIFFERENTIATED TEACHING STRATEGIES

Focuses on the key elements of differentiation, identifies different levels of differentiation, and creates differentiated lessons and assessments based on grade and/or subject. Explores the challenges inherent in creating differentiated activities and possible solutions and analyzes the classroom environment and routines that promote differentiation. PR: Teacher Certification.

EDU 4253 CLASSROOM MANAGEMENT STRATEGIES

Investigates and assesses various approaches to establishing an environment that fosters learning. Examines the organization and management of resources, supplies, and classroom configuration to provide an inviting and safe atmosphere. Analyzes various approaches to discipline in the classroom and evaluates a variety of strategies to handle disruptive behavior. Emphasizes research, whole-class and small-group discussion, observation, role-playing, and application theory. PR: Pre-admission to the Teacher Education Program.

EDU 4282 FOUNDATIONS OF EDUCATION

Interdisciplinary study of education in American society. Identifies and examines the central characteristics of the American educational system. Emphasizes the interpretation and appraisal of current educational practices and trends. PR: Pre-admission to the Teacher Education Program. To be taken in the final semester of professional studies coursework prior to student teaching.

EDU 4503/4603 INSTRUCTIONAL DESIGN AND ASSESSMENT (ELEMENTARY/SECONDARY)

Presents assessment strategies for educators in elementary, middle, and secondary schools in courses designed to meet the standards in the Michigan Curriculum Framework. Provides experience in researching, designing, and implementing lessons that meet the state and national standards and in creating practical tools to assess student growth. Includes 60 hour field experience. CR: EDU 4282.

EDU 4721/4821 STUDENT TEACHING SEMINAR (ELEMENTARY/SECONDARY)

Supports the student teaching experience. Reviews policies, requirements, and professional responsibilities and revisits the Entry-Level Standards for Michigan Teachers and Pathwise Domains, the standards used to evaluate student teachers. Provides practical advice and information on communicating with parents and finding a job. CR: EDU 4728/4828 Student Teaching.

EDU 4728/4828 STUDENT TEACHING (ELEMENTARY/SECONDARY)

Final requirement for pre-service teachers seeking elementary or secondary certification through the Michigan Department of Education. Consists of 15 full weeks, resulting in eight hours of course credit. CR: EDU 4721/4821 Student Teaching Seminar. PR: Phase 2 Admission to Teacher Education Program and Student Teaching. Course fee.

RDG—READING

RDG 3313 CHILDREN'S LITERATURE

History of children's literature, assessment of children's needs; effective selection and use of children's literature. PR: ENG 1123.

RDG 3333 WRITING WORKSHOP

Based on the model proposed by the National Writing Project. Provides opportunities for future teachers of writing to be writers themselves and explores the writing process in a workshop setting. Emphasizes the development of performance assessment criteria in order to respond effectively and constructively to students' written efforts. PR: ENG 1123.

RDG 3413 ADOLESCENT LITERATURE

Examines short novels and stories by contemporary writers of literature for young people, as well as adolescent themes, such as violence in society, search for identity, family life, and peer pressure. PR: ENG 1123.

RDG 3913 LITERACY WORKSHOP IN GRADES K-2

Examines the reading and writing workshop format of literacy instruction in Kindergarten, first, and second grades. Emphasizes organization, mini-lessons, and conferring with individual students. Includes observation time and interaction with elementary students in summer school classes. PR: Teacher Certification.

RDG 3923 LITERACY WORKSHOP IN GRADES 3-5

Examines the reading and writing workshop format of literacy instruction in 3rd through 5th grades. Emphasizes organization, mini-lessons, and conferring with individual students. Includes observation time and interaction with elementary students in summer school classes. PR: Teacher Certification.

RDG 4304 READING AND LANGUAGE ARTS

Informs teacher candidates of the principles and processes of reading and the other language arts in order to develop literacy instruction that is developmentally appropriate. Provides experience in utilizing a variety of instructional and evaluative approaches which respect the diversity and individuality of each student and reflect responsive instruction. PR: Pre-admission to the Teacher Education Program.

RDG 4314 CONTENT READING AND ASSESSMENT

Study of the principles, techniques, and processes of literacy instruction needed for elementary/middle school students to be independent, strategic learners in the content areas. Emphasizes the application of principles and practices and implementation of formative assessment during the tutorial clinic portion of the course. PR: Grade of C or better in RDG 4304 and Pre-admission to the Teacher Education Program.

RDG 4403 LITERACY IN SECONDARY SCHOOLS

Informs pre-service teachers of principles and processes of reading that support student learning in grade 7-12 content areas. Presents various instructional and evaluative approaches that respect the diversity and individuality of each student. PR: Pre-admission to the Teacher Education Program.

RDG 4913 DIAGNOSIS AND DIFFERENTIATED INSTRUCTION IN READING

Explores varied dimensions of literacy that dynamically interact to influence literacy learning. Includes a practicum experience in a classroom setting in which participants develop a case study that presents an analysis of literacy strengths/weaknesses of actual students attending summer school. Course meets the MDE requirement in diagnostic reading in accordance with MCL380.1531(4). PR: RDG 4314 or RDG 4403 or Teacher Certification.

DEPARTMENT OF PHYSICAL EDUCATION (PED)

The Department of Physical Education trains students to excel in team and individual athletics, develop lifetime fitness and mental wellness habits, and practice lifesaving techniques such as CPR and First Aid.

ACADEMIC OPPORTUNITIES

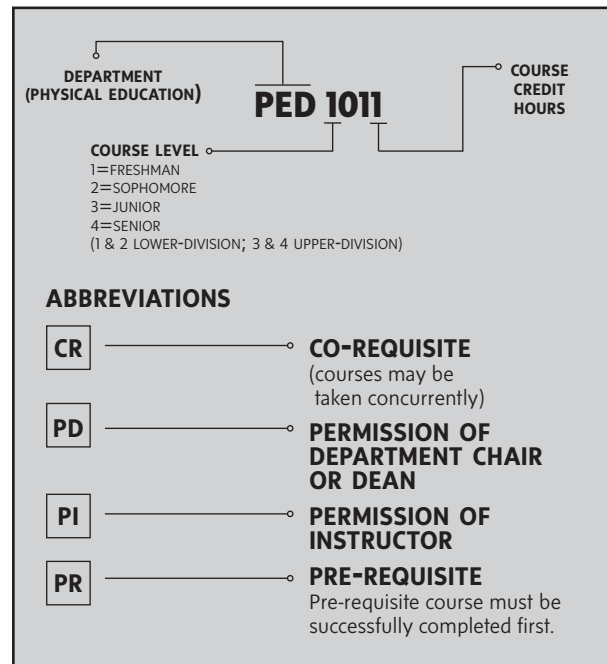
Physical Education courses and varsity sports meet the General Education requirement. They may be taken more than once for additional credit in subsequent semesters. A maximum of one credit per varsity sport is permitted each academic year.

CAREER OPPORTUNITIES

Graduates with backgrounds in Physical Education may become elementary or secondary school teachers and coaches, physical therapists, athletic trainers, aerobics instructors, personal trainers, sports managers, and recreation directors.

COURSE DESCRIPTIONS

Rochester College uses a four-digit course numbering system. In each course number, the first digit represents the course level; freshman level courses begin with “1,” sophomore courses begin with “2,” junior courses “3,” and senior courses “4.” Courses that begin with “1” or “2” are lower-division, and courses that begin with “3” or “4” are upper-division. The fourth digit represents the number of credit hours the course is worth.



PED-PHYSICAL EDUCATION

Activity courses satisfy the PED General Education requirement.

PED 1011 INDIVIDUAL SPORTS

Badminton, bowling, and other sports activities. Course fee.

PED 1021 TEAM SPORTS

Teamwork, communication, and principles of successful team-building. Includes floor hockey, flag football, volleyball, basketball, soccer, towel ball, speed ball, and team mat ball.

PED 1032 STRESS MANAGEMENT

Emphasizes the concepts of managing stress, how to identify stressors, and practical ways to deal with stress as part of a total wellness program.

PED 1071 CONDITIONING

Basics of diet, stress management, cardiovascular exercise, and weight training.

PED 2002 FIRST AID

American Red Cross Standard and Advanced First Aid Procedures. Includes National Safety Council exam.

PED 2003 PERSONAL AND COMMUNITY HEALTH AND SAFETY

Personal and community health and safety.

PED 2012 OFFICIATING

Officiating methods and principles: Officiating objectives, conduct, conflict management, and psychology. Examines officiating techniques for baseball, basketball, football, soccer, softball, and volleyball. Includes some practical experience through intramural and intercollegiate programs.

PED 2023 HEALTH AND WELLNESS FOR THE WHOLE PERSON

A study of major aspects related to human health, including the impact on overall wellness of physical activity and nutrition, as well as the spiritual, intellectual, and emotional dimensions.

PED 2113 HEALTH AND PHYSICAL EDUCATION FOR THE ELEMENTARY CLASSROOM TEACHER

Designed to provide elementary education majors with an overview of the content information, organizational skills, and methods of instruction needed to teach health education and physical education in the elementary school (K-8).

PSC-PREPARATORY SKILLS FOR COLLEGE

PSC 1042 LIFE SKILLS

Explores the dynamics of self-esteem, relationships, personal ethics, positive mental attitude, time management, and goal-setting for success in college and in life.

VARSITY SPORTS

Rochester College offers students several options for intercollegiate athletic competition. Varsity sports taken for academic credit satisfy General Education requirements. Each sport may be taken for credit only one semester per academic year. Students have until the Census date to add these courses to their schedules. Requests received after the Census date require approval from the Vice Provost and are subject to a \$25 add/drop fee.

PED 2221 MEN'S VARSITY BASEBALL (SPRING)

Intercollegiate competition for men.

PED 2231 MEN'S VARSITY BASKETBALL (FALL)

Intercollegiate competition for men.

PED 2271 MEN'S VARSITY SOCCER (FALL)

Intercollegiate competition for men.

PED 2421 WOMEN'S VARSITY SOFTBALL (SPRING)

Intercollegiate competition for women.

PED 2431 WOMEN'S VARSITY BASKETBALL (FALL)

Intercollegiate competition for women.

PED 2461 WOMEN'S VARSITY VOLLEYBALL (FALL)

Intercollegiate competition for women.

PED 2471 WOMEN'S VARSITY SOCCER (FALL)

Intercollegiate competition for women.

PED 2741 CO-ED VARSITY GOLF (FALL)

Intercollegiate competition for men and women.



School of
HUMANITIES

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SCHOOL OF HUMANITIES

**(ART, COM, ENG, FLM, GEO, GER, HIS, HUM,
INF, INS, MUE, MUS, PHI, POS, SPA, THE)**

The faculty of the Humanities Department seeks to provide students both breadth and depth in their understanding of the individual disciplines in the humanities and greater awareness of the inter-relationships among these disciplines. Students explore numerous areas of study for the purpose of identifying their own academic interests and strengths. Along with acquiring a solid knowledge base in a wide range of subjects, students grow in the intellectual skills of thinking, communicating, and problem solving. The entire range of these academic challenges is explored in the context of constructing a Christian worldview through which the student's individual vocation may be discovered and refined. The graduate of the Humanities programs will be, in the best sense of the phrase, an educated person.

ACADEMIC OPPORTUNITIES

Students may pursue either the Bachelor of Arts degree in Humanities or the Bachelor of Arts or Bachelor of Science degree in Interdisciplinary Studies. Students pursuing the baccalaureate in Humanities complete a core of humanities courses that includes an introduction to the arts and sciences; focused coursework in history, literature, diversity studies, and performing arts; foreign language literacy coursework; and a Global Educational Opportunities experience. As well as experiencing the breadth of training in the humanities core, students completing the baccalaureate in Humanities have the opportunity to pursue in depth a concentration of interest. Concentrations available for focused study include mass communication, general science, history, international studies, literature, literature and writing, mathematics, music, performing arts, pre-law, professional writing, religion, and theatre. The combination of the humanities core and the focused concentration will enable students to be prepared and eligible for graduate studies in their areas of interest.

Students pursuing the baccalaureate in Interdisciplinary Studies select two concentrations for focused study, one concentration in the humanities and a second concentration in a broader range of arts, sciences, and professional studies. Students also complete a core of courses in philosophy and liberal arts that allows them to explore, understand, and appreciate the interdisciplinary connections between their concentrations. Students seeking the Bachelor of Arts in Interdisciplinary Studies also complete a modern foreign language literacy requirement.

CAREER OPPORTUNITIES

The humanities baccalaureate degrees not only prepare students for rich personal and academic growth, but they also prepare students to enter into the work world with the competencies that the marketplace is seeking: the ability to communicate clearly and effectively in writing and in speech, the ability to think creatively and critically, the ability to analyze and solve problems, and the ability to work effectively and constructively with others. Numerous career options are described in the following sections related to the individual concentrations available to the Humanities and Interdisciplinary Studies majors.

DEGREE REQUIREMENTS

BA WITH HUMANITIES MAJOR

REQUIREMENTS FOR THE BA IN HUMANITIES	
GENERAL EDUCATION CORE	49
MODERN FOREIGN LANGUAGE	6-8
HUMANITIES MAJOR	27
HUM 2103 Introduction to the Arts and Sciences	3
3000+ Western/American Heritage	6
3000+ Non-Western Studies/Diversity	3
3000+ Western/American Heritage or Non-Western Studies/Diversity	3
3000+ Literature	6
3000+ Performing Arts	6
HUMANITIES CONCENTRATION History, Literature, Literature and Writing, Music, Pre-Law, Religion, Theatre, or Performing Arts	24
MINOR (RECOMMENDED)	18
ELECTIVES	2-4
TOTAL CREDIT HOURS FOR HUMANITIES MAJOR	128

DEPARTMENT OF ENGLISH & FOREIGN LANGUAGE (ENG, FLM, GER, SPA)

The goal of the faculty in the areas of English and Foreign Language is to enable students to develop written communication and critical thinking skills that enhance their success in college and in their careers. Through literature courses, the instructors introduce the diversity of existing worldviews, the continuity of the human experience, and an appreciation for the historical, cultural, and spiritual values present in a study of literature.

Instruction is also provided in the Spanish and German languages. This coursework is designed to introduce students to the language, culture, and heritage of Spanish- and German-speaking peoples.

ACADEMIC OPPORTUNITIES

The Bachelor of Arts degree in English may include tracks in professional writing or literature, and the Interdisciplinary Studies and Humanities majors also feature concentrations in literature, literature and writing, and professional writing.

Students may also combine the study of English with teacher certification. Students may choose to certify to teach English at the secondary level. English courses are also an important component of the Language Arts major, which (with teacher certification) allows graduates to teach at the elementary level. More information on these degree programs can be found in the Department of Teacher Education section of this catalog.

An English minor may also be paired with most majors. Foreign language coursework fulfills a General Education requirement in all the Bachelor of Arts programs at Rochester College and serves as a valuable complement to other programs.

CAREER OPPORTUNITIES

Many employers value an English degree as a solid foundation for the world of work. The English major develops communication and critical thinking skills and provides a better understanding of human nature and universal issues and truths. Careers available to graduates with a degree in English writing include education, journalism, technical writing, business, law, library science, and government service.

In today's world, foreign language qualifications can be a valuable asset. Organizations engaged in global business seek multilingual graduates to fill positions in business, banking, and finance. Also, multilingual communicators may find jobs as translators or teachers.

DEGREE REQUIREMENTS

BA WITH ENGLISH MAJOR

REQUIREMENTS FOR THE BA IN ENGLISH		
GENERAL EDUCATION CORE		55-57
Modern Foreign Language (required)	6-8	
ENGLISH MAJOR		30
ENG 3000 level or above	3	
ENG 3000 level or above	3	
ENG 2413 World Literature	3	
ENG 3213 British Writers to 1800 OR ENG 3223 British Writers 1800-Present	3	
ENG 3313 American Writers to 1865 OR ENG 3323 American Writers 1865-Present	3	
ENG 3513 Critical Writing and Literary Analysis	3	
ENG 4413 Diversity in American Literature	3	
ENG 4523 Advanced Composition	3	
ENG 4533 Senior Writing Project	3	
CHOOSE ONE: ENG 4203 Shakespeare ENG 4723 Studies in Genre: Fiction ENG 4733 Studies in Genre: Poetry ENG 4743 Studies in Genre: Drama	3	
TRACK: LITERATURE OR PROFESSIONAL WRITING		9
LITERATURE TRACK		
ENG 3000 level or above-Literature courses		9
PROFESSIONAL WRITING TRACK		9
CHOOSE 9 HOURS:		
<ul style="list-style-type: none"> • ENG 2113 Aspects of the English Language • ENG 3523 Creative Writing • ENG 3613 Introduction to Linguistics • JRN 1101 Print Journalism (3 hrs. max) • JRN 1201 Digital Journalism (3 hrs. max) • JRN 2513 Media Writing 		
MINOR (RECOMMENDED)		18
ELECTIVES		14-16
TOTAL CREDIT HOURS FOR ENGLISH MAJOR		128

MINORS

- English Minor – Requires 18 hours of ENG beyond ENG 1123, including 12 hours of upper-division work in ENG.
- Foreign Language Minor – May be transferred in, but decisions on accepting transferred work to be counted toward a minor will be handled by the School of Humanities. Requires at least 6 hours in college-level intermediate language and 12 hours of literature or culture (beyond intermediate level in that same language), at least 9 of which must be 3000+ level.
- Humanities Minor – Requires 6 hours from ENG 2413, 3213, 3223, 3313, 3323; 6 hours from ART 2003, FLM 2013, HUM 2003 or 2103; and 6 upper-division hours of either COM or ENG.
- Professional Writing Minor – Requires JRN 2513 and either PRN 2613 or PRN 3513. Also requires ENG 4523, ENG 4533, and 2 of the following: ENG 2113, ENG 3513, ENG 3523, and ENG 3613.

DEPARTMENT OF HISTORY & POLITICAL SCIENCE

(GEO, HIS, POS)

The faculty in the department of History and Political Science strives to provide a deeper understanding of the world in which we live by exploring the political, cultural, social, and economic past of the world's civilizations. The instructors also seek to enrich students' understanding and knowledge of humanity's various spiritual heritages. In addition, guidance is offered in historical research, writing skills, and critical thinking.

The political science faculty seeks to provide credible introductory and upper-division courses and to create an environment that inspires discussion regarding the morality of public policies and outcomes of the legal system. All the course offerings emphasize the historical and philosophical foundations of American government. Legal courses stress the powers of common law courts to make law.

ACADEMIC OPPORTUNITIES

Students may complete the Bachelor of Arts degree in Humanities or the Bachelor of Arts or Science degree in Interdisciplinary Studies with concentrations in History and/or Pre-law. These degrees provide an excellent foundation for graduate training in historical studies, law, political science, journalism, library science, education, and many other fields. Teacher certification may be earned in History and Social Studies, allowing graduates to teach at the elementary or secondary level. Minors in History, American Studies, Pre-law, and Social Studies are also available and may be combined with other majors.

CAREER OPPORTUNITIES

The B.A. or B.S. with a concentration in History provides an excellent foundation for careers in elementary, secondary, or post-secondary education; law; governmental service; journalism; library, museum, and archival work; historical research and writing; and many other fields. Preparation for a law career should include a minimum of a minor in Pre-law or American Legal Studies to accompany the core curriculum of the baccalaureate.

MINORS

- History Minor – 18 hours of HIS, including 6 hours of upper-division coursework.
- American Studies Minor – Requires BUS 3303; 2 courses from HIS 3523, 3533, 3543, or 3553; POS 2023 and 2043; and POS 4013 or 4213.
- Pre-Law Minor – Requires BUS 3303; MED 4113; plus 12 hours from POS.
- Social Science Minor – Requires 18 hours, including 6 hours of upper division credit, and coursework from at least 2 of the following disciplines: geography, history, political science, psychology, or sociology.

DEPARTMENT OF MUSIC, THEATRE & VISUAL ARTS

(ART, MUS, THE)

The Music, Theatre, and Visual Arts Department provides an aesthetic education for all students and enhances the aesthetic awareness of the college community, its constituency, and the community. The faculty seeks to foster an attitude of service, designing programs to prepare students to serve as professional musicians, actors, artists, and teachers with a Christian perspective and to prepare them for additional study in conservatories and graduate schools.

ACADEMIC OPPORTUNITIES

Students may pursue a major in music leading to a Bachelor of Arts or Bachelor of Science in Music. The degree allows for 27 hours of electives (35 in the case of the Bachelor of Science), which gives students an opportunity to pursue a concentration or minor in a field of their choice. Students may also pursue K-12 certification in Music with the Bachelor of Science in Music Education, described in the Teacher Education portion of this catalog.

Alternatively, students may pursue a music concentration within the Humanities or Interdisciplinary Studies major, or a minor in music may be elected to complement any Bachelor's degree.

Students may pursue a Theatre major, theatre concentration within the Humanities or Interdisciplinary Studies major, or a minor in Theatre which may be elected to complement any Bachelor's degree.

Art courses serve as elective credit in any degree program. Courses in art help to provide a broader base of experience for the liberal arts degrees.

CAREER OPPORTUNITIES

Academic groundwork in music prepares students for careers as performers, teachers, conductors, music ministers, support personnel for musical enterprises, music therapy specialists, or music business people. Graduate study is highly recommended for

those interested in teaching or music therapy, but advancement in performance and ministry-related fields is often achieved through experience. Graduates of the Music Department have gone on to complete graduate degrees in private and public institutions and have enjoyed successful careers as performers, teachers, and musical entrepreneurs.

Academic groundwork in Theatre prepares students for careers as performers, theatre managers, stage managers, technical designers, theatre critics, writers, or educators. Theatre training also provides an excellent foundation for a host of other careers, including radio and television, music, advertising, marketing, law, public speaking, and ministry.

Graduates who have a background in art are better qualified to pursue occupations in education, art design, interior design, museum administration, art collection directorship, and other specializations in the fine arts.

ADMISSION TO THE BA/BS IN MUSIC

Students who declare Music as a major must satisfy benchmarks in music theory and performance each semester. Failure to make good academic progress in any semester may jeopardize the student's career as a Music major. All students are required to audition on their major instrument and take a music theory diagnostic exam before the first semester of study begins. Contact the Music Department for more information and specific procedures.

REQUIREMENTS IN MUSIC

Each semester, those enrolled in applied music lessons must attend scheduled recitals. Applied music and ensemble courses may be repeated for credit. Participation in a major ensemble is also expected of all Music majors every semester they are enrolled at Rochester College. Those pursuing the BA or BS in Music must choose to study a major instrument or voice for at least six semesters and a minor instrument or voice for at least four semesters. All Music majors must pass a keyboard skills exam or make a grade of B or better in MUS 3202 Keyboard Harmony before the senior year of study. MUS 4601 Senior Seminar in Music is also required as a Capstone course. All Music majors must complete a capstone project, which may consist of a performance recital, composition recital, or extended academic presentation.

REQUIREMENTS IN THEATRE

The Theatre major, whether the BA or BS, consists of 45 credit hours. In addition, Theatre majors must choose an academic minor. For their General Education humanities requirement, Theatre majors must take HUM 2003 Appreciation of the Arts.

Recommended courses for Theatre Majors are the following: ART 1413/1423 Drawing I/II, BIO 2313 Nutrition, BUS 3003 Business Communication, COM 3013 Communication Theory, ENG 3513 Critical Writing and Literary Analysis, ENG 3523 Creative Writing, FLM 2423 Film History, JRN 2513 Media Writing, PED 2022 Health and Wellness of the Whole Person, PHI 2013 Introduction to Philosophy, and PSY 2013 General Psychology or PSY 2223 Lifespan Development.

Theatre Concentration-- Please see Interdisciplinary concentrations under Theatre and Performing Arts for information regarding Theatre concentrations in Humanities or Interdisciplinary Studies.

Theatre Minor—Students may select 18 hours from the following courses to complete the minor. No more than 3 total hours in any combination from the following: THE 1011, THE 1021, THE 1031, THE 1041, THE 1051, THE 4601. Additional courses for a Theatre Minor are THE 1103, THE 2103, THE 2113, THE 2213, THE 3113, THE 3303, THE 3603, THE 3413, THE 4113, THE 4143, THE 4813, THE 4893, THE 4613.

REQUIREMENTS IN VISUAL ART

Visual arts courses are open to all students. Enrichment options are built into each course to accommodate advanced students.

DEGREE REQUIREMENTS

BA WITH MUSIC MAJOR

REQUIREMENTS FOR THE BA/BS IN MUSIC		
GENERAL EDUCATION CORE		49-51
Modern Foreign Language (BA only)	6-8	
MUSIC MAJOR		50
CHOOSE FOUR HOURS: MUS 1101 A Cappella Chorus MUS 1121 Autumn MUS 1161 Community Choral Ensemble MUS 1171 Concert Band	4	
MUS 1203 Music Foundations	3	
MUS 1211 Ear Training I	1	
MUS 1213 Theory I	3	
MUS 1221 Ear Training II	1	
MUS 1223 Theory II	3	
MUS 2211 Ear Training III	1	
MUS 2213 Theory III	3	
MUS 3202 Keyboard Harmony	2	
MUS 3303 History of Western Music Survey	3	
MUS 3333 World Music	3	
MUS 3343 Music in America	3	
MUS 3403 Conducting	3	
MUS 3603 Technology in Music	3	
MUS 4213 Arranging/Scoring	3	
MUS 4601 Senior Seminar in Music	1	
Major Instrument or Voice (6 semesters)	6	
Minor Instrument or Voice (4 semesters)	4	
ELECTIVES		27-37
TOTAL CREDIT HOURS FOR MUSIC MAJOR		128

Music Minor—Requires MUS 1203, 1211, 1213, and 11 hours of MUS with 6 upper-division hours and no more than 2 hours of ensemble.

REQUIREMENTS FOR THE BA/BS IN THEATRE	
GENERAL EDUCATION CORE (BS 49 HOURS AND BA 55-57)	49-57
Modern Foreign Language (BA only)	6-8
THEATRE MAJOR	45
PRODUCTION CORE CHOOSE ONE OR MORE OF THE FOLLOWING EACH SEMESTER UNTIL 8 HOURS ARE COMPLETED: <ul style="list-style-type: none"> • THE 1011 Stagecraft • THE 1021 Performance Workshop • THE 1031 Ensemble Acting • THE 1041 Production Practicum • THE 1051 Design Practicum 	8
MAJOR CORE TAKE ALL OF THE FOLLOWING: <ul style="list-style-type: none"> • THE 1103 Acting I • THE 2103 Acting II • THE 2113 Technical Theatre • THE 3303 History of Western Theatre • THE 4601 Senior Seminar in Theatre • THE 4603 Dramatic Criticism • THE 4143 Theatre and Religion • THE 4813 Senior Project in Theatre • THE 4893 Theatre Internship 	25
MAJOR ELECTIVES CHOOSE 4 OF THE FOLLOWING: <ul style="list-style-type: none"> • THE 2213 Musical Theatre Workshop • THE 3413 Design for the Theatre • THE 4113 Directing • THE 3113 Theatre for Young Audiences • THE 4613 Special Topics in Theatre • MUE 3423 Production of the School Musical • ENG 4203 Shakespeare • ENG 4743 Studies in Genre: Drama 	12
MINOR (REQUIRED)	18
ELECTIVES (BS 16 HOURS AND BA 8-10)	8-16
TOTAL CREDIT HOURS FOR THEATRE MAJOR	128

DEPARTMENT OF

PHILOSOPHY &
INTERDISCIPLINARY
STUDIES

(INS, PHI)

The goal of the Department of Philosophy and Interdisciplinary Studies is to enable students to explore the value and depths of a liberal arts education in diverse and creative ways which will prepare them for a lifetime of quality study and service in the vocations of their choosing.

Interdisciplinary programs are the result of profound changes taking place across the spectrum of academic disciplines. Advances in science and technology, along with realities such as globalization and multiculturalism, make clear that the boundaries between the traditional disciplines are not as distinct as once thought. It is now widely acknowledged that higher education must prepare students to think critically and creatively across traditional boundaries, to operate effectively in cross-cultural environments, and to navigate the interrelationships of different disciplines. Toward this end, the Department of Philosophy and Interdisciplinary Studies includes opportunities to study in more than one academic field within the same degree, as well as opportunities to develop a philosophical foundation through an “Interdisciplinary Core” designed to explore the relationships between the disciplines chosen. The department also provides opportunities for students to experience and explore diverse cultures through their academic programs.

ACADEMIC OPPORTUNITIES

The Bachelor of Science and Arts in Interdisciplinary Studies allows students to combine two or more areas of study into one degree. The different areas of study are tied together by a specifically designed Interdisciplinary Core. The interdisciplinary options also include a specifically designed degree plan for students interested in preparing for medical school, law school, or other

disciplines in the liberal arts. An option for a self-designed Honors Program for qualifying students is also available.

CAREER OPPORTUNITIES

More than ever, professional employers and many post-baccalaureate academic programs seek graduates that have diverse backgrounds in the liberal arts and the skills to think critically, communicate effectively, and perform a broad range of tasks. For this reason, the diversity of a degree in Interdisciplinary Studies uniquely prepares students for a number of different career and vocational pursuits. With the right combination of concentrations, the degree plan is especially designed for students interested in preparing for medical school, law school, or graduate school in philosophy, religion, theatre, or other liberal arts fields.

In addition, this degree plan offers students with professional interests an opportunity to develop a broad intellectual resource base as well as the reasoning, speaking, and writing skills sought by many employers.

DEGREE REQUIREMENTS

The BS with Interdisciplinary Studies Major with a concentration in Pre-Med allows students to incorporate a concentration specifically designed for Medical School and MCAT preparation into an Interdisciplinary degree.

BS IN INTERDISCIPLINARY STUDIES WITH A CONCENTRATION IN PRE-MED		
GENERAL EDUCATION CORE	42	
INTERDISCIPLINARY STUDIES CORE	6	
PHI 2013 Introduction to Philosophy	3	
Any Upper-Division PHI course	3	
PRE-MED CONCENTRATION	48	
BIO 1014 Biological Science I (satisfies General Education science)	4	
BIO 1024 Biological Science II	4	
BIO 3324 Microbiology	4	
BIO 3414 Genetics	4	
CHE 1514 College Chemistry I	4	
CHE 1524 College Chemistry II	4	
CHE 2514 Organic Chemistry I	4	
CHE 2524 Organic Chemistry II	4	
CHE 3514 Biochemistry I	4	
PHS 2014 General Physics I/Lab	4	
PHS 2024 General Physics II/Lab	4	
MAT 2514 Calculus and Analytic Geometry I (recommended)	4	
SECOND AREA OF CONCENTRATION— Must include at least 12 upper-division hours and be selected from the following options:	24	
<ul style="list-style-type: none"> • Business (BS only) • Communication • History • International Studies • Literature • Literature & Writing • Mathematics (BS only) • Music • Performing Arts • Pre-Law • Professional Writing (BS only) • Psychology (BS only) • Religion • Theatre 		
ELECTIVES (MAY NEED MORE UPPER DIVISION)		8
TOTAL CREDIT HOURS FOR INTERDISCIPLINARY STUDIES MAJOR		128

BS WITH INTERDISCIPLINARY STUDIES MAJOR WITH A CONCENTRATION IN PRE-PHYSICIAN ASSISTANT

This degree plan allows students to incorporate a concentration specifically designed for PA programs into an Interdisciplinary degree.

REQUIREMENTS FOR THE BS IN INTERDISCIPLINARY STUDIES WITH A CONCENTRATION IN PRE-PHYSICIAN'S ASSISTANT		
GENERAL EDUCATION CORE	42	
INTERDISCIPLINARY STUDIES CORE	6	
PHI 2013 Introduction to Philosophy	3	
PHI 3000+ Course	3	
PRE-PA CONCENTRATION	38	
BIO 1014 Biological Science I (satisfies General Education science)	4	
BIO 2114 Human Anatomy and Physiology I	4	
BIO 2124 Human Anatomy and Physiology II	4	
BIO 2313 Nutrition	3	
BIO 3324 Microbiology	4	
CHE 1514 College Chemistry I	4	
CHE 1524 College Chemistry II	4	
CHE 2514 Organic Chemistry I	4	
PSY 2013 General Psychology OR PSY 2223 Lifespan Development	3	
MAT 1334 Pre-Calculus (Calculus I suggested)	4	
*Depending on PA school, a 3000 level Physiology course may also be required.		
SECOND AREA OF CONCENTRATION— Must include at least 9 upper-division hours and be selected from the following options:	24	
<ul style="list-style-type: none"> • Business (BS only) • Communication • History • International Studies • Literature • Literature & Writing • Mathematics (BS only) • Music • Performing Arts • Pre-Law • Professional Writing (BS only) • Psychology (BS only) • Religion • Theatre 		
ELECTIVES (MAY NEED MORE UPPER DIVISION)		18
TOTAL CREDIT HOURS FOR INTERDISCIPLINARY STUDIES MAJOR		128

**THE BA/BS WITH
INTERDISCIPLINARY STUDIES MAJOR**

This degree plan allows students to select two areas of study from several degree concentrations with emphases in liberal arts and sciences. The Interdisciplinary Core is designed to help students develop a philosophical foundation which will be useful in understanding, comparing, and integrating different disciplines of study and different aspects of the human experience.

REQUIREMENTS FOR THE BA/BS IN INTERDISCIPLINARY STUDIES	
GENERAL EDUCATION CORE	49
INTERDISCIPLINARY STUDIES CORE	15
PHI 2013 Introduction to Philosophy	3
Six hours of upper-division PHI courses	6
Any upper-division course from another liberal arts area, not including courses from the first and second concentration. General Education hours may not be used to meet this requirement.	3
PHI 4813 Senior Project in Interdisciplinary Studies (If one of the selected concentrations has a Capstone course, an additional liberal arts course may be substituted.)	3
INTERDISCIPLINARY STUDIES MAJOR	
FIRST AREA OF CONCENTRATION. Must include at least 8 upper-division hours and be selected from the following options: <ul style="list-style-type: none"> • General Science (BS only) • *History • International Studies • *Literature • *Literature & Writing • Mathematics (BS only) • *Music • *Pre-Law • Professional Writing (BS only) • *Religion • *Theatre 	24
SECOND AREA OF CONCENTRATION. Must include at least 8 upper-division hours and be selected from the following options. Note: Pre-med has a specialized first concentration. The second concentration should be taken from this list. <ul style="list-style-type: none"> • Business (BS only) • General Science (BS only) • *History • *Literature & Writing • Mass Communication (BS only) • Mathematics (BS only) • *Pre-Law • Professional Writing (BS only) • Psychology (BS only) 	24
MODERN FOREIGN LANGUAGE (BA ONLY)	8
ELECTIVES	8-16
TOTAL CREDIT HOURS FOR INTERDISCIPLINARY STUDIES MAJOR	128

* Can be used for Humanities Concentrations.

BA IN INTERDISCIPLINARY STUDIES WITH HONORS

This degree allows qualified students the opportunity to significantly design their own degree plans in line with specific interdisciplinary interests. The program gives qualified students a tremendous level of flexibility to pursue specific interests and to explore the creative possibilities of Interdisciplinary Studies. For a student to qualify, the following criteria must be met:

- New students must have a minimum ACT score of 27 or a minimum SAT score of 1200, and must have graduated from high school with a GPA of 3.5 or higher and/or be in the top ten percent of their graduating class.
- Transfer students or continuing Rochester students who wish to enroll in this degree can use their previous college performance as criteria. They must have completed at least 30 hours of college credit with a minimum GPA of 3.2, with at least two faculty recommendations.
- In order to receive this Honors degree, students must graduate with a minimum GPA of 3.4. If the student's final GPA is below 3.4, then the "Honors" distinction will be dropped from the degree, and the student's program will be considered under the normal Rochester College academic guidelines and count as a normal BA in Interdisciplinary Studies.
- Once the above criteria are met, the student must submit a proposal for his/her self-designed program, meeting the requirements outlined below. Proposals must be outlined on the "Proposal/Rationale Form" (available in the Department of Interdisciplinary Studies) and must be submitted to and approved by a committee consisting of the Dean of the School of Humanities, the Provost and/or Vice Provost, and one other appropriate faculty member that the committee selects. This process must be completed before 60 hours of credit is completed.

REQUIREMENTS FOR THE BA IN INTERDISCIPLINARY STUDIES WITH HONORS	
GENERAL EDUCATION CORE	49
Honors students are encouraged to choose as many upper-division classes in the General Education categories as possible.	
INTERDISCIPLINARY STUDIES CORE	15
PHI 2013 Introduction to Philosophy	3
Any upper-division PHI courses	6
Any upper-division course from another liberal arts area, not including courses from the self-designed program. General Education hours may not be used to meet the requirement.	3
PHI 4813 Senior Project in Interdisciplinary Studies	3
MODERN FOREIGN LANGUAGE	6-8
SELF-DESIGNED PROGRAM (At least 42 hours of the self-designed program must be upper-division hours.)	56-58
TOTAL CREDIT HOURS FOR INTERDISCIPLINARY STUDIES WITH HONORS	128

MINORS

Philosophy Minor – Requires 18 hours of PHI coursework, including PHI 2013.

International Studies Minor – Requires participation in one of Rochester College's international programs through Global Educational Opportunities (GEO); at least 6 hours of the same foreign language; at least 6 hours of liberal arts courses taken in a GEO international program; 3 hours (which cannot overlap with one's major core or the General Education core) from BIB 4013, 4123, BUS 3033, COM 3533, HIS 3313, 3323, 4323; 3 hours (which cannot overlap with one's major core or the General Education core) from ENG 2413, 4413, GEO 3113, HIS 3423, MIN 2401/2/3, MUS 3333, PHI 3043,3923.

INTERDISCIPLINARY CONCENTRATIONS

BUSINESS CONCENTRATION*	
ACC 2113 Accounting I	3
ACC 2123 Accounting II	3
CHOOSE ONE: <ul style="list-style-type: none"> BUS 2403 Macroeconomics BUS 2413 Microeconomics 	3
BUS 3003 Business Communication	3
BUS 3303 Business Law	3
FIN 3203 Principles of Finance	3
MGT 2603 Principles of Management	3
MKT 2503 Principles of Marketing	3
TOTAL CREDIT HOURS	24

**For the Business Concentration, the Capstone course must be a part of the second concentration of the Interdisciplinary Studies core.*

GENERAL SCIENCE CONCENTRATION	
Select one Laboratory Science sequence (another sequence must be included in the General Education core): <ul style="list-style-type: none"> BIO 1014 AND 1024 Biological Science I and II CHE 1514 AND 1524 College Chemistry I and II PHS 2014 AND 2024 General Physics I and II 	8
CHOOSE 16 HOURS: <ul style="list-style-type: none"> BIO 1124 Zoology BIO 2114 Human Anatomy and Physiology I BIO 2124 Human Anatomy and Physiology II BIO 2224 Introductory Botany and Zoology BIO 3114 Botany BIO 3213 General Ecology BIO 3324 Microbiology BIO 3414 Genetics CHE 2514 Organic Chemistry I CHE 2524 Organic Chemistry II CHE 3514 Biochemistry I NSC 2204 Natural Science Field Study PHS 3004 Astronomy NSC 3114 Earth's Waters NSC 4612 Senior Seminar NSC 4901, 4902, OR 4903 Special Topics in Science Laboratory Science sequence from above 	16
TOTAL CREDIT HOURS	24

HISTORY CONCENTRATION	
CHOOSE THREE: <ul style="list-style-type: none"> HIS 1313 Western Civilization to 1500 HIS 1323 Western Civilization, 1500 to Present HIS 2513 United States History to 1877 HIS 2523 United States History, 1877 to Present 	9
CHOOSE FOUR: <ul style="list-style-type: none"> HIS 2113 Michigan History HIS 3313 The French Revolution and Napoleonic Era HIS 3323 Nineteenth-Century Europe HIS 3423 Globalization and the Developing World HIS 3503 Women in American History HIS 3513 History of American Foreign Relations HIS 3523 Colonial and Revolutionary America HIS 3533 The Early American Republic HIS 3543 The Rise of Industrial America HIS 3553 America in World Crises HIS 3813 Historical Research and Writing HIS 4323 Europe in the Age of World Wars HIS 4333 Europe since 1945 HIS 4513 The American Civil War Era HIS 4523 Recent America, 1952 to Present HIS 4613 Selected Topics in History 	12
HIS 4813 Senior Project in History	3
TOTAL CREDIT HOURS	24

INTERNATIONAL STUDIES CONCENTRATION*	
Minimum of six hours of the same modern foreign language	6
Six hours of liberal arts taken while participating in an RC GEO international program	6
CHOOSE SIX HOURS FROM: <ul style="list-style-type: none"> BIB 4013 Biblical Archaeology BIB 4123 Archaeology of Biblical Tamar in Israel (Fieldwork) BUS 3033 International Business COM 3533 Intercultural Communication HIS 3313 The French Revolution and Napoleonic Era HIS 3323 Nineteenth-Century Europe HIS 4323 Europe in the Age of World Wars HIS 4333 Europe since 1945 	6
CHOOSE SIX HOURS FROM: <ul style="list-style-type: none"> ENG 2413 World Literature Survey ENG 4413 Diversity in American Literature GEO 3113 World Regional Geography HIS 3423 Globalization and the Developing World MIN 2401/2/3 Missions Outreach Internship MUS 3333 World Music PHI 3043 Diversity Seminar PHI 3923 World Religions 	6
TOTAL CREDIT HOURS	24

**For the International Studies concentration, the Capstone course must be a part of the second concentration of the Interdisciplinary Studies core.*

LITERATURE CONCENTRATION	
ENG 3513 Critical Writing and Literary Analysis	3
CHOOSE ONE: <ul style="list-style-type: none"> ENG 2413 World Literature Survey OR ENG 4413 Diversity in American Literature 	3
CHOOSE ONE: <ul style="list-style-type: none"> ENG 3213 British Writers to 1800 OR ENG 3223 British Writers, 1800 to Present 	3
CHOOSE ONE: <ul style="list-style-type: none"> ENG 3313 American Writers to 1865 OR ENG 3323 American Writers, 1865 to Present 	3
CHOOSE ONE: <ul style="list-style-type: none"> ENG 4203 Shakespeare ENG 4723 Studies in Genre: Fiction ENG 4733 Studies in Genre: Poetry ENG 4743 Studies in Genre: Drama 	3
ENG 4533 Senior Writing Project	3
6 additional hours of any upper-division ENG literature	6
TOTAL CREDIT HOURS	24

LITERATURE AND WRITING CONCENTRATION	
ENG 3513 Critical Writing and Literary Analysis	3
CHOOSE ONE: <ul style="list-style-type: none"> ENG 2413 World Literature Survey OR ENG 4413 Diversity in American Literature 	3
CHOOSE ONE: <ul style="list-style-type: none"> ENG 3213 British Writers to 1800 OR ENG 3223 British Writers, 1800 to Present 	3
CHOOSE ONE: <ul style="list-style-type: none"> ENG 3313 American Writers to 1865 OR ENG 3323 American Writers, 1865 to Present 	3
CHOOSE ONE: <ul style="list-style-type: none"> ENG 4203 Shakespeare ENG 4723 Studies in Genre: Fiction ENG 4733 Studies in Genre: Poetry ENG 4743 Studies in Genre: Drama 	3
CHOOSE ONE: <ul style="list-style-type: none"> ENG 2113 Aspects of the English Language ENG 3613 Introduction to Linguistics 	3
CHOOSE ONE: <ul style="list-style-type: none"> ENG 3523 Creative Writing ENG 4523 Advanced Composition 	3
ENG 4533 Senior Writing Project	3
TOTAL CREDIT HOURS	24

MASS COMMUNICATION CONCENTRATION	
COM 3013 Communication Theory	3
COM 3513 Small Group Communication	3
COM 3533 Intercultural Communication	3
MED 2013 Introduction to Mass Communication	3
PRN 2613 Introduction to Public Relations	3
MED 3003 Media and Society	3
Choose 6 hours of MED, JRN, PRN courses	6
TOTAL	24

MATHEMATICS CONCENTRATION	
MAT 1334 Pre-Calculus	4
MAT 2514 Calculus and Analytic Geometry I	4
MAT 2524 Calculus and Analytic Geometry II	4
MAT 3534 Calculus and Analytic Geometry III	4
MAT 3614 Linear Algebra	4
MAT 3624 Differential Equations	4
TOTAL CREDIT HOURS	24

Students with AP credit in Calculus must take 6 hours of the following: MAT 2233, 2413, 3303, OR 4653.

MUSIC CONCENTRATION	
MUS 1203 Music Foundations AND MUS 1211/3 Ear Training & Theory I (7 hours) OR MUS 1211/3 AND 1221/3 Ear Training & Theory I & II (8 hours) (must pass theory placement exam)	7-8
CHOOSE 3-4 HOURS: • MUS 1101-1171 Music Ensemble • MUS 10X1-40X1 Private Instruction	3-4
CHOOSE TWO OF THE FOLLOWING: • MUS 3303 History of Western Music Survey • MUS 3333 World Music • MUS 3343 Music in America	6
CHOOSE 6 HOURS MUS AT THE 3000 OR 4000 LEVEL: • Any musicology courses listed above • MUE 3403 Conducting • MUE 3423 Production of the School Musical • MUE 3603 Technology in Music • MUS 4213 Arranging and Scoring	6
MUS 4601 Senior Seminar in Music	1
TOTAL CREDIT HOURS	24

PERFORMING ARTS CONCENTRATION ¹	
MUS 1203 Music Foundations AND MUS 1213 Theory I OR MUS 1213 Theory I AND MUS 1223 Theory II (must pass theory placement exam)	6
MUE 3423 Production of the School Musical OR THE 2213 Musical Theatre Workshop	3
CHOOSE ONE FROM: • MUE 3403 Conducting • MUE 3603 Technology in Music • MUS 3303 History of Western Music Survey • MUS 3333 World Music • MUS 3343 Music in America	3
THE 1103 Acting I	3
THE 2103 Acting II	3
CHOOSE ONE FROM: • THE 3303 History of Western Theatre • THE 3413 Design for the Theatre • THE 4603 Dramatic Criticism • THE 4113 Directing	3
CHOOSE ONE FROM: • MUS 4601 Senior Seminar in Music • THE 4601 Senior Seminar in Theatre	1
CHOOSE TWO FROM: • MUS 10X1 Applied Private Lessons • MUS 1101 A Cappella Chorus • MUS 1121 Autumn • MUS 1161 Community Choral Ensemble • MUS 1171 Concert Band • THE 1011 Stagecraft • THE 1021 Performance Workshop • THE 1031 Ensemble Acting • THE 1041 Production Practicum • THE 1051 Design Practicum	2
TOTAL CREDIT HOURS	24

¹ If Music is the student's other concentration in the Interdisciplinary Studies program, the student must take 3 additional hours of ensemble and/or applied music and 3 additional hours in upper division music courses to complete the Music concentration.

If Theatre is the student's other concentration in the Interdisciplinary Studies program, the student may elect to take ENG 4203 Shakespeare and/or an additional 3 hours in THE 1011, 1021, 1031, or 1041 as part of the 18-hour block of core courses in the Theatre concentration.

PRE-LAW CONCENTRATION	
BUS 3303 Business Law	3
HIS 3533 Early American Republic	3
MED 4113 Media Law	3
POS 2023 Introduction to the American Legal System	3
POS 2043 Criminal Law and Procedure	3
POS 4013 American Constitutional Law	3
POS 4213 Substantive Criminal Law	3
POS 4913 Directed Legal Research	3
TOTAL	24

PRE-MED CONCENTRATION	
BIO 1014/1024 Biological Science I & II	8
BIO 3324 Microbiology	4
BIO 3414 Genetics	4
CHE 1514/1524 College Chemistry I & II	8
CHE 2514/2524 Organic Chemistry I & II	8
CHE 3514 Biochemistry I	4
PHS 2014/2024 General Physics I & II	8
MAT 1334 Pre-Calculus OR MAT 2514 Calculus I (recommended)	4
TOTAL CREDIT HOURS	48

PRE-PHYSICIAN'S ASSISTANT CONCENTRATION*	
BIO 1014 Biological Science I	4
BIO 2114/2124 Human Anatomy and Physiology I & II	8
BIO 2313 Nutrition	3
BIO 3324 Microbiology	4
CHE 1514/1524 College Chemistry I & II	8
CHE 2514 Organic Chemistry I	4
PSY 2013 General Psychology OR PSY 2223 Life Span Development	3
MAT 1334 Pre-Calculus (MAT 2514 Calculus I suggested)	4
TOTAL CREDIT HOURS	38

*Depending on PA school, a 3000 level Physiology course may also be required.

PROFESSIONAL WRITING CONCENTRATION	
ENG 2113 Aspects of the English Language	3
ENG 3513 Critical Writing and Literary Analysis	3
ENG 3523 Creative Writing	3
ENG 3613 Introduction to Linguistics	3
ENG 4523 Advanced Composition	3
ENG 4533 Senior Writing Project	3
JRN 2513 Media Writing	3
CHOOSE ONE: <ul style="list-style-type: none"> PRN 2613 Introduction to Public Relations PRN 3513 Public Relations Writing and Visual Design 	3
TOTAL CREDIT HOURS	24

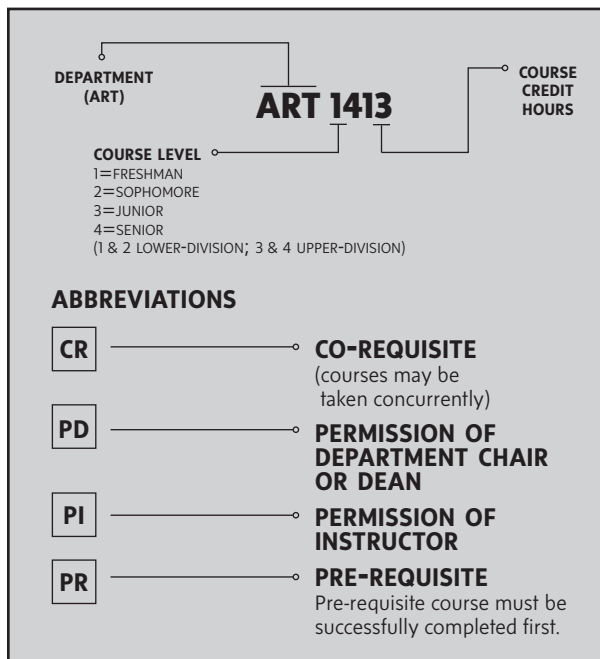
PSYCHOLOGY CONCENTRATION	
PSY 2013 General Psychology	3
CHOOSE ONE: <ul style="list-style-type: none"> PSY 2113 Psychology of Adjustment PSY 2223 Life Span Development 	3
CHOOSE ONE: <ul style="list-style-type: none"> PSY 3013 Psychology of Personality PSY 3093 History and Systems of Psychology 	3
PSY 3033 Abnormal Psychology	3
CHOOSE FOUR COURSES FROM THE FOLLOWING (at least three must be PSY): <ul style="list-style-type: none"> Any PSY (9-12 hours) OR Choose one from SOC 2013, 2023, 2033, SWK 2013, 3003, 3103 	12
TOTAL CREDIT HOURS	24

RELIGION CONCENTRATION	
BIB 3000 or above textual course	6
REL 2983 Biblical Interpretation	3
CHOOSE ONE: <ul style="list-style-type: none"> REL 3793 History and Theology of the Christian Tradition I REL 3893 Special Topics in Historical Theology 	3
REL 4003 History and Theology of the Christian Tradition II	3
Choose 9 hours from any MIN or REL	9
TOTAL CREDIT HOURS	24

THEATRE CONCENTRATION	
NO MORE THAN 3 HOURS FROM THE FOLLOWING: <ul style="list-style-type: none"> • THE 1011 Stagecraft • THE 1021 Performance Workshop • THE 1031 Ensemble Acting • THE 1041 Production Practicum • THE 1051 Design Practicum 	3
CHOOSE SIX FROM: <ul style="list-style-type: none"> • THE 1103 Acting I • THE 2103 Acting II • THE 2113 Technical Theatre • THE 2213 Musical Theatre Workshop • THE 3113 Theatre for Young Audiences • THE 3303 History of Western Theatre • THE 3413 Design for the Theatre • THE 4603 Dramatic Criticism • THE 4113 Directing • THE 4143 Theatre and Religion • THE 4613 Special Topics in Theatre • THE 4893 Theatre Internship 	18
THE 4813 Senior Project in Theatre	3
TOTAL CREDIT HOURS	24

COURSE DESCRIPTIONS

Rochester College uses a four-digit course numbering system. In each course number, the first digit represents the course level; freshman level courses begin with “1,” sophomore courses begin with “2,” junior courses “3,” and senior courses “4.” Courses that begin with “1” or “2” are lower-division, and courses that begin with “3” or “4” are upper-division. The fourth digit represents the number of credit hours the course is worth.



ART—ART

ART 1413 DRAWING I

Creating convincing images on paper with rendering techniques by maximizing the use of composition, volume, and perspective. Improve visual observation skills of nature and light to reach objectives. Understand the effect of line quality, shape, value, texture, space, and color. Course fee.

ART 1423 DRAWING II

Emphasizes individual creative expression by developing a greater understanding of advanced conceptual and technical issues. Explores a wide range of various drawing media, including mixed media and collage. Still life, the figure, landscape, interiors, and abstract subject matter are integrated in this course. PR: ART 1413 or PI. Course fee.

ART 2003 ART APPRECIATION

An introduction to the visual arts that helps students understand and appreciate a range of media, artists, movements, and periods in history. Includes basic concepts and terminology associated with visual literacy and encourages students to develop judgment in art analysis and criticism.

ART 2443 TWO-DIMENSIONAL DESIGN

Investigates different theories of compositional design elements on a flat surface. A variety of techniques, including drawing, collage, mixed media, painting, and digital photography are explored. Practical principles of graphic design, basic color theory, and creative visual thinking are integral parts of the course. Course fee.

COM—COMMUNICATION

COM 1013 COMMUNICATION BASICS

Theory and practice in a variety of communication contexts, including verbal, nonverbal, perception, and listening. Includes practice in organizing and delivering speeches.

COM 2223 PUBLIC SPEAKING

Public speaking theory and practice. Students prepare and deliver several types of speeches. PR: C- or better in COM 1013.

COM 3013 COMMUNICATION THEORY

Survey of communication theories and models upon which communication studies are built. PR: C- or better in COM 1013 and ENG 1123.

COM 3513 SMALL GROUP COMMUNICATION

Theories and techniques for small groups in various settings. PR: C- or better in COM 1013.

COM 3523 INTERPERSONAL COMMUNICATION

Elements of communication between two or more persons in family, social, work, church, and computer-mediated settings. PR: C- or better in COM 1013.

COM 3533 INTERCULTURAL COMMUNICATION

Major theories and concepts involved in intercultural communication. Emphasis on increasing awareness of and sensitivity to persons of other cultures and/or co-cultures and improving personal effectiveness in intercultural communication. PR: C- or better in COM 1013.

COM 4613 SPECIAL TOPICS

Various Communication topics chosen by students or instructor.

COM 4813 SENIOR PROJECT IN COMMUNICATION

Preparation of a major paper in an area of the student's interest. PR: Senior status and PI.

ENG—ENGLISH

ENG 1003 BASIC WRITING

Practice in the basics of writing: parts of speech, grammar, punctuation, and syntax. Focuses on the writing process and paragraph development. Required of students with an ACT English score of 15 or below. Does not count toward graduation.

ENG 1013 FUNDAMENTALS OF COMPOSITION

Reviews mechanics and introduces students to the writing process and various forms of essay writing. Required of all students with an ACT English score of 16 or 17. (An ACT English score of 15 or below requires that the student first take ENG 1003). PR: ACT English score of 16 or 17 or a grade of C or better in ENG 1003. Does not count toward graduation.

ENG 1113 COLLEGE COMPOSITION A

Writing and revising expository papers, an annotated bibliography, and researched paper(s). Students read and analyze selected essays and articles. PR: English ACT 18+; or grade of C or better in ENG 1013.

ENG 1123 COLLEGE COMPOSITION B

Writing critical essays and researched papers. Examines various forms of literature. PR: C or better in ENG 1113 or ACT English score of 25+.

ENG 2113 ASPECTS OF THE ENGLISH LANGUAGE

History and development of the English language. Political and cultural influences on the language and an analysis of the relation between theoretical and practical approaches to English study. PR: ENG 1123.

ENG 2413 WORLD LITERATURE SURVEY

A comparative study of literature from a variety of world cultures. PR: ENG 1123.

ENG 3213 BRITISH WRITERS TO 1800

An analytical study of British writers and literary movements from medieval times to 1800. PR: ENG 1123.

ENG 3223 BRITISH WRITERS, 1800 TO PRESENT

An analytical study of British writers and literary movements from 1800 to the present. PR: ENG 1123.

ENG 3313 AMERICAN WRITERS TO 1865

An analytical study of American writers and literary movements from the colonial era to the Civil War. PR: ENG 1123.

ENG 3323 AMERICAN WRITERS, 1865 TO PRESENT

An analytical study of American writers and literary movements from the Civil War to the present. PR: ENG 1123.

ENG 3513 CRITICAL WRITING AND LITERARY ANALYSIS

Advanced writing course on types of writing used to analyze literature. Analytical application of major literary criticism philosophies. PR: ENG 1123.

ENG 3523 CREATIVE WRITING

Creative writing theory and practice in a seminar setting; composition of fiction, poetry, and/or drama. Includes sources of creative writing, characteristics of major genres, and process of revision and editing. PR: ENG 1123.

ENG 3613 INTRODUCTION TO LINGUISTICS

Basic concepts and methodology of the science of language: descriptive and historical aspects, phonemic, morphemic, and syntactical features. PR: ENG 1123.

ENG 4203 SHAKESPEARE

A critical and performance-based study of selected Shakespearean histories, comedies, and tragedies, synthesizing their historical, linguistic, theatrical, and cultural contexts. PR: ENG 1123. Course fee.

ENG 4413 DIVERSITY IN AMERICAN LITERATURE

African, Asian, Arab, Hispanic, and Native American voices in contemporary American literature. PR: ENG 1123.

ENG 4523 ADVANCED COMPOSITION

Advanced writing and reading of non-fiction with extensive revision and editing. PR: ENG 1123.

ENG 4533 SENIOR WRITING PROJECT

Required Capstone course for English majors. Preparation and presentation of a major paper in an area of interest, assessment of personal learning and educational offerings, and preparation of a professional portfolio. PR: ENG 1123 and 3513.

ENG 4593 SPECIAL TOPICS IN ENGLISH

Various topics in English; offered at the discretion of instructor. PR: ENG 1123 and PI.

ENG 4723 STUDIES IN GENRE: FICTION

Literary and formal analysis of selected classic short stories and novels. PR: ENG 1123.

ENG 4733 STUDIES IN GENRE: POETRY

Literary and formal analysis of medieval to contemporary poetry. PR: ENG 1123.

ENG 4743 STUDIES IN GENRE: DRAMA

Survey of ancient to contemporary drama with a focus on literary and formal analysis. PR: ENG 1123.

FLM—FILM

FLM 2013 FILM APPRECIATION

An introduction to the art of film. Includes such topics as film making, early history of the industry, genres, and theories. Students view and analyze a number of films in order to better understand the influence of film on individuals and society.

FLM 2423 FILM HISTORY

History of the film industry with special attention to influences of the industry and the industry's influence on history.

GEO—GEOGRAPHY

GEO 1013 INTRODUCTION TO GEOGRAPHY

A survey of the basic geographic concepts, terms, and methods used in the earth science, cultural-environmental, locational, and area analysis traditions.

Emphasizes religion, population, language, traditions, and urbanization.

GEO 3113 WORLD REGIONAL GEOGRAPHY

An examination of the political, economic, cultural, and environmental dynamics that shape the major world regions. Evaluations include Africa, Asia, Anglo-America, Europe, the Commonwealth of Independent States, Latin America, the Middle East, and the Pacific Islands.

GER—GERMAN

GER 1214 ELEMENTARY GERMAN I

Basic vocabulary, grammar, and practice in understanding, speaking, writing, and reading German.

GER 1224 ELEMENTARY GERMAN II

Vocabulary building and complex grammatical construction. Stresses the spoken language and German culture. PR: GER 1214 or three semesters of high school German.

HIS—HISTORY

HIS 1313 WESTERN CIVILIZATION TO 1500

Examines important events, people, institutions, and ideas in the foundations of Western civilization. Includes the ancient Near East; Greece; Rome; the spread and influence of Christianity; the Byzantine and Islamic empires; Medieval Europe; and the Renaissance.

HIS 1323 WESTERN CIVILIZATION, 1500 TO PRESENT

Examines Western development from the Protestant Reformation to the present. Major themes and topics include European overseas empires, religious reform, and warfare; the rise of science and reason; the French Revolutionary era; capitalist, socialist, and nationalist ideologies; industrialization; World Wars; the Cold War; decolonization; and globalization.

HIS 2113 MICHIGAN HISTORY

Significant events and people in the state's history from European settlement to the present.

HIS 2513 UNITED STATES HISTORY TO 1877

Surveys American political, economic, social, cultural, and ideological development from colonization through Reconstruction. Includes European settlement

and the Atlantic World; the American Revolution, Constitution, and early national debates; democratic and territorial expansion; slavery and the origins, course, and aftermath of the Civil War.

HIS 2523 UNITED STATES HISTORY, 1877 TO PRESENT

Surveys American political, economic, social, cultural, and ideological development from the post-Reconstruction period to the present. Topics include the impact of industrialization, urbanization, immigration, rising power, world wars, prosperity, and depression; the Cold War; computers; and globalization.

HIS 3313 THE FRENCH REVOLUTION AND NAPOLEONIC ERA

Examines the origins, development, and impact of the French Revolution and Napoleonic Empire, among the great transforming periods in Western history, highlighting institutional, ideological, and social change. PR: Sophomore status or PI.

HIS 3323 NINETEENTH-CENTURY EUROPE

Examines political, economic, ideological, social, cultural, and technological developments in Europe from 1815 to World War I. Topics include the Industrial Revolution and its effects, liberalism and democracy, socialism, nationalism, and imperialism. PR: Sophomore status or PI.

HIS 3423 GLOBALIZATION AND THE DEVELOPING WORLD

Evaluates patterns of political, social, religious, and economic development in Africa, Asia, Latin America, and the Middle East. Regional case studies focus on flashpoints within each realm and possible solutions to bring the regions into the global community. PR: Sophomore status or PI.

HIS 3503 WOMEN IN AMERICAN HISTORY

Traces the status and contributions of women in each of the major eras of American history. Examines the roles of leaders and pioneers as well as the changing legal, political, and socio-economic status of the majority of American women, including minorities, and the struggles for suffrage and equality. PR: Sophomore status or PI.

HIS 3513 HISTORY OF AMERICAN FOREIGN RELATIONS

Reviews major ideas, episodes, personalities, institutions, and interpretations of American foreign policy and diplomacy from the founding era to the present. Includes issues relating to the Revolutionary War and the early republic; expansionism; the Civil

War; imperialism; world conflicts; the Cold War; and globalization. PR: Sophomore status or PI.

HIS 3523 COLONIAL AND REVOLUTIONARY AMERICA

Examines the colonial heritage and founding of the United States. Major topics include European colonization; English colonial politics, societies, and cultures; the Atlantic commercial system; immigration and slavery; imperial relations; the War for Independence; and the establishment of the Constitution. PR: Sophomore status or PI.

HIS 3533 THE EARLY AMERICAN REPUBLIC

Examines developments in the first decades of the United States under the Constitution, including the establishment of the new federal government, political culture, and the rise of parties; the Jeffersonian triumph; the War of 1812; early constitutional issues; the Market Revolution; revivalism and reform; the rise of Jacksonian democracy; slavery and federalism; Manifest Destiny; and the war with Mexico. PR: Sophomore status or PI.

HIS 3543 THE RISE OF INDUSTRIAL AMERICA

A study of major developments relating to the dramatic technological, economic, geographic, and demographic changes in post-Reconstruction America. With emphasis on debates over the proper role of government, topics include western expansion; the rise of big business; Gilded Age politics; urbanization and immigration; labor and Populist movements; imperialism; Progressivism; and the modern presidency. PR: Sophomore status or PI.

HIS 3553 AMERICA IN WORLD CRISES

Overviews the major twentieth-century upheavals that brought the United States into a dominant position in the world theater and transformed its political and social landscape. Closely examines the First World War and the peace; the “Roaring Twenties;” the Depression and New Deal; World War II; and the onset of the Cold War. PR: Sophomore status or PI.

HIS 3813 HISTORICAL RESEARCH AND WRITING

An introduction to upper-level historical study that examines the history, nature, sources, and methods of historical investigation and writing. Includes guided practice and a major research paper to reinforce learned concepts and skills. PR: Sophomore status or PI.

HIS 4323 EUROPE IN THE AGE OF WORLD WARS

Examines major events, ideas, individuals, and institutions in an era of total war, the most destructive in human history. Includes the origins, major features, and consequences of World War I and the peace; The

Bolshevik Revolution and the rise of the Soviet Union; interwar economics, diplomacy, science, philosophy, art and culture; the struggles of democracy and the rise of fascism; the nature and culture of Nazi Germany; and the onset, course, and consequences of World War II. PR: Sophomore status or PI.

HIS 4333 EUROPE SINCE 1945

Surveys the divergent paths of Western and Eastern European nations in the Cold War era and the opportunities and challenges presented by the fall of European communism. Includes post-World War II recovery and reconstruction; the onset of the “Iron Curtain” and Cold War; decolonization; the European Union project; national politics, societies, and cultures; the collapse of communist regimes; resurgent nationalism and the Yugoslav wars; and the challenges of globalization. PR: Sophomore status or PI.

HIS 4513 THE AMERICAN CIVIL WAR ERA

Examines the origins, course, and aftermath of the Civil War with emphasis on the political, cultural, economic, racial, and religious contexts of secession; the presidency of Lincoln; major military campaigns; Reconstruction efforts; and the role of the war in American memory and identity. PR: Sophomore status or PI.

HIS 4523 RECENT AMERICA, 1952 TO PRESENT

Examines American politics, economy, society, and culture in both the Cold War and post-Cold War periods. Major topics include Cold War diplomacy, politics, and economics; American affluence and the Great Society; the Civil Rights movement; Vietnam and Sixties protest; Nixon, Watergate, and Stagflation; the Reagan Revolution; Nineties prosperity, the rise of the Internet Age, and culture wars; and post-9/11 challenges. PR: Sophomore status or PI.

HIS 4613 SELECTED TOPICS IN HISTORY

Special history topics chosen by student or instructor. PR: PI.

HIS 4813 SENIOR PROJECT IN HISTORY

Capstone course for the History concentration in Interdisciplinary Studies. Supervised research project on a selected historical problem, culminating in a formal paper and presentation. PR: HIS 3813 and PI.

HUM—HUMANITIES

HUM 2003 APPRECIATION OF THE ARTS

Examines the elements, forms, and styles of music, theatre, film, and visual art. Students experience the arts through performance and other forms of creative engagement.

HUM 2103 INTRODUCTION TO THE ARTS AND SCIENCES

An introduction to the major academic disciplines through the reading of scholarly articles from each discipline and through discussions and interviews with faculty from these disciplines. Students write an interdisciplinary research paper and a personal/academic/career plan.

INF—INFORMATION LITERACY

INF 1011 INFORMATION LITERACY

Introduces college level critical thinking and research skills which form the basis of information literacy. Includes practice in the planning and implementation of research, Internet and library database searching, evaluating websites, citing sources, and understanding and avoiding plagiarism.

INS—INTERNATIONAL STUDIES

INS 1001 INTRODUCTION TO INTERNATIONAL STUDIES

Introduces future GEO (Global Educational Opportunities) students to the requirements of a semester of studying abroad. Prepares students to travel in a safe, sensitive, informed, and academically fulfilling way. Also offers some biblical textual studies that relate to Christian cultural issues. PR: PI.

INS 2113 AESTHETICS

Exposes students to major artists, their works, and artistic developments in European civilization. Emphasis is given to the cultural sites and artistic works encountered in the Vienna Study Program. This course is designed to take advantage of the sightseeing and travel opportunities afforded by the international studies experience. PR: GEO students only.

INS 2123 LANGUAGE AND CULTURE

Teaches practical basics of the German language for use in everyday life situations in speaking, reading, and writing and gives necessary information to help students better understand Austrian culture in order to enhance the GEO Vienna study program. PR: GEO students only.

INS 3113 STUDIES IN EUROPEAN CIVILIZATION

Examines major political, economic, social, cultural, ideological, and religious developments in European civilization. Emphasis is given to the history, prominent figures, and cultural sites of the cities and regions students encounter on the Vienna Study Program. This course is designed to take advantage of the travel opportunities afforded by the GEO international study experience. PR: GEO students only.

MUE—MUSIC EDUCATION

MUE 3403 CONDUCTING

Basic conducting and rehearsal techniques for directing instrumental and vocal ensembles. PR: MUS 1211 and 1213.

MUE 3411 INSTRUMENTAL TECHNIQUES I (WOODWINDS)

Playing techniques for woodwind instruments found in school settings. PR: MUS 1211 and 1213.

MUE 3421 INSTRUMENTAL TECHNIQUES II (STRINGS)

Playing techniques for string instruments found in school settings. PR: MUS 1211 and 1213.

MUE 3423 PRODUCTION OF THE SCHOOL MUSICAL

Understanding the logistics and process of producing musicals in schools. Includes practicum in a local school working on a current production. PR: MUS 1213 or PI.

MUE 3431 INSTRUMENTAL TECHNIQUES III (BRASS)

Playing techniques for brass instruments found in school settings. PR: MUS 1211 and 1213.

MUE 3441 INSTRUMENTAL TECHNIQUES IV (PERCUSSION)

Playing techniques for percussion instruments in school settings. PR: MUS 1211 and 1213.

MUE 3603 TECHNOLOGY IN MUSIC

Setup, design, and operation of computer music laboratory, including hardware and software appropriate to music production and education applications. PR: MUS 1213.

MUE 4403 VOCAL PEDAGOGY

Scientific and imagery-related techniques for teaching vocal production. Includes history of voice teaching. PR: MUS 1213.

MUE 4423 ELEMENTARY MUSIC METHODS AND ASSESSMENT

Study of methods and materials for use in the elementary music classroom with special attention to assessment of students. Includes a 60-hour placement in a local elementary or middle school. Course fee. PR: Preadmission to the Teacher Education Program.

MUE 4433 SECONDARY MUSIC METHODS AND ASSESSMENT

Study of methods and materials for use in the secondary choral or instrumental program with special attention to assessment of students. Includes a 60-hour placement in a local middle or high school. Course fee. PR: Preadmission to the Teacher Education Program.

MUS—MUSIC

**All private lessons have fees of \$400 per credit hour.*

MUS 1011 PRIVATE VOICE*

Private vocal instruction. One hour of credit yields 12 fifty-minute lessons. Numbering accounts for level of study: e.g. MUS 2011, 3011, 4011. PR: PI.

MUS 1031 PRIVATE PIANO*

One hour of credit yields 12 fifty-minute lessons. Numbering accounts for the level of study: e.g. MUS 2031, 3031, 4031. PR: PI.

MUS 1051 PRIVATE GUITAR*

One hour of credit yields 12 fifty-minute lessons. Numbering accounts for level of study: e.g. MUS 2051, 3051, 4051. PR: PI.

MUS 1061 PRIVATE STRINGS*

Private instruction on orchestral strings. One hour of credit yields 12 fifty-minute lessons. Numbering accounts for level of study: e.g. MUS 2061, 3061, 4061. PR: PI.

MUS 1071 PRIVATE WOODWINDS*

Private instruction on woodwind instruments. One hour of credit yields 12 fifty-minute lessons. Numbering accounts for level of study: MUS 2071, 3071, 4071. PR: PI.

MUS 1081 PRIVATE BRASS*

Private instruction on brass instruments. One hour of credit yields 12 fifty-minute lessons. Numbering accounts for level of study: MUS 2081, 3081, 4081. PR: PI.

MUS 1101 A CAPPELLA CHORUS

Choral ensemble performs from a diverse repertoire that includes extended choral works, smaller works from classical and popular choral literature, hymns, and patriotic and multi-cultural music. Daily rehearsal and extended touring required. PR: Membership by audition only. Course fee charged in the Fall, \$100. *Students have one week from casting to add this course to their schedules. Requests received after the first week require approval from the Vice Provost and are subject to a \$25 add/drop fee.*

MUS 1121 AUTUMN

Contemporary a cappella choral ensemble. Repertoire typically includes contemporary religious music, vocal jazz styles, arrangements of spirituals, popular song adaptations, and hymn arrangements. By audition only. PR: PI. *Students have one week from casting to add this course to their schedules. Requests received after the first week require approval from the Vice Provost and are subject to a \$25 add/drop fee.*

MUS 1161 COMMUNITY CHORAL ENSEMBLE

Choral experience for non-music majors who are interested in singing but are not able to meet A Cappella Chorus membership requirements. Students may arrange for membership in a suitable off-campus, community-based choral ensemble and receive one credit each semester. Subject to music department approval.

MUS 1171 CONCERT BAND

Traditional band ensemble with percussion that performs a wide variety of concert music. Membership by audition only. PR: PI.

MUS 1203 MUSIC FOUNDATIONS

Entry level study of theory that emphasizes written skills related to rudiments of music, including scales, keys, intervals, and rhythm.

MUS 1211 EAR TRAINING I

Entry level study of aural skills: Interval recognition, sight-singing, and melodic dictation. CR: MUS 1213.

MUS 1213 THEORY I

Beginning part-writing and chord progressions. CR: MUS 1211.

MUS 1221 EAR TRAINING II

Continues MUS 1211. Triads and seventh chords, sight-singing in ensemble, and advanced melodic dictation. PR: MUS 1211. CR: MUS 1223.

MUS 1223 THEORY II

Continues MUS 1213. More advanced part-writing and chord progression. PR: MUS 1213. CR: MUS 1221.

MUS 2211 EAR TRAINING III

Advanced study of aural skills. Includes harmonic dictation with more extended harmonies, including atonality. PR: MUS 1221. CR: MUS 2213.

MUS 2213 THEORY III

Advanced theory, including modulation and extended chords. PR: MUS 1223. CR: MUS 2211.

MUS 3202 KEYBOARD HARMONY

Improvisation of simple accompaniment using keyboard instruments. Includes interpretation of implied harmonies. Grade of B or higher satisfies the keyboard skills examination required for graduation. PR: MUS 2213 and four semesters of piano recommended or PI.

MUS 3303 HISTORY OF WESTERN MUSIC SURVEY

A survey of the music of western culture from medieval times to the present with an emphasis on music literature and the development of musical style. PR: MUS 1213.

MUS 3333 WORLD MUSIC

An overview of modern and historical music of the world, including its influence on culture and its effects on our modern world. Emphasis on introducing the world of ethnomusicology to the student. PR: MUS 1213.

MUS 3343 MUSIC IN AMERICA

A survey of the history of music in the United States, including Native American music, European influences, modern jazz, and popular music. PR: MUS 1213.

MUS 4213 ARRANGING AND SCORING

Practical techniques of arranging vocal and instrumental music for performance by individuals and ensembles of a variety of age ranges and educational levels. Emphasis on music education applications and popular software packages. PR: MUS 2213.

MUS 4601 SENIOR SEMINAR IN MUSIC

Capstone course for all music majors. Includes preparation for post-graduation life and music program assessment. PR: Senior status and PI.

MUS 4623 SENIOR RECITAL

Preparation and performance of an hour-long recital. Recommended of all who wish to emphasize performance in their programs. PR: Senior status and PI.

PHI—PHILOSOPHY

PHI 2013 INTRODUCTION TO PHILOSOPHY

Introduction to philosophers and philosophical ideas and exploration of the value and contribution of philosophy. Explores the ways that philosophy relates to and undergirds other disciplines, including religious studies, social studies, political and economic theory, and science.

PHI 2023 LOGIC

Focuses on how to differentiate good arguments from bad with a two-sided approach: (1) analysis and classification of fallacies and (2) analysis and construction of valid arguments. Both Aristotelian and symbolic logic are studied. May satisfy the General Education math requirement for Humanities majors.

PHI 2933 INTRODUCTION TO ETHICS

Introduces students to the basic categories and ideas in the field of ethics; develops a greater knowledge of the biblical and historical materials that inform moral discussion; develops skills with moral arguments found in contemporary (and historical) discussions of ethical concerns. PR: Sophomore status.

PHI 2943 ETHICS FOR HEALTH CARE WORKERS

Introduces students to principles and methods of moral reasoning. Issues specific to medical decision-making are explored in depth, including end-of-life issues, choices in reproduction, children and bioethics, etc. Designed primarily for pre-health care majors but can also fulfill the General Education requirements for Moral and Philosophic Reasoning. Equivalent to PHI 2933. PR: Sophomore status.

PHI 3013 HUMAN NATURE

An interdisciplinary class with professors from different fields (such as philosophy, psychology, political theory, and theology) considering the topics of human nature and destiny from the perspectives of their different fields. PR: Sophomore status.

PHI 3023 PHILOSOPHY OF RELIGION

A selection of philosophical explorations related to religion and religious faith, such as the relationships between faith and reason, religion and science, good and evil, and different religions. PR: Sophomore status.

PHI 3043 DIVERSITY SEMINAR

A seminar, typically team taught, on a selected topic relating to issues of diversity such as race relations, non-Western studies, and multicultural dialog. Provides opportunities to study, experience, and practice diversity. PR: Sophomore status.

PHI 3923 WORLD RELIGIONS

A discussion of major world religions, beginning with “Basic” religions and covering Judaism, Islam, Hinduism, Sikhism, Jainism, Buddhism, and Chinese religions. Places Christianity in the global religious context and discusses fruitful perspectives for understanding different religious systems. Course fee. PR: Sophomore status (Traditional); ENG 1123 (Accelerated programs).

PHI 3933 PHILOSOPHY SEMINAR

A seminar offered with a rotating series of advanced topics from the field of philosophy (such as Plato, Aristotle, Modern Philosophy, Existentialism, and African Philosophy) with the opportunity for students to develop heightened levels of critical thinking skills, philosophical discernment, and writing ability. Includes primary readings, reflective and research oriented writing assignments, and seminar-type class discussions. PR: PHI 2013.

PHI 4813 SENIOR PROJECT IN INTERDISCIPLINARY STUDIES

Preparation of a major research project in the area or areas of the student’s interdisciplinary concentrations. PR Senior status and PI.

PHI 4944 ETHICS FOR HEALTH CARE (RN TO BSN PROGRAM)

Introduces students to principles and methods of moral reasoning. Issues specific to medical decision-making are explored in depth, such as euthanasia, reproductive technologies, experimentation competency, and consent. Designed primarily for health care professionals but can also fulfill the General Education requirements for Moral and Philosophic Reasoning. PR: Junior status.

POS—POLITICAL SCIENCE

POS 2013 NATIONAL GOVERNMENT

An introduction to the political dynamics and capital constitutional bases of the American government. Examines the three branches as they act in concert and in conflict. Several models of decision-making are covered.

POS 2023 INTRODUCTION TO THE AMERICAN LEGAL SYSTEM

State and federal courts; the Constitution, statutes, and administrative rules as sources of law; jurisdiction and avenues of appeal in both civil and criminal cases. Students read and brief current and landmark cases.

POS 2043 CRIMINAL LAW AND PROCEDURE

Major constitutional issues in criminal law and how individual rights are protected in the system. Discusses complex legal issues in the administration of criminal justice in the United States and critical analysis of demands on modern criminal justice agencies and practitioners.

POS 3013 THE U.S. IN THE MODERN WORLD

Includes world changes as a result of WWII and the end of the Cold War, the role and impact of the U.S. on world trade and the new global economy, goals and problems of the United Nations, and the struggle for civil rights of women and people of color in the U.S. Emphasizes the ability to engage in library and Internet research and to communicate integrated lessons employing audio/visual and computer technology. This course is built upon key features of K-12 methodology. PR: Sophomore status or PI.

POS 4013 AMERICAN CONSTITUTIONAL LAW

Constitutional basis and dynamics of the Supreme Court's lawmaking power. Students read and brief landmark cases. A research paper outlines major constitutional cases regarding abortion, civil rights, or presidential powers. PR: Sophomore status or PI.

POS 4213 SUBSTANTIVE CRIMINAL LAW

Roots of society's relation to the law and historical and philosophical concepts. Details statutory and case law. PR: Sophomore status or PI.

POS 4913 DIRECTED LEGAL RESEARCH

Emphasizes research of important legal issues. Under the direction of the professor, students prepare legal briefs and documents of their custom-made topics and present an oral and written report of their work at the annual Academic Symposium. PR: Senior status and PI.

SPA—SPANISH

SPA 1214 ELEMENTARY SPANISH I

Basic vocabulary, grammar, and practice in understanding, speaking, writing, and reading Spanish.

SPA 1224 ELEMENTARY SPANISH II

Vocabulary building and complex grammatical construction. Stresses spoken language and Spanish culture. PR: SPA 1214 or three semesters of high school Spanish.

SPA 2214 INTERMEDIATE SPANISH I

Grammar review and continued emphasis on oral and written communication. Also, literary and cultural readings. PR: SPA 1224 or two years of high school Spanish.

SPA 2224 INTERMEDIATE SPANISH II

A continuation of SPA 2214. PR: SPA 2214.

THE—THEATRE

THE 1011 STAGECRAFT

Technical theatre laboratory experience. Assigns students to a technical role in a Rochester College theatre production: lighting, makeup, costumes, props, or set construction. Assignments based on experience and/or interest and job availability. May require up to 75 hours of work. *Students have one week from casting to add this course to their schedules. Requests received after the first week require approval from the Vice Provost and are subject to a \$25 add/drop fee.*

THE 1021 PERFORMANCE WORKSHOP

Laboratory experience/credit for performing in a Rochester College theatre production. Selection for roles is based on audition. PR: PI. *Students have one week from casting to add this course to their schedules. Requests received after the first week require approval from the Vice Provost and are subject to a \$25 add/drop fee.*

THE 1031 ENSEMBLE ACTING

Theory and practice in the dynamics of group performance. Requires membership in touring performance ensemble. PR: PI. *Students have one week from casting to add this course to their schedules. Requests received after the first week require approval from the Vice Provost and are subject to a \$25 add/drop fee.*

THE 1041 PRODUCTION PRACTICUM

Laboratory experience/credit for the following roles in a Rochester College theatre production: assistant director, assistant technical director, stage manager, assistant stage manager, dramaturg, or house manager. PR: PI. *Students have one week from casting to add this course to their schedules. Requests received after the first week require approval from the Vice Provost and are subject to a \$25 add/drop fee.*

THE 1051 DESIGN PRACTICUM

Laboratory experience/credit for the following roles in a Rochester College theatre production: assistant set, sound, lighting, or costume designer. PR: Pl. *Students have one week from casting to add this course to their schedules. Requests received after the first week require approval from the Vice Provost and are subject to a \$25 add/drop fee.*

THE 1103 ACTING I

An introduction to acting, including theory and application involving voice, movement, improvisation, script analysis, and scene studies.

THE 2103 ACTING II

Continuation of the work begun in Acting I. Physical, vocal, and emotional approaches to characterization for a variety of roles in the theatre. PR: THE 1103 or PL.

THE 2113 TECHNICAL THEATRE

Basic principles of stage design, set construction, lighting, properties, costumes, and makeup in relation to the production concept of a particular genre. Includes laboratory experience in a Rochester College theatrical production.

THE 2213 MUSICAL THEATRE WORKSHOP

Laboratory performance course in which students prepare selections from the musical theatre repertoire. Includes preparation of both solo and ensemble pieces, along with a basic introduction to movement and dance.

THE 3113 THEATRE FOR YOUNG AUDIENCES

Explores cognitive and emotional characteristics of young audiences and age-appropriate dramatic material. Explores variations of dramatic literature for child and adolescent audiences. Discusses performance of literature adaptation as well as text creation from improvised scenes. PR: ENG 1123.

THE 3413 DESIGN FOR THE THEATRE

An overview of the design process, including scenic, costume, lighting, and sound design. From the first reading of a script to production, students learn and gain practical experience in the steps necessary for a creative design for the theatre.

THE 3303 HISTORY OF WESTERN THEATRE

A survey of major historical periods of the theatre from the Greeks to the present.

THE 4113 DIRECTING

Process of play direction from production concept to performance. Includes written play analyses, conducting auditions, casting, rehearsing, and working with technical staff. Students required to direct scenes or one-act plays, possibly in conjunction with a campus theatre production. PR: One of the following: THE 1103, 2103, 2113, 3213, 3303, or 3603.

THE 4143 THEATRE AND RELIGION

Surveys the historical relationship between theatre and religion including pagan worship, liturgical presentations, and mystery plays. Discusses current conflicting views regarding the role of theatre in the 21st century church, including drama in evangelism and in the teaching of children and Christian participation in secular theatre. PR: Any THE course.

THE 4601 SENIOR SEMINAR IN THEATRE

Capstone course in theatre. Includes preparation for post-graduation life and theatre program assessment. PR: Senior status.

THE 4603 DRAMATIC CRITICISM

Critical writing approaches used to analyze both theatre performance and dramatic literature. PR: Any THE course.

THE 4613 SPECIAL TOPICS IN THEATRE

Topics related to theatre selected by instructors and/or recommended by students, such as the dramatic literature of a particular playwright, period acting, or dramaturgy.

THE 4813 SENIOR PROJECT IN THEATRE

Preparation of a major creative or research project in an area of the student's interest. PR: Senior status and Theatre or Performing Arts Interdisciplinary Studies Concentration.

THE 4893 THEATRE INTERNSHIP

Supervised field experience in a theatre context with application of theoretical knowledge. Includes outside reading and a written report. PR: Junior status.



School of
NATURAL &
BEHAVIORAL SCIENCES

DEPARTMENT OF PSYCHOLOGY & BEHAVIORAL SCIENCES | PAGE 126

DEPARTMENT OF SCIENCE & MATHEMATICS | PAGE 133

DEPARTMENT OF PSYCHOLOGY AND BEHAVIORAL SCIENCES

(PSY, SOC, SWK)

The Department of Psychology and Behavioral Sciences supports majors designed for the student planning graduate work in psychology and other related fields. The curriculum is designed to develop strong skills in the theory and practice of the science of psychology with an emphasis on dealing with the emotional, mental, social, and spiritual needs of others. Courses in Social Work are designed to prepare students for graduate work in the field of social services. Courses place an emphasis on the Christian model of service.

ACADEMIC OPPORTUNITIES

Rochester College offers the Bachelor of Science degree in Psychology or a Behavioral Science degree with a concentration in Social Work. Interdisciplinary Studies majors may choose a psychology concentration as part of the Bachelor of Arts or Bachelor of Science degree. Minors are available in Behavioral Science and Psychology. The top graduates in Psychology and Behavioral Sciences/Social Work have gone on to pursue graduate degrees at such institutions as the University of Michigan, Michigan State University, Wayne State University, Eastern Michigan University, University of Detroit-Mercy, Oakland University, University of Chicago, University of Missouri-St. Louis, Indiana University, Loyola University, and New York University.

CAREER OPPORTUNITIES

A major in Psychology or Behavioral Science may lead to entry-level jobs in crisis intervention centers, counseling clinics, community service agencies, or other social agencies. These majors are primarily designed to be used in preparation for graduate studies in psychology, psychotherapy, professional counseling, or social work. The Psychology major also supports graduate work in experimental, applied, academic, theoretical, or professional psychology (clinical, counseling, or school psychology, or marriage and family therapy). Psychology graduates are also often sought by employers in sales, public relations, or other human services and resources.

ADMISSION TO THE BEHAVIORAL SCIENCES PROGRAM

All students seeking a degree with a major in Psychology or Behavioral Science must apply for and be admitted to the Behavioral Science Program or the Psychology Program. This process is in addition to the general admittance to Rochester College.

ADMISSION CRITERIA

The following must be documented at the time of application:

- Minimum cumulative GPA of 2.50.
- Completion of 30 hours, including the following core courses:
 - ENG 1113 English Composition A
 - ENG 1123 English Composition B
 - MAT 1103 Intermediate Algebra (or higher level MAT) with a C- or higher
 - PSY 2013 General Psychology
 - PSY 2223 Lifespan Development or PSY 2113 Psychology of Adjustment
 - Completion of lower level Psychology/Social Work Core courses with a grade of C or higher.
- Completion of the Autobiographical and Professional/Career Goals Statement for the Behavioral Sciences Department. This should be approximately 3-5 pages in length and address your interest in psychology or social work and present your short- and long-term goals for your career.

APPLICATION PROCESS

1. Obtain from the Chair of the Department of Behavioral Sciences and complete an Application for Admission to the Department of Behavioral Sciences for either Psychology or Behavioral Science–Social Work.
2. Return the application to the Chair of the Department of Behavioral Sciences prior to the established deadlines for application: *Fall - Monday after Thanksgiving; Spring - Second Monday of April.*
3. The Department of Behavioral Sciences reviews applications of all candidates for both Psychology and Social Work. All applicants will be notified of their admission status by letter from the Department of Behavioral Sciences.

NATIONAL HONOR SOCIETY IN PSYCHOLOGY – PSI CHI

The Psychology and Behavioral Sciences Department is a sponsor for Psi Chi, The National Honor Society in Psychology, which offers opportunities for students who excel in their academic coursework in their respective Behavioral Sciences programs.

Students invited to join Psi Chi have shown a significant interest in Psychology and must meet the minimum requirements for undergraduate students:

- Must be enrolled as a student at Rochester College
- Must have established a GPA at Rochester College
- Must be enrolled in the final semester prior to graduation
- Must be enrolled as a major or minor in a psychology program or a program psychological in nature that is equivalent to a psychology major
- Must have completed at least 9 credit hours or 14 quarter hours of psychology courses
- Must have an overall GPA that is in the top 35% of the senior class (90+ credit hours earned; if the cut-off for the top 35% is below 3.00, the applicant must have an overall GPA of at least 3.00 on a 4-point scale)
- Must have a psychology GPA (in PSY course work) that is at least 3.00 on a 4-point scale
- Students who meet all the criteria for induction will be sent an invitation packet during their final semester of enrollment.

DEGREE REQUIREMENTS

BS WITH PSYCHOLOGY MAJOR

A Psychology major presents a broad study of human behavior and insight into psychology as a scientific discipline and professional career. Graduate work is required to certify for practice in most agencies and for licensure as a private therapist.

REQUIREMENTS FOR THE BS IN PSYCHOLOGY	
GENERAL EDUCATION CORE	49
SOC 2023 OR SOC 2453 recommended (Human Institutions/Behavior)	3
PSYCHOLOGY MAJOR	39
PSY 2013 General Psychology	3
PSY 3303 Statistics for the Behavioral Sciences	3
PSY 3323 Research Methods in the Social Sciences	3
PSY 4893 Psychology Seminar	3
PSY 4943 Ethics in Behavioral Science	3
NON-LABORATORY CORE: CHOOSE 9 HOURS <ul style="list-style-type: none"> • PSY 2113 Psychology of Adjustment • PSY 2223 Life Span Development • PSY 3013 Psychology of Personality • PSY 3033 Abnormal Psychology • PSY 3043 Brain and Behavior • PSY 3053 Health Psychology • PSY 3093 History and Systems of Psychology • PSY 3123 Social Psychology • PSY 3143 Psychology of Religion 	9
LABORATORY CORE: CHOOSE 7 HOURS <ul style="list-style-type: none"> • PSY 3503 Cognitive Psychology • PSY 3514 Learning and Memory • PSY 3524 Sensation and Perception • PSY 4434 Advanced Experimental Psychology 	7
ADVANCED CORE: CHOOSE 8 HOURS <ul style="list-style-type: none"> • PSY 3203 Child Development • PSY 3213 Adolescent Development • PSY 3223 Psychology of Adulthood and Aging • PSY 3313 Introduction to Psychological Assessment • PSY 3403 Introduction to Psychotherapy and Counseling • PSY 3423 Diversity and Cross-Cultural Psychology • PSY 3433 Industrial/Organizational Psychology • PSY 4423 Psychology of Group Processes • PSY 4534 Advanced Seminar in Applied Statistics and Research • PSY 4911, 4912, OR 4913 Directed Research • PSY 4921, 4922, OR 4923 Directed Readings • Other PSY approved by Department Chair 	8
MINOR (RECOMMENDED)	18
ELECTIVES	22
TOTAL CREDIT HOURS FOR PSYCHOLOGY MAJOR	128

BS WITH BEHAVIORAL SCIENCE MAJOR FEATURING A SOCIAL WORK TRACK

This degree plan includes a practicum in the student's chosen field of study. Graduate studies normally are required to certify for practice in most agencies and for licensure as a private therapist.

REQUIREMENTS FOR THE BS IN BEHAVIORAL SCIENCE	
GENERAL EDUCATION CORE	49
SOC 2023 OR SOC 2453 recommended (Human Institutions/Behavior)	3
BEHAVIORAL SCIENCE MAJOR	27
PSY 2013 General Psychology	3
PSY 2223 Life Span Development	3
CHOOSE ONE: • PSY 3013 Psychology of Personality • PSY 3093 History and Systems of Psychology	3
PSY 3303 Statistics for the Behavioral Sciences	3
PSY 3323 Research Methods in the Social Sciences	3
PSY 3403 Introduction to Psychotherapy and Counseling	3
PSY 3423 Diversity and Cross-Cultural Psychology	3
SWK 4893 Field Practicum	3
PSY 4943 Ethics in Behavioral Science	3
TRACK: SOCIAL WORK • PSY 3413 Substance Abuse and Addictive Behaviors OR • PSY 4423 Psychology of Group Processes • SWK 2013 Introduction to Social Work • SWK 3003 Human Behavior and the Social Environment • SWK 3103 Social Welfare and Public Policy • SWK 4403 Social Work Practice I • SWK 4413 Social Work Practice II	18
MINOR (RECOMMENDED)	18
ELECTIVES	16
TOTAL CREDIT HOURS FOR BEHAVIORAL SCIENCE MAJOR	128

REQUIREMENTS FOR THE BS IN COUNSELING PSYCHOLOGY (ACCELERATED PROGRAM ONLY)	
GENERAL EDUCATION CORE	25
PRE-REQUISITES: • PSY 1403 Preparation for Statistics • PSY 2013 General Psychology • PSY 3303 Statistics for the Behavioral Sciences	9
COUNSELING PSYCHOLOGY MAJOR	45
PSY 3013 Psychology of Personality	3
PSY 3033 Abnormal Psychology	3
PSY 3223 Psychology of Adulthood and Aging	3
PSY 3313 Introduction to Psychological Assessment	3
PSY 3323 Research Methods	3
PSY 3403 Introduction to Psychotherapy and Counseling	3
PSY 3413 Substance Abuse and Addictive Behaviors	3
PSY 3423 Diversity and Cross-Cultural Psychology	3
PSY 4403 Introduction to Career Development and Guidance	3
PSY 4413 Introduction to Marital and Family Systems	3
PSY 4423 Psychology of Group Processes	3
PSY 4893 Psychology Seminar (Capstone course)	3
PSY 4913 Directed Research	3
PSY 4943 Ethics in Behavioral Sciences	3
REL 1013 Survey of Biblical Literature	3
ELECTIVES	41
TOTAL CREDIT HOURS FOR COUNSELING PSYCHOLOGY MAJOR	120

MINORS

Behavioral Science Minor – Requires 18 hours of PSY, SOC, SWK, 2000 level or above, including 6 upper-division hours.

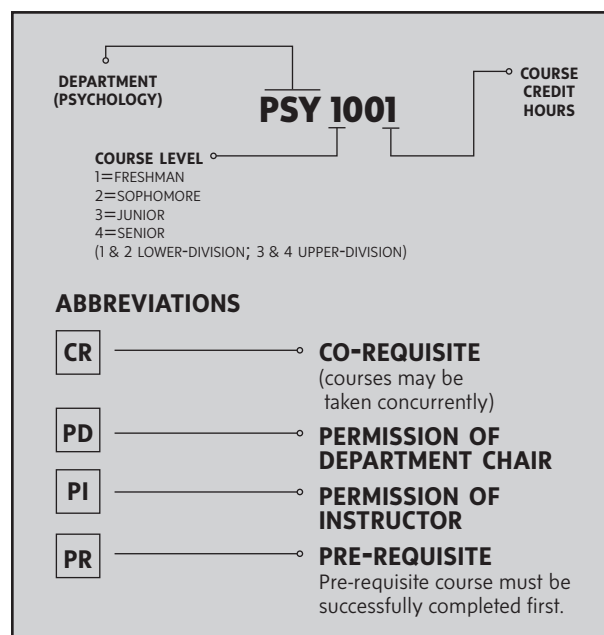
Counseling Minor – Requires 12 hours of PSY or SOC and 6 hours from MIN 3613; PSY 3403, 3413, 4403, 4413, 4423, 4493; or SWK 3003.

Psychology Minor – Requires 18 hours of PSY, including 6 upper-division hours, and/or SWK 3003.

Social Work Minor – Requires 6 hours of PSY and/or SOC and 12 hours of SWK, including 6 upper-division hours.

COURSE DESCRIPTIONS

Rochester College uses a four-digit course numbering system. In each course number, the first digit represents the course level; freshman level courses begin with “1,” sophomore courses begin with “2,” junior courses “3” and senior courses “4.” Courses that begin with “1” or “2” are lower-division, and courses that begin with “3” or “4” are upper-division. The fourth digit represents the number of credit hours the course is worth.



PSY—PSYCHOLOGY

PSY 1001 WRITING IN APA STYLE

Writing and revising academic and research papers using the American Psychological Association (APA) style. Includes style, structure, organization, references, citations, and grammar.

PSY 1403 PREPARATION FOR STATISTICS

Introduction to basic statistical concepts, sample data, frequency distributions, probability, central tendency, variability, and hypothesis testing. Accelerated program only. PR: MAT 1103 or 1203, and PSY 2013.

PSY 2013 GENERAL PSYCHOLOGY

Human behavior, personality, motivation, emotion, intelligence, personal adjustment, and the social and physiological bases of behavior.

PSY 2113 PSYCHOLOGY OF ADJUSTMENT

Psychological approaches to everyday problems, coping skills, anxiety, personal growth and health, and interactions of individuals within personal and social environments.

PSY 2223 LIFE SPAN DEVELOPMENT

Major theoretical foundations of the development of human beings across ages and cultures over the course of the life span. Emphasis on the integration of physical, cognitive, affective, and social as well as moral and spiritual development. Utilization of developmental research to address the scope of issues during the course of life.

PSY 3013 PSYCHOLOGY OF PERSONALITY

Personality theories and the understanding of human development, psychopathology, and behavior. PR: PSY 2013.

PSY 3033 ABNORMAL PSYCHOLOGY

Theories related to the development of various mental and personality disorders, including the function of abnormal behavior. Introduction to diagnostics, using the Diagnostic and Statistical Manual (DSM-IV), methods of investigation, and psychotherapy. PR: PSY 2013.

PSY 3043 BRAIN AND BEHAVIOR

Biology of behavior and mental processes. Behavioral effects of neuroanatomical structures and neurochemical processes. Structure, chemistry, and function of the brain. PR: PSY 2013.

PSY 3053 HEALTH PSYCHOLOGY

Behavioral and psychological processes and their influence on human health, wellness, and health care. Introduction to behavioral medicine, psychoneuroimmunology, and the psychological literature on cardiovascular disorders, somatoform disorders, and other medical conditions. PR: PSY 2013.

PSY 3093 HISTORY AND SYSTEMS OF PSYCHOLOGY

Historical, philosophical, and scientific roots of psychology and the contemporary models of sociology, psychology, and counseling training. Emphasizes important contributions of major leaders and schools of psychology and current issues in the field of psychology. PR: PSY 2013.

PSY 3123 SOCIAL PSYCHOLOGY

Individual psychology in a group setting; social thinking, influence, and relations studied through a review of current research and experimentation. PR: PSY 2013.

PSY 3143 PSYCHOLOGY OF RELIGION

Religion in classical psychological theories, psychological views on religious experience, and recent research and theory in the field of psychology and religion. Emphasizes integration of biblical and theological studies with psychology and psychopathology. PR: PSY 2013 and Junior status.

PSY 3193 INFANT AND TODDLER DEVELOPMENT

Human development from prenatal growth through the toddler years. Major theories and research related to physical, cognitive, and socio-emotional development and the implications of those theories for parenting behavior and environmental planning. Accelerated program only. PR: PSY 2013.

PSY 3203 CHILD DEVELOPMENT

Interactive theories of change involved in growth from birth to puberty. Considers physiological, intellectual, psychological, and social change as it is affected by the child's parents, family, school, and general social environment. PR: PSY 2013.

PSY 3213 ADOLESCENT DEVELOPMENT

Interactive theories of change involved in the growth of the person from puberty to young adulthood. Physiological, intellectual, and social change as affected by involvement in family, school, community, church, and peers. PR: PSY 2013.

PSY 3223 PSYCHOLOGY OF ADULTHOOD AND AGING

Sources of psychological growth and crises in adulthood and aging. Changes in intellectual functioning, attitudes toward aging, experience in the family, retirement, needs of the elderly, and death. PR: PSY 2013.

PSY 3303 STATISTICS FOR BEHAVIORAL SCIENCES

Quantification and statistics. Descriptive and inferential statistics, including measures of central tendency, variability, basic hypothesis testing, analysis of variance, correlation, and regression. Application of statistical concepts to research. PR: Minimum grade of C- in MAT 1103 (Traditional). PSY 1403 (Accelerated program).

PSY 3313 INTRODUCTION TO PSYCHOLOGICAL ASSESSMENT

An introduction to the field of psychological testing and assessment. Emphasis on test theory, construction, standardization, and review of assessment procedures. Surveys current assessment instruments for measurements of personality, intelligence, neuropsychological functioning, achievement, vocational interest, special abilities, and aptitudes. PR: PSY 3013 or 3093. Course fee.

PSY 3323 RESEARCH METHODS IN THE SOCIAL SCIENCES

Application of proper research methods to specific problems related to the social sciences, including problem identification, development of research instruments, sample construction, variable control, application of statistical analyses, and publication of research results. PR: PSY 2013 and C or better in PSY 3303.

PSY 3403 INTRODUCTION TO PSYCHOTHERAPY AND COUNSELING

A focus on the major theoretical foundations and current approaches in psychotherapy and counseling. Emphasis on the development of listening, communication, and empathetic skills necessary in the formation and maintenance of the counselor-counselee relationship. Analysis of dynamics in the counselor-counselee relationship, interviewing techniques, crisis counseling, suicide analysis, referrals, cross-cultural issues, and ethical problems in dealing with clients. PR: PSY 3013 or 3093.

PSY 3413 SUBSTANCE ABUSE AND ADDICTIVE BEHAVIORS

Major theoretical foundations and current understandings of physiological mechanisms involved in the development and maintenance of substance abuse problems. Emphasis on exploring the differences in various drugs and their effects on individual functioning. Addresses issues of assessment, treatment interventions, the varied clientele affected by substance abuse problems as well as legal and ethical issues. PR: PSY 3403.

PSY 3423 DIVERSITY AND CROSS-CULTURAL PSYCHOLOGY

A focus on the various aspects of psychology from a cross-cultural perspective. The nature of living in a pluralistic and multicultural society is addressed with an emphasis on multicultural trends and characteristics of diverse groups. Students examine cultural awareness and sensitivity in counseling and psychotherapy, gender issues, religious variables, and individuals with special needs. PR: PSY 3403.

PSY 3433 INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

Introduction to the use and application of psychology in the workplace. Focuses on how Industrial/Organizational psychologists utilize job analysis to determine required worker characteristics; to design training and development activities to enhance worker performance; to understand stress and well-being at work; to facilitate work environments that increase work motivation, job satisfaction, and job involvement; to analyze organizational processes and organization development; and to develop leadership skills. PR: PSY 2013.

PSY 3503 COGNITIVE PSYCHOLOGY

Psychological and biological processes in human thought, information processing, and decision-making; study of mind-brain interaction; and role of computer science, philosophy, and linguistics in the study of cognition. PR: PSY 3323.

PSY 3514 LEARNING AND MEMORY

Memory, attention, conditioning, and conceptual acquisition. Includes laboratory. PR: PSY 3323.

PSY 3524 SENSATION AND PERCEPTION

Physical stimulation and behavior, thought, and experience; physiology of sensory receptors of all modalities. Also, perceptual processes and characteristics of the visual system. PR: PSY 3323.

PSY 4403 INTRODUCTION TO CAREER DEVELOPMENT AND GUIDANCE

Examines the theoretical foundations and meanings of work in contemporary society, how people select and adapt to work, and the research methods and counseling techniques utilized in the process of making suitable career choices. Students become involved in career planning, interviewing, and résumé writing as a workshop experience in career development. PR: PSY 3403. Accelerated program only.

PSY 4413 INTRODUCTION TO MARITAL AND FAMILY SYSTEMS

Addresses the major theoretical foundations in marital and family systems, emphasizing the dynamics and development of marital and family relationships, behavior, conflicts, and relational resolutions. Explores principles of intervention as they relate to family systems theory and principles, multicultural differences, intergenerational and multigenerational issues, family processes, techniques, and professional issues. PR: PSY 3403.

PSY 4423 PSYCHOLOGY OF GROUP PROCESSES

A focus on the major theoretical foundations of group processes, including the psychological functions of group experience and behavior. The dynamics of group interactions including the concepts of boundaries, decision-making, and interaction. Explores the counselor's role in group interventions with specific counseling populations, including cross-cultural and ethical issues. Students participate in and conduct group activities. PR: PSY 3403.

PSY 4434 ADVANCED EXPERIMENTAL PSYCHOLOGY

Hands-on training in experimental and laboratory research. Focuses on training in the ethical guidelines for the use of animals in behavioral and medical research, behavioral testing techniques including water maze, object recognition, open field, and passive-avoidance, statistical analysis, and research presentations. Includes an overview of immunohistochemistry, basic neuroanatomy, genotyping, and memory processing. Students are required to participate in some preparation and training prior to the beginning of the course. Laboratory experiences are generally held at an off-campus site.

PSY 4493 PSYCHOLOGY FIELD PRACTICUM

Requires 300 hours of counseling agency experience. Student must compile a portfolio containing a journal of daily work experiences, description of the agency (including its services and the training it provides), journal article and critical book reviews reflecting 1,000 pages of reading on a topic approved by the advisor, an original paper on the student's readings and practicum experience, and an evaluation of the practicum experience by the advisor and the student. PR: Senior status or PI and completion of 20 hours of major core.

PSY 4534 ADVANCED SEMINAR IN APPLIED STATISTICS AND RESEARCH

Focus on advanced statistical analyses necessary for advanced levels of research. Explores the application of analyses of variance, multiple correlation, factor analysis, multiple regression, and other techniques to various research designs and interpretations. PR: PSY 3303, 3323.

PSY 4893 PSYCHOLOGY SEMINAR

Psychology major Capstone course. Includes readings, discussions, written and oral reports on advanced topics, and related psychology issues. Topics rotate each semester and include health psychology, neuropsychology, child psychopathology, and others. Requires a major research project and final research paper. PR: Senior status or PI and PSY 3303 and PSY 3323.

PSY 4911/2/3 DIRECTED RESEARCH IN PSYCHOLOGY

Student-conducted research study under instructor supervision. Literature reviews, data collection, statistical analysis and interpretation, and assistance in research report writing may be included. PR: PI and PSY 3323 for traditional program; PSY 3323 for accelerated program.

PSY 4921/4922/4923 DIRECTED READINGS IN PSYCHOLOGY

Students read original source material in psychology under instructor supervision. Annotated bibliographies, content summaries, and literature review papers required. PR: PI.

PSY 4943 ETHICS IN BEHAVIORAL SCIENCE

Reviews ethical standards such as patient rights, confidentiality, and duty to report in the context of professional human services organizations governed by State of Michigan laws. Contrasts philosophies of biblical imperative and humanistic practice. PR: PHI 2933 and senior status (Traditional program).

SOC—SOCIOLOGY

SOC 2013 INTRODUCTION TO SOCIOLOGY

Focuses on sociological concepts that stress the individual's relationship to society and diverse cultures. Addresses sociological theory and how individuals are influenced by religion, education, government, economics, race, and diverse culture and the effect of all the above on development.

SOC 2023 SOCIAL PROBLEMS

Addresses current American social problems within a diverse cultural context, including crime and social deviance, poverty, child abuse, the environment, race relations, and substance abuse, considered through the lens of the treatment of social problems and preventative social planning. Although there is an emphasis on American social problems, the perspective of globalization is also addressed as these problems affect people from international and inter-cultural perspectives.

SOC 2453 MARRIAGE AND THE FAMILY

Introductory course on marriage and the family. Includes the major understandings relative to the development of the family historically, family life course, preparation for marriage, gender roles, marital adjustments, parent-child relationships, in-law and extended family relationships, financial planning, and religious perspectives. Considers marriage and family as dynamic social systems and how they function as social institutions. Considers the broader issues reflecting diversity within marital and family systems from ethnic, inter-cultural, and religious perspectives.

SWK—SOCIAL WORK

SWK 2013 INTRODUCTION TO SOCIAL WORK

Examines the field of social welfare, the history of American social services, and issues relating to the field of social work practice.

SWK 3003 HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT

Human behavior dynamics and the effect of social environment on individual lifetime development. Biological, psychological, and social perspectives on human function. Students develop a people-in-systems theory.

SWK 3103 SOCIAL WELFARE AND PUBLIC POLICY

Historical, philosophical, and political forces that shape the welfare system's response to contemporary social needs. Analysis of public policy's impact on society.

SWK 4403 SOCIAL WORK PRACTICE I

Generalist social work skills and interview techniques in client systems. Use of self in the change process and problem-solving in a systems framework. PR: SWK 2013.

SWK 4413 SOCIAL WORK PRACTICE II

Generalist model for problem identification, intervention selection, and intervention approaches for individuals, families, groups, and communities. Highlights ethical decision-making in social work. PR: SWK 4403.

SWK 4893 FIELD PRACTICUM

Requires 300 hours of field experience and portfolio that includes a daily journal of internship experience, description of agency's services and training, journal article and critical book reviews reflecting 1,000 pages of reading on an approved topic, written report on readings and practicum experience, and an advisor and student evaluation of the practicum experience. PR: SWK 4403 and 4413.

DEPARTMENT OF SCIENCE & MATHEMATICS

(BIO, CHE, MAT, NSC, PHS)

The Department of Science and Mathematics functions to provide Biology, Chemistry, Natural Science, Physics, and Mathematics courses that introduce students to the tremendous complexity and diversity found in all living things and to the elements of the physical world in which they live. The Department seeks to provide students with the opportunity to acquire the mathematical knowledge and reasoning skills necessary for their chosen field of study. The Department also exists to prepare students for participation in professional programs of study, including health sciences, research, and education. It also strives to enhance each student's appreciation for God's wisdom in His works of creation and to inform students of humanity's relationship with creation, including the need for the responsible stewardship of natural resources.

ACADEMIC OPPORTUNITIES

The Department of Science offers majors in Integrated Science Education, Health Sciences (with tracks in pre-pharmacy and pre-physical therapy), Biology, and Biology Education. Also, Biology, Chemistry, Natural Science, and Physics courses meet General Education core requirements for all degrees at Rochester College. General Science, Pre-Med, and Pre-Physician Assistant concentrations are available to students majoring in Interdisciplinary Studies. A General Science, Biology, Biology Education, or Chemistry minor may be combined with any academic major.

The following options are available for students who are interested in studying mathematics at Rochester College. Students may certify to teach mathematics at the elementary or secondary level. Students may also pursue a Bachelor of Science degree in Interdisciplinary Studies and select mathematics as a concentration. This option allows students to study mathematics and a second academic field such as behavioral science, business, communication, history, or music. Students may pursue a Bachelor's degree through another department and select mathematics as a minor.

CAREER OPPORTUNITIES

Graduates with a background in science play essential roles in several science-related fields such as education, medicine, pharmacy, veterinary science, engineering,

environmental biology, environmental science, and other scientific fields.

Many careers require analytical and critical thinking skills taught in mathematics. The importance of mathematics in many academic and professional fields means that many professionals utilize mathematical skills on a regular basis. With a background in mathematics, students may pursue a wide range of career options in such fields as business, government service, industry, and teaching. Students may also choose to continue their studies with graduate work in such fields as computer science, economics, mathematics, or statistics.

ADMISSION REQUIREMENTS FOR PRE-MED CONCENTRATION

Students wishing to complete the Pre-Med Concentration within the Interdisciplinary Studies degree plan should apply for admission to the Science and Mathematics Department Chair between their freshman and sophomore years. Minimum requirements include an overall GPA of 3.4 and a GPA of 3.4 in science and mathematics coursework. To apply, candidates must submit a two-page essay as well as a teacher recommendation. See the department chair for details. Students who are accepted into the pre-med program and graduate with an overall GPA of 3.5 will be eligible to graduate with honors.

DEGREE REQUIREMENTS

BS WITH BIOLOGY MAJOR

Students with a variety of science related interests and goals may choose the Biology Major. The degree forms a solid background for science related graduate work to prepare for professions in the medical, research, or environmental fields.

REQUIREMENTS FOR THE BS IN BIOLOGY		
GENERAL EDUCATION CORE		54
BIOLOGY MAJOR		37-38
BIO 1014 Biological Science I	4	
BIO 1024 Biological Science II	4	
BIO 2114 Anatomy and Physiology I	4	
BIO 2124 Anatomy and Physiology II	4	
BIO 3114 Botany or BIO 3213 General Ecology	3-4	
BIO 3324 Microbiology	4	
BIO 3414 Genetics	4	
CHE 3514 Biochemistry I	4	
NSC 3114 Earth's Waters	4	
NSC 4612 Senior Seminar	2	
MINOR		18
ADDITIONAL REQUIRED SUPPORT COURSES ¹		8
ELECTIVES		10-11
TOTAL FOR BIOLOGY MAJOR		128

¹ MAT 1334 Pre-Calculus, CHE 1514 and 1524 College Chemistry I and II, CHE 2514 Organic Chemistry I, and PHS 2024 General Physics II are required support courses for the Biology major. Twelve hours of the support courses can satisfy General Education requirements.

MINORS

GENERAL SCIENCE MINOR

Requires 8 hours of BIO lab courses; 8 hours of CHE, NSC, or PHS lab courses; and at least 2 hours of any BIO, CHE, NSC, or PHS.

BIOLOGY MINOR

BIO 1014, 1024, 3324, and 3414. Choice of BIO 2013, 2114 or 3213.

CHEMISTRY MINOR

CHE 1514, 1524, 2514, 2524, and 3514.

MATHEMATICS MINOR

Requires 12 hours of MAT above 1103, including MAT 2514 and 2524, and 6 hours of upper-division MAT.

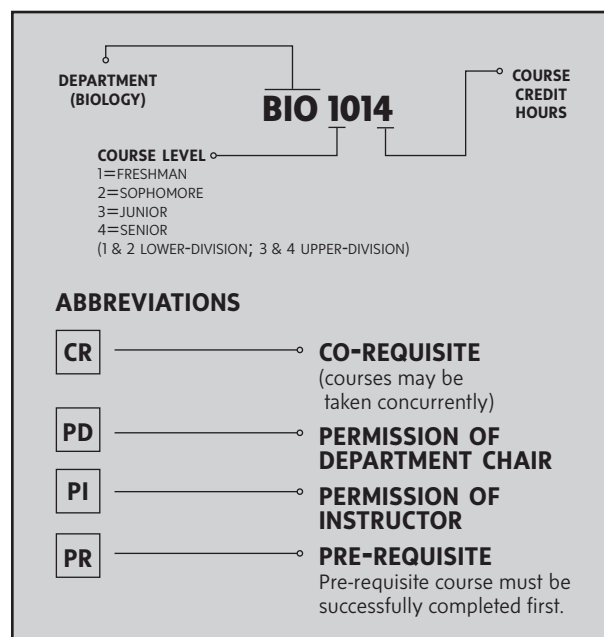
BS WITH HEALTH SCIENCES MAJOR

Designed for students interested in pursuing studies at either a Pharmacy or Physical Therapy School, this degree will provide the essential background and requirements to enter these health-related programs. Students should consult the requirements of the specific programs to which they plan to apply.

REQUIREMENTS FOR THE BS IN HEALTH SCIENCES		
GENERAL EDUCATION CORE		54
CHE 1314 AND 1324 Pre-PT Track (General Education science) OR	8	
CHE 1514 AND 1524 Pre-Pharmacy Track (General Education science)	8	
HEALTH SCIENCES MAJOR (Students are advised to check requirements of the school to which they intend to transfer.)		24
BIO 1014 Biological Science I with Lab	4	
BIO 2114 Human Anatomy and Physiology I BIO 2124 Human Anatomy and Physiology II	8	
BIO 3324 Microbiology	4	
BIO 3414 Genetics	4	
PHS 2014 Physics I	4	
HEALTH SCIENCES TRACK: CHOOSE ONE		
PRE-PHARMACY TRACK		26
BIO 1024 Biological Science II with Lab	4	
CHE 2514 Organic Chemistry I CHE 2524 Organic Chemistry II	8	
CHE 3514 Biochemistry I	4	
MAT 2413 Elementary Statistics	3	
MAT 2514 Calculus and Analytic Geometry I	4	
BUS 2403 Macroeconomics OR BUS 2413 Microeconomics	3	
OR PRE-PHYSICAL THERAPY TRACK		13-14
PHS 2024 Physics II	4	
PSY 2223 Life Span Development	3	
PSY 3303 Psychological Statistics (WSU) OR MAT 2413 Statistics (OU)	3	
Exercise Physiology- Upper Division (Transfer In)	4	
MINOR		18
ELECTIVES (DEPENDING ON TRACK CHOSEN)		6-19
TOTAL FOR HEALTH SCIENCES MAJOR		128

COURSE DESCRIPTIONS

Rochester College uses a four-digit course numbering system. In each course number, the first digit represents the course level; freshman level courses begin with “1,” sophomore courses begin with “2,” junior courses “3” and senior courses “4.” Courses that begin with “1” or “2” are lower-division, and courses that begin with “3” or “4” are upper-division. The fourth digit represents the number of credit hours the course is worth.



BIO—BIOLOGY

BIO 1014 BIOLOGICAL SCIENCE I WITH LAB

Cellular structure and function, cell division and reproduction, genetics, metabolism, and development. Primarily for beginning majors. Course fee.

BIO 1024 BIOLOGICAL SCIENCE II WITH LAB

Plant and animal anatomy and physiology, ecology, and evolution. Course fee.

BIO 1114 INTRODUCTION TO BIOLOGICAL SCIENCE WITH LAB

An overview of current topics in cellular and organismal biology, including laboratory techniques and research methods. For non-science majors. Course fee.

BIO 1124 ZOOLOGY

Major phyla of the animal kingdom, including the basic principles of comparative anatomy, physiology, morphology, behavior, and ecology. Course fee.

BIO 2011 INTRODUCTION TO HUMAN ANATOMY AND PHYSIOLOGY LAB

A lab to accompany BIO 2013. CR: BIO 2013. Course fee.

BIO 2013 INTRODUCTION TO HUMAN ANATOMY AND PHYSIOLOGY

A non-laboratory study of the functioning of the human body with an emphasis on the interaction of organs and systems. Discussion of disease prevention and health also included. Credit cannot be given for BIO 2013 and BIO 2114 or 2124.

BIO 2114 HUMAN ANATOMY AND PHYSIOLOGY I

Structure and function of the muscular, skeletal, nervous, and endocrine systems and how they work together to support the human body. Supplementary topics include cell biology and histology. Course fee.

BIO 2124 HUMAN ANATOMY AND PHYSIOLOGY II

Structure and function of the circulatory, lymph, respiratory, digestive, urinary, and reproductive systems. Supplementary topics include electrolyte, acid/base, and fluid balance. Course fee. PR: BIO 2114.

BIO 2224 INTRODUCTORY BOTANY AND ZOOLOGY

Introductory anatomy, physiology, taxonomy, and ecology for the major phyla of the plant and animal kingdoms. Course fee.

BIO 2313 NUTRITION

Principles of nutrition, metabolism, food values, and dietary requirements for healthy body maintenance and growth.

BIO 3114 BOTANY

Advanced topics in plant biology, including cell structure, anatomy, physiology, metabolism, and ecology. Course fee. PR: BIO 1024 or BIO 2224.

BIO 3213 GENERAL ECOLOGY

Basic ecological concepts with labs covering experimental designs and research methods used to study and interpret data. Biomes, community interactions, population dynamics, energy, and material flow.

BIO 3324 MICROBIOLOGY

Fundamental concepts of microbiology with emphasis on the morphology and physiology of microorganisms. Includes applications of microbiology in medicine, food preparation, and industry. PR: Grade of C or higher in BIO 1014 or BIO 1124 or PI. Course fee.

BIO 3414 GENETICS

Structure and function of DNA, genes, gene expression, inheritance patterns, prokaryote and eukaryote chromosome structure, and modern gene technology. Laboratory includes classic and molecular exercises in genetics. Course fee. PR: BIO 1014.

CHE—CHEMISTRY

CHE 1314 INTRODUCTION TO CHEMISTRY I

Atomic structure, bonding, and quantitative principles in chemistry. Acids, bases, solutions, and chemical reactions. Includes a laboratory component. PR/CR: MAT 1103 or 1203, or ACT 21+.

CHE 1324 INTRODUCTION TO CHEMISTRY II

Classes, properties, and reactions of organic compounds. Structure, function, and metabolism of carbohydrates, proteins, lipids, and nucleic acids. Includes a laboratory component. PR: CHE 1314.

CHE 1514 COLLEGE CHEMISTRY I

Theory and quantitative principles of chemistry: Stoichiometry, atomic and molecular structure, gas law, thermochemistry, and solutions. Includes a laboratory component. PR/CR: MAT 1334 or MAT ACT of 24 or above. Course fee.

CHE 1524 COLLEGE CHEMISTRY II

Continuation of CHE 1514. Includes equilibria, precipitation reactions in aqueous solutions, kinetics, acids and bases, oxidation-reduction reactions, coordination compounds, nuclear chemistry, and a brief introduction to organic chemistry. Includes a laboratory component. PR: Grade of C or better in CHE 1514 and MAT 1334 or above. Course fee.

CHE 2514 ORGANIC CHEMISTRY I

Structure, reactions, mechanism, and synthesis in the field of organic chemistry. Includes a laboratory component. PR: CHE 1524. Course fee.

CHE 2524 ORGANIC CHEMISTRY II

Continuation of CHE 2514. Reactions of aliphatic and aromatic compounds. Reaction mechanisms, multistep syntheses, heterocyclic compounds, amino acids, proteins, carbohydrates, and nucleic acids. Includes a laboratory component. PR: CHE 2514. Course fee.

CHE 3514 BIOCHEMISTRY I

Structure and function of proteins, carbohydrates, and lipids. Enzyme mechanisms, kinetics, and regulation. Bioenergetics and catabolism. Includes a laboratory component. PR: CHE 2514. Course fee.

MAT—MATHEMATICS

MAT 0103 PRE-ALGEBRA

Designed to help students make the transition from arithmetic to algebra and to demonstrate the relevancy of mathematics in everyday life and in the workplace. Includes arithmetic of whole numbers, integers, fractions and decimals; solving simple equations and development of problem-solving skills; ratios, proportions, and percent; graphs and geometry applications; introduction to exponents, polynomials, and factoring. Does not count toward graduation. Required if Math ACT is 15 or below.

MAT 1003 BEGINNING ALGEBRA

Reviews properties of real numbers and arithmetic; algebraic properties; linear equations and inequalities; graphing linear equations, functions, and inequalities; equations of lines; 2x2 systems of linear equations and inequalities; exponents and polynomials; factoring; introduction to quadratic equations and functions; and applications. May include an introduction to rational expressions and functions. As of Fall 2007, does not count toward graduation. Required if Math ACT is 21 or below.

MAT 1103 INTERMEDIATE ALGEBRA

Continuation of MAT 1003. Rational expressions, equations, and functions; absolute value equations and inequalities; 2x2 and 3x3 systems of linear equations; radical expressions and equation; complex numbers; quadratic equations and inequalities; graphing quadratic equations; quadratic and rational inequalities; graphing linear, absolute value, quadratic, square-root, and cubic functions; algebra of functions; inverse functions; introduction to logarithmic and exponential functions; and applications. PR: Minimum Math ACT of 22 or minimum grade of C- in MAT 1003.

MAT 1203 SURVEY OF MATHEMATICS

Overview of the essence of mathematics and its applications for the non-science, non-mathematics student. Emphasis placed on the development of critical thinking skills, reasoning abilities, and problem solving skills. Topics may include, but are not limited to, sets, algebra, geometry, consumer math, linear equations, systems of equations, formulas, and application problems. PR (for traditional only): ACT of 22 or C- or above in MAT 1003.

MAT 1312 TRIGONOMETRY

Trigonometric functions of angles and real numbers; right triangle trigonometry; law of sines; law of

cosines; trigonometric graphs and identities; inverse trigonometric functions; and applications. PR: Math ACT of 25 or above, or grade of C or better in MAT 1103.

MAT 1322 COLLEGE ALGEBRA

Equations; inequalities; relations; functions; graphs of functions; composite functions; inverse functions; polynomial and rational functions; exponential and logarithmic functions; systems of equations; Gaussian elimination; partial fractions; and applications. May include sequences, summation notation, geometric series, or mathematical induction. PR: Math ACT of 25 or above, or grade of C or better in MAT 1103.

MAT 1334 PRE-CALCULUS

Combines various topics of MAT 1312 and MAT 1322 into one course. PR: Math ACT of 25 or above, or minimum grade of C- in MAT 1103.

MAT 2213 MATH FOR ELEMENTARY TEACHERS I

Number sense and numeration, whole number operations, fractions, decimals, computational algorithms, patterns, relations, functions, and informal algebra. Emphasizes content with references to NCTM standards, MDE benchmarks, and materials and strategies appropriate to teaching elementary school mathematics. Satisfies General Education requirement for students seeking elementary certification. PR: Grade C- or better in MAT 1003 or Math ACT of 22 or above.

MAT 2223 MATH FOR ELEMENTARY TEACHERS II

Properties of two- and three-dimensional geometric figures, similarity and congruence, common and metric measurement, introductory statistics and probability. Emphasizes content with references to NCTM standards, MDE benchmarks, and materials and strategies appropriate to teaching elementary school mathematics. Satisfies General Education requirement for students seeking elementary certification. PR: Grade C- or better in MAT 1003, or Math ACT of 22 or above.

MAT 2233 FINITE MATHEMATICS

Straight lines and linear functions; systems of linear equations and matrices; Gauss-Jordan elimination; linear programming and the simplex method; sets and counting; probability; mathematics of finance; and an introduction to difference equations and graph theory. PR: Math ACT of 24 or above, or grade of C- or better in MAT 1003.

MAT 2413 ELEMENTARY STATISTICS

Descriptive statistics; introductory probability; probability distributions; binomial and normal distributions; estimation; hypothesis testing; linear

regression and correlation; and applications. May include goodness-of-fit tests; statistical process control; or nonparametric statistics. PR: Minimum Math ACT of 22 or minimum grade of C- in MAT 1003, or MAT 1203.

MAT 2514 CALCULUS AND ANALYTIC GEOMETRY I

Limits and continuity; differentiation and applications; integration and area; calculus of transcendental functions; and introduction to applications of integration. May include an introduction to differential equations. PR: Minimum Math ACT of 28 and sufficient high school preparation, or a minimum grade of C- in MAT 1334.

MAT 2524 CALCULUS AND ANALYTIC GEOMETRY II

Continues MAT 2514. Applications of integration; differential equations; techniques of integration; L'Hopital's rule; improper integrals; infinite series; conics; parametric equations; and polar coordinates. May include an introduction to vectors and the geometry of space. PR: Minimum grade of C- in MAT 2514.

MAT 3212 TECHNOLOGY IN MATHEMATICS EDUCATION

Focus on the use and integration of instructional technology in the K-12 mathematics curriculum. Education candidates explore the concepts of how to best utilize technologies in math to help students achieve, think critically, and prepare for the world outside of school. Hands-on experience using Internet resources, web-based applications, and instructional software that explore and analyze data and connect numerical, symbolic, and geometric representations.

MAT 3303 MODERN ALGEBRA

Concepts of groups, rings, integral domains and fields, and abstract reasoning. PR: MAT 2524.

MAT 3333 ALGEBRAIC, PROPORTIONAL, AND MATHEMATICAL REASONING

Development of algebraic and proportional reasoning as well as an examination of reasoning and proof through logic, conjecture, argument, and formal proof. Also entails an examination of the relationships between the aforementioned concepts. Emphasis is placed on problem-solving strategies and concept development. PR: MAT 2213 and 2223.

MAT 3343 GEOMETRY FOR ELEMENTARY TEACHERS

Examination of two- and three-dimensional geometric objects using different representational systems, transformations and symmetry, and problem solving involving geometry. Includes technology and manipulatives for the geometry classroom. PR: MAT 2223.

MAT 3534 CALCULUS AND ANALYTIC GEOMETRY III

Continues MAT 2524. Vectors and the geometry of space; vector-valued functions; functions of several variables; and multiple integration. May include an introduction to vector analysis. PR: C- or better in MAT 2524.

MAT 3614 LINEAR ALGEBRA

Systems of linear equations, matrices, and determinants; linear combinations and linear independence; vector spaces; linear transformations; eigenvalues and eigenvectors; inner product spaces; and applications. May include linear programming. PR: Minimum grade of C- in MAT 2524. Recommended PR: MAT 3534.

MAT 3624 DIFFERENTIAL EQUATIONS

First-order ordinary differential equations; linear differential equations of higher-order; differential equations with variable coefficients; power series solutions; Laplace transforms; and applications. May include an introduction to systems of linear first-order differential equations and numerical methods for ordinary differential equations. PR: Minimum grade of C- in MAT 2524.

MAT 4653 COLLEGE GEOMETRY

Euclidean, hyperbolic, spherical, finite, fractal, and taxi-cab geometries, including applications to real life situations, use of multiple geometry software programs, and some pedagogy for secondary mathematics education students. PR: MAT 2524.

MAT 4952/4962 SENIOR MATH SEMINAR

The history of mathematics as well as issues involved in mathematics education. Includes curriculum, standards, and the professional mathematics teaching community, as well as an examination of the roles of both women and minorities in mathematics. This course concentrates on the development of a scientific paper in the field of mathematics. PR: Senior status.

NSC—NATURAL SCIENCE

NSC 1003/1004 EARTH SCIENCE

Includes Earth's composition, internal and external processes, plate tectonics, map reading and interpretation, geologic structures, history of astronomy, the solar system, classification and formation of stars and galaxies, and cosmology. NSC 1004 includes a lab component. Course fee. NSC 1003 is offered for accelerated programs only.

NSC 1013 ENVIRONMENTAL SCIENCE

Current environmental issues that contribute to

understanding humanity's responsibility for the earth's resources. Includes the study of acid rain, greenhouse effect, and toxic waste. Offered for accelerated programs only.

NSC 2204 NATURAL SCIENCE FIELD STUDY

Various geological, environmental, conservation, and climate topics are explored in a field study experience. Specific topics covered depend on the locations visited. Counts as a lab course. Travel fee variable.

NSC 2314 SCIENCE FOUNDATIONS I

Chemistry and Life Science. Designed for elementary teachers. Atoms, molecules, and matter; plants, animal life, genetics, the food cycle, changes in digestion, and ecosystems. Three hours lecture and three hours lab weekly. PR: Math ACT of 22+ or MAT 1003. Course fee.

NSC 2324 SCIENCE FOUNDATIONS II

Astronomy, Earth Science, and Physics. Basic science concepts primarily for pre-service elementary teachers. Solar system, earth's structure, and the laws and forces which govern earth and the universe as a whole. Three hours lecture and three hours lab weekly. PR: Math ACT of 22+ or MAT 1003. Course fee.

NSC 3114 EARTH'S WATERS

Range of human understanding and interaction with water from seas, streams, lakes, groundwater, glaciers, precipitation, and the atmosphere. Emphasizes man's impact on water as a resource. Includes laboratory component. Course fee. PR: BIO 1014 and CHE 1524.

NSC 4612 SENIOR SEMINAR

Conduction of a scientific research project in consultation with a science-faculty adviser. Includes design, data collection, identifying and manipulating variables, organization and analysis of data, evaluation, and communication. Required for graduation. Taken in the final six hours of the program. PR: PI.

NSC 4901/4902/4903/4904 TOPICS IN SCIENCE

Presentation of paper or project. Four credits maximum. PR: PI.

PHS—PHYSICS

PHS 2014 GENERAL PHYSICS I

Fundamentals of mechanics, thermodynamics, and sound. Lab includes experiments with motion, mechanics, energy, thermodynamics, momentum, waves, and sound. Course fee. CR/PR: MAT 1334.

PHS 2024 GENERAL PHYSICS II

Magnetism, electricity, optics, light, and atomic physics. Lab includes experiments with circuits, electricity, optics, Bohr Theory, and magnetism. Course fee. PR: MAT 1334.

PHS 3004 ASTRONOMY

History of astronomy, the solar system, classification and formation of stars, galaxies, and cosmology. Includes laboratory and observational investigations. PR: MAT 1103. Course fee.



ROCHESTER COLLEGE
School of Nursing
BSN

School of
NURSING

SCHOOL OF NURSING

(NUR)

The mission of the Rochester College School of Nursing is to prepare professional nurses in an academically challenging Christian community to provide socially conscious and professionally skilled practice in a diverse and rapidly changing health care environment. The curriculum is designed to enhance students' understanding of health and illness in the context of a Christian environment using the relationship-based care model.

The School of Nursing is professionally accredited by the Commission on Collegiate Nursing Education (CCNE).

ACADEMIC OPPORTUNITIES

Rochester College offers two program tracks to the Bachelor of Science in Nursing degree. In the pre-licensure program, students complete three years of didactic preparation intertwined with clinical experiences. Upon receiving the Bachelor of Science in Nursing, students are eligible to sit for the State Licensure Exam for Registered Nurses (NCLEX-RN), which, once passed, allows the graduate nurse to practice as a registered nurse in the state of Michigan. In the RN-BSN program, registered nurses who hold an Associate Degree in Nursing or a Nursing Diploma Degree are given the opportunity to complete coursework to receive a Bachelor of Science in Nursing. This coursework is done primarily in an online format and can be completed in as little as 18 months. Faculty facilitate students' growth, both individually and collectively, by providing opportunities for students to make connections with mentors. Students' previous academic preparation is valued and built upon with a concentration in nursing.

CAREER OPPORTUNITIES

The nursing program provides BSN students the opportunity to explore career options in various areas within hospital and community settings. Students advance their understanding of the nursing profession and expand their leadership potential in the areas of management and health education within the community. More than ever, employers recognize

the value of baccalaureate-prepared RNs. This degree commonly offers graduates career opportunities at and beyond the bedside.

ADMISSION TO PROGRAMS

To gain admission to the RN to BSN program, students must supply the following:

- Completed Rochester College Nursing School Application
- Official transcripts of all college work with a minimum grade of C in coursework already taken
- A copy of an unencumbered RN license valid in the State of Michigan
- A one-page letter describing your career plans, philosophy of nursing care, and how your spiritual values impact your clinical practice
- One completed personal reference form (along with waiver). All of these items should be sent to:

Admissions
Rochester College
800 West Avon Road
Rochester Hills, MI 48307

To gain admission to the pre-licensure nursing program, students must conform to the following:

- Have been accepted fully at Rochester College.
- Completed all pre-requisite coursework listed in the BSN degree plan with a minimum grade

of C, and official transcripts must be received by Rochester College.

- Submitted a “Reflective Writing Essay” by the application deadline. Instructions for this essay and application deadline can be found on the RC website under rc.edu/nursing.

When all forms and documents have been received by the School of Nursing, prospects will be contacted to set up an appointment for a group interview. After admission to Rochester College School of Nursing, no transfer credits will be accepted.

DEGREE REQUIREMENTS

REQUIREMENTS FOR THE BS IN NURSING (RN TO BSN)	
GENERAL EDUCATION CORE ¹	25
CO-REQUISITE COURSES ²	24
RN DEGREE (ADN)	30
NURSING MAJOR	39
NUR 3104 Transition to Professional Nursing	4
NUR 3204 Advanced Health Assessment in the Community	4
NUR 3304 Pathophysiology Across Cultures	4
NUR 3404 Integrated Pharmacology Trends	4
NUR 4104 Nursing Research & Informatics	4
NUR 4204 Holistic Health Promotion Across the Lifespan	4
NUR 4304 Nursing Management & Leadership	4
NUR 4904 Nursing Capstone/Practicum	4
PHI 4944 Ethics for Health Care	4
REL 1003 Introduction to the Christian Faith	3
ELECTIVES	10
TOTAL CREDIT HOURS FOR RN TO BSN MAJOR	128

¹ PSY 2013 General Psychology is required as part of the General Education core.

² Co-requisite courses include CHE 1314 and 1324 Introduction to Chemistry I and II w/labs; BIO 1014 Biological Science w/lab; BIO 2011/2013 Introduction to Anatomy/Physiology w/lab; BIO 2313 Nutrition; BIO 3324 Microbiology w/lab; INF 1011 Information Literacy; PSY 1001 APA Writing; and PSY 2223 Life Span Development. Four hours of the above science support courses can satisfy General Education lab science requirements. Co-requisite courses may be transferred from other schools or taken at Rochester College, concurrently with NUR courses.

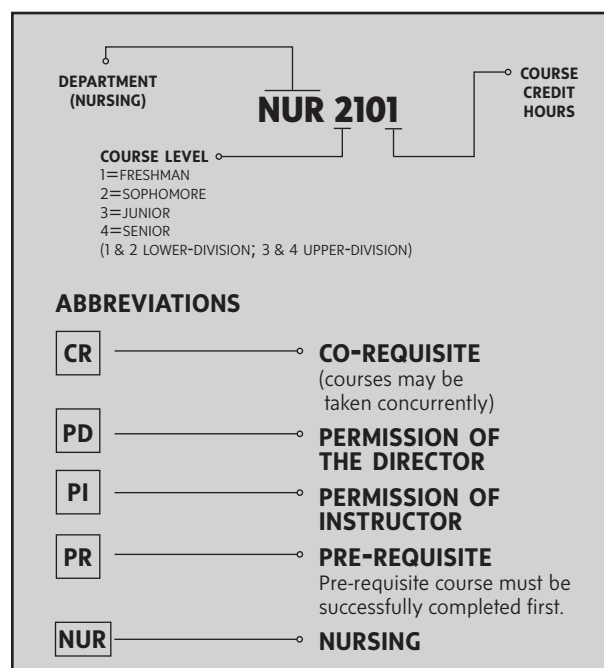
REQUIREMENTS FOR PRE-LICENSURE BSN	
GENERAL EDUCATION CORE ¹	42
REQUIRED SUPPORT COURSES ²	20
NURSING MAJOR	64
NUR 2101 Introduction to Professional Nursing	1
NUR 2204 Integrated Pathophysiology	4
NUR 2304 Health Assessment	4
NUR 2402 Community Wellness I with Clinical	2
NUR 2503 Nursing Foundations	3
NUR 2704 Community Wellness II with Clinical	4
NUR 2604 Innovative Pharmacology	4
NUR 2803 Nutritional Health Promotion	3
NUR 3214 Adult Nursing I with Clinical	4
NUR 3314 Mental-Health Nursing with Clinical	4
NUR 3411 Applied Nursing Research I	1
NUR 3413 Applied Nursing Research II	3
NUR 3514 Maternal-Infant Nursing with Clinical	4
NUR 3614 Pediatric Nursing with Clinical	4
NUR 4114 Adult Nursing II with Clinical	4
NUR 4214 Population Based Nursing with Clinical	4
NUR 4312 Nursing Empowerment	2
NUR 4414 Pre-Licensure Capstone Practicum	4
NUR 4514 Holistic Nursing Leadership	4
NUR 4611 Comprehensive Nursing	1
TOTAL CREDIT HOURS FOR BACHELOR OF SCIENCE IN NURSING	126

¹ HIS 1313, HIS 1323, INS 3113, or PHI 2013 satisfies Western Heritage; American Experience must be a Political Science course; Diversity must be a Sociology course; PSY 2013 and PHI 2943 are required courses.

² CHE 1314 and 1324, BIO 1014, 2011, 2013, and 3324, and PSY 1001 and 2223. Four (4) hours of these required support courses can satisfy General Education lab science requirements.

COURSE DESCRIPTIONS

Rochester College uses a four-digit course numbering system. In each course number, the first digit represents the course level; freshman level courses begin with “1,” sophomore courses begin with “2,” junior courses “3” and senior courses “4.” Courses that begin with “1” or “2” are lower-division, and courses that begin with “3” or “4” are upper-division. The fourth digit represents the number of credit hours the course is worth.



PRE-LICENSURE BSN

NUR 2101 INTRODUCTION TO PROFESSIONAL NURSING

Introduction to concepts of communication, professionalism, protection of patients’ rights, leadership, and management skills of the baccalaureate prepared nurse. Particular emphasis placed on relationship-based caring theories/theorists. PR: Admission to the BSN Program.

NUR 2204 INTEGRATED PATHOPHYSIOLOGY

Study of various disease processes that relate to an individual’s unique pathophysiology across cultures. PR: Admission to the BSN Program.

NUR 2304 HEALTH ASSESSMENT

Foundational techniques in physical, spiritual, and psycho-social assessment applied in the nursing skills laboratory, such as obtaining health history for a full physical and mental health assessment and vital signs. Simulation experiences augment the curriculum. PR: Admission to the BSN Program.

NUR 2402 COMMUNITY WELLNESS I WITH CLINICAL

Explores the unique methods, tools, and settings that the BSN nurse applies and interacts within the community. Foundational health assessment techniques utilized with community groups. PR: Admission to the BSN Program.

NUR 2503 NURSING FOUNDATIONS

Advanced nursing skills, such as assessment of vital signs and assisting with self-care in various health care settings. Application of infection control principles, medication administration, and wound care across the wellness spectrum. PR: Minimum grade of B- in previous semester’s NUR courses.

NUR 2604 INNOVATIVE PHARMACOLOGY

Investigation and examination of holistic, over-the-counter, and prescriptive medications. Current pharmacology trends will be analyzed. PR: Minimum grade of B- in previous semester’s NUR courses.

NUR 2704 COMMUNITY WELLNESS II WITH CLINICAL

Examination of data within the community assessments with subsequent development of nursing interventions to promote community wellness in the extended care facility and in-patient population. PR: Minimum grade of B- in previous semester’s NUR courses.

NUR 2803 NUTRITIONAL HEALTH PROMOTION

Analysis of the integral role of nutrition in maintaining and promoting personal and community health. PR: Minimum grade of B- in previous semester’s NUR courses.

NUR 3214 ADULT NURSING I WITH CLINICAL

Assessment and supportive measures provided to adults experiencing various illnesses. PR: Minimum grade of B- in previous semester’s NUR courses.

NUR 3314 MENTAL HEALTH NURSING WITH CLINICAL

Foundations of mental health with emphasis on illness prevention within various community settings. PR: Minimum grade of B- in previous semester’s NUR courses.

NUR 3411 APPLIED NURSING RESEARCH I

Foundations of nursing research with application to various health care issues and settings. PR: Minimum grade of B- in previous semester’s NUR courses.

NUR 3413 APPLIED NURSING RESEARCH II

Exposure to and use of online databases to survey nursing research that guides evidence-based practice. PR: Minimum grade of B- in previous semester’s NUR courses.

NUR 3514 MATERNAL-INFANT NURSING

Health assessment and health promotion of mother and baby in various community settings. PR: Minimum grade of B- in previous semester's NUR courses.

NUR 3614 PEDIATRIC NURSING WITH CLINICAL

Addresses health assessment and health promotion of children in various community settings. PR: Minimum grade of B- in previous semester's NUR courses.

NUR 4114 ADULT NURSING II WITH CLINICAL

Advanced assessment and health teaching for adults experiencing various acute illnesses and chronic health challenges. PR: Minimum grade of B- in previous semester's NUR courses.

NUR 4214 POPULATION BASED NURSING WITH CLINICAL

Community health issues addressed in partnerships with residents in various communities. Focus on health promotion and disease prevention. PR: Minimum grade of B- in previous semester's NUR courses.

NUR 4312 NURSING EMPOWERMENT

Assessment of populations across various income levels and cultures with emphasis on skill building and proactive community participation. Exploration of the legal and professional responsibilities of a registered nurse. PR: Minimum grade of B- in previous semester's NUR courses.

NUR 4414 PRE-LICENSURE CAPSTONE PRACTICUM

Individualized clinical immersion experience emphasizing professionalism and autonomy within assigned health care setting. Emphasis on effective multi-disciplinary collaboration for improving safety and quality in patient health care. PR: Minimum grade of B- in previous semester's NUR courses.

NUR 4514 HOLISTIC NURSING LEADERSHIP

Assessment of various nursing leadership roles in complementary, spiritual, business, health care, finance, regulatory, and governmental environments. PR: Minimum grade of B- in previous semester's NUR courses.

NUR 4611 COMPREHENSIVE NURSING

Synthesis of assessment, nursing process, leadership and management skills in health care. PR: Minimum grade of B- in previous semester's NUR courses.

RN TO BSN

NUR 3104 TRANSITION TO PROFESSIONAL NURSING

This course exposes the foundations and principles that

guide the baccalaureate nurse (BSN) in practice. PR: Holder of unencumbered Michigan RN license; INF 1101; ENG 1113; PSY 1001.

NUR 3204 ADVANCED HEALTH ASSESSMENT IN THE COMMUNITY

This course explores the unique methods, tools, and settings that the BSN nurse applies and interacts within the community. PR: Minimum grade of C in NUR 3104; PSY 2013; MAT 1103 or MAT 1203.

NUR 3304 PATHOPHYSIOLOGY ACROSS CULTURES

An examination of how cultural diversity relates to an individual's unique pathophysiology. PR: Minimum grade of C in NUR 3104; BIO 1014; BIO 2011 and 2013; and BIO 3324.

NUR 3404 INTEGRATED PHARMACOLOGY TRENDS

Blended knowledge acquisition of holistic, over-the-counter, and prescriptive medications. Current pharmacology trends will be analyzed. PR: Minimum grade of C in NUR 3104; CHE 1314; and CHE 1324.

NUR 4104 NURSING RESEARCH AND INFORMATICS

Exposure to and use of online databases to survey nursing research that guides evidence based practice. Review of various informatics systems such as the Electronic Medical Record and those used in medication administration. PR: Minimum grade of C in NUR 3104; ENG 1123; and MAT 1103 or MAT 1203.

NUR 4204 HOLISTIC HEALTH PROMOTION ACROSS THE LIFESPAN

Mind, body, and spirit health promotion for all ages is explored. Emphasis on the unique geriatric population. Spirituality is multidimensional and has an important relationship with healing and health. PR: Minimum grade of C in NUR 3104; BIO 2313; and PSY 2223.

NUR 4304 NURSING MANAGEMENT AND LEADERSHIP

Exploration of nursing leadership theory and values. Students will engage in activities to strengthen their management and leadership capabilities. PR: Minimum grade of C in NUR 3104; COM 1013; and PHI 4944.

NUR 4904 NURSING CAPSTONE/PRACTICUM

Students are paired or pair themselves with a nurse leader in their chosen specialty for an intensive mentoring and reflective experience. Emphasis is on service, collaboration, and relationship-based caring. (Students do not provide direct nursing care during this course.) PR: Completion of all RN-BSN program courses with a minimum grade of C; any Literature course; any Appreciation course; and REL 1003.



School of
THEOLOGY &
MINISTRY

DEPARTMENT OF RELIGION & BIBLE

(BIB, GRE, HEB, MIN, REL)

The Department of Religion and Bible provides formal instruction in biblical and religious studies. It seeks to encourage all students to pursue Christian faith, values, and service and offers preparation for graduate studies or a vocation in Christian ministry.

ACADEMIC OPPORTUNITIES

The Bachelor of Science degree supports formal preparation for Christian ministry or biblical studies. Rochester College also offers a Master of Religious Education degree, a program described in a separate graduate catalog. Undergraduate degrees are available in biblical studies, Christian ministry, and youth and family ministry. A concentration in religion is available under the Interdisciplinary Studies program for those who are interested in vocational ministry or a degree plan that does not include biblical languages. Minors are offered in biblical studies, biblical languages, religion, or youth and family ministry.

CAREER OPPORTUNITIES

Graduates are well prepared for several roles in Christian ministry. Common ministerial opportunities include preaching, local ministry, youth ministry, missions, and teaching. Graduates also find jobs at Christian youth camps and senior care facilities. The degree also provides a foundation for graduate studies in religion.

DEGREE REQUIREMENTS

BS WITH BIBLICAL STUDIES MAJOR

Foundational courses feature textual Bible, historical and doctrinal religion, Hebrew, and Greek. The biblical studies major provides maximum flexibility in course selection for students with a variety of interests, including those who plan to seek biblical studies at the graduate level or teach religion at a Christian institution. This major also benefits students who want to increase their Bible knowledge while engaged in liberal arts studies at the Bachelor's degree level.

REQUIREMENTS FOR THE BS IN BIBLICAL STUDIES	
GENERAL EDUCATION CORE ¹	49
BIBLICAL STUDIES MAJOR	45
BIB 3000 OR 4000 level textual courses, including both Old and New Testament courses (3 hours must be 4000 level)	15
CHOOSE ONE: <ul style="list-style-type: none"> • BIB 4193 History and Theology of the Old Testament • BIB 4293 History and Theology of the New Testament 	3
GRE 1214 Elementary Greek I	4
GRE 1224 Elementary Greek II	4
MIN 3323 Introduction to Preaching	3
REL 2983 Biblical Interpretation	3
REL 3793 History and Theology of the Christian Tradition I	3
REL 3893 Special Topics in Historical Theology	3
REL 4003 History and Theology of the Christian Tradition II	3
REL 4811 Senior Seminar in Religion	1
BIB 4393 Contemporary Issues in Hermeneutics (Capstone)	3
LANGUAGE TRACK: CHOOSE ONE (SEE FOLLOWING TABLES) <ul style="list-style-type: none"> • Greek • Hebrew 	7-8
MINOR (RECOMMENDED)	18
ELECTIVES	8-9
TOTAL CREDIT HOURS FOR BIBLICAL STUDIES MAJOR	128

¹ In the Christian Values unit of General Education, Religion/Bible majors must take REL 1003, REL 1013, MIN 2513, and PHI 2013 or 2933. PSY 2013 is required in the Human Institutions and Behavior section.

GREEK LANGUAGE	
GRE 3314 INTERMEDIATE GREEK GRAMMAR	4
CHOOSE ONE FOR 3 HOURS:	3
<ul style="list-style-type: none"> GRE 3413 Advanced Greek Readings I GRE 3423 Advanced Greek Readings II 	

HEBREW LANGUAGE TRACK	
HEB 1214 ELEMENTARY HEBREW I	4
HEB 1224 ELEMENTARY HEBREW II	4

BS WITH CHRISTIAN MINISTRY MAJOR

Students may earn the Bachelor of Science degree with a major in Christian ministry. This degree program includes a strong foundation in textual, historical, and doctrinal courses, along with both practical and theoretical courses pertaining to local ministry and the art of preaching.

REQUIREMENTS FOR THE BS IN CHRISTIAN MINISTRY		
GENERAL EDUCATION CORE ¹		49
CHRISTIAN MINISTRY MAJOR		51
BIB 3000 OR 4000 level textual courses, including both Old and New Testament courses (3 hours must be 4000 level)	12	
GRE 1214 Elementary Greek I	4	
GRE 1224 Elementary Greek II	4	
MIN 3323 Introduction to Preaching	3	
MIN 3523 Practical Issues in Ministry	3	
MIN 3613 Pastoral Care	3	
MIN 3623 The Church and Society OR MIN 3423 Issues in Culture and Evangelism	3	
MIN 4873 Internship	3	
REL 2983 Biblical Interpretation	3	
REL 3793 History and Theology of the Christian Tradition I	3	
REL 3893 Special Topics in Historical Theology	3	
REL 4003 History and Theology of the Christian Tradition II	3	
REL 4811 Senior Seminar in Religion	1	
BIB 4383 Contemporary Issues in Hermeneutics (Capstone)	3	
MINOR (RECOMMENDED)		18
ELECTIVES		10
TOTAL CREDIT HOURS FOR CHRISTIAN MINISTRY MAJOR		128

¹ In the Christian Values unit of General Education, Religion/Bible majors must take REL 1003, REL 1013, MIN 2513, and PHI 2013 or 2933. PSY 2013 is required in the Human Institutions and Behavior section.

BS WITH YOUTH AND FAMILY MINISTRY MAJOR

Students may earn the Bachelor of Science degree with a major in Youth and Family Ministry. This degree program is designed to prepare students to minister to youth in their families, churches, schools, and communities.

REQUIREMENTS FOR THE BS IN YOUTH AND FAMILY MINISTRY		
GENERAL EDUCATION CORE ¹		49
YOUTH AND FAMILY MINISTRY MAJOR		54
BIB 3000 OR 4000 level textual courses, with both Old and New Testament courses included (3 hours must be 4000 level)	9	
GRE 1214 Elementary Greek I	4	
GRE 1224 Elementary Greek II	4	
MIN 3323 Introduction to Preaching	3	
MIN 3333 Introduction to Youth Ministry	3	
MIN 3353 Religion, Media, and Youth Culture	3	
MIN 3363 Family Life Ministry	3	
MIN 3423 Issues in Culture and Evangelism OR MIN 3623 Church and Society	3	
MIN 4873 Internship	3	
PSY 3213 Adolescent Development	3	
REL 2983 Biblical Interpretation	3	
REL 3793 History and Theology of the Christian Tradition I	3	
REL 3893 Special Topics in Historical Theology	3	
REL 4003 History and Theology of the Christian Tradition II	3	
REL 4811 Senior Seminar in Religion	1	
BIB 4393 Contemporary Issues in Hermeneutics (Capstone)	3	
MINOR (RECOMMENDED)		18
ELECTIVES		7
TOTAL FOR YOUTH AND FAMILY MINISTRY MAJOR		128

¹ In the Christian Values unit of General Education, Religion/Bible majors must take REL 1003, REL 1013, MIN 2513, and PHI 2013 or 2933. PSY 2013 is required in the Human Institutions and Behavior section.

REQUIREMENTS FOR THE BS IN BIBLICAL STUDIES (ACCELERATED PROGRAM)	
GENERAL EDUCATION CORE	25
PRE-REQUISITES <ul style="list-style-type: none"> BIB 2213 Life of Christ REL 1013 Survey of Biblical Literature 	6
BIBLICAL STUDIES MAJOR	45
BIB 3123 Old Testament Prophets	3
BIB 3223 Romans	3
BIB 3233 Pauline Letters	3
BIB 3263 Hebrews	3
BIB 4213 Luke/Acts	3
MIN 3323 Introduction to Preaching	3
MIN 3523 Practical Issues in Ministry	3
MIN 3613 Pastoral Care	3
MIN 3623 The Church and Society	3
MIN 4873 Internship OR MIN 2513 Theology of Ministry	3
PHI 2933 Introduction to Ethics	3
PHI 3923 World Religions	3
REL 2983 Biblical Interpretation	3
REL 3703 Survey of Church History	3
REL 4963 Systematic Christian Doctrine (Capstone)	3
ELECTIVES	44
TOTAL FOR BIBLICAL STUDIES MAJOR	120

MINORS

BIBLICAL LANGUAGE MINOR

Requires GRE 1214, 1224, HEB 1214, 1224, and one additional GRE or HEB. These courses, if used toward a Biblical Language Minor, cannot be concurrently applied toward the Biblical Studies, Christian Ministry, or Youth and Family Ministry degree cores. Students in those programs must use upper-division BIB, MIN, PHI, or REL coursework to substitute for duplicate requirements.

BIBLICAL STUDIES MINOR

Requires REL 2983 and 15 hours of BIB 3000 (or above) level textual courses.

GREEK MINOR

Requires GRE 1214, 1224, 3314, 3413, and 3423. These courses, if used toward a Greek Minor, cannot be concurrently applied toward the Biblical Studies, Christian Ministry, or Youth and Family Ministry degree cores. Students in those programs must use upper-division BIB, MIN, PHI, or REL coursework to substitute for duplicate requirements.

RELIGION MINOR

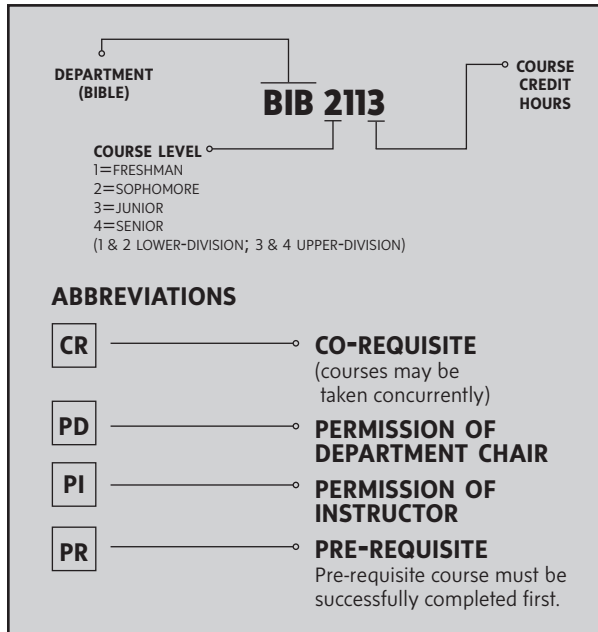
Requires REL 2983 and 15 hours of upper-division religion courses (BIB, GRE, HEB, MIN, PHI, REL).

YOUTH AND FAMILY MINISTRY MINOR

Requires MIN 3333, 3353, 3363, 3613; PSY 2013, 3213.

COURSE DESCRIPTIONS

Rochester College uses a four-digit course numbering system. In each course number, the first digit represents the course level; freshman level courses begin with “1,” sophomore courses begin with “2,” junior courses “3” and senior courses “4.” Courses that begin with “1” or “2” are lower-division, and courses that begin with “3” or “4” are upper-division. The fourth digit represents the number of credit hours the course is worth.



BIB—BIBLE

BIB 2113 GENESIS

An entry-level study, conversation-discussion based, of the book of Genesis, with particular attention to literary artistry and analysis, ancient Near Eastern parallel literature, and major theological concepts, noting especially the book's themes, structure, and canonical-theological significance within the Pentateuch and for the rest of the Old Testament.

BIB 2213 LIFE OF CHRIST

Introduction to the life and teachings of Jesus Christ as represented in the gospel literature of the New Testament.

BIB 2223 CHRISTIAN BEGINNINGS: ACTS

Introduction to the life and mission of the earliest Christians as represented in the Acts of the Apostles.

BIB 3123 OLD TESTAMENT PROPHETS

Historical, literary, cultural, and theological analysis of the entire Old Testament prophetic books, Isaiah through Malachi. PR: REL 2983. Accelerated program only.

BIB 3133 MAJOR PROPHETS

Historical, literary, cultural, and theological analysis of Isaiah, Jeremiah, and Ezekiel. PR: REL 2983.

BIB 3143 MINOR PROPHETS

Historical, literary, cultural, and theological analysis of the twelve prophetic books, Hosea through Malachi. PR: REL 2983.

BIB 3153 OLD TESTAMENT POETIC LITERATURE

Literary, cultural, and theological analysis of Psalms, Song of Songs, and Lamentations. PR: REL 2983.

BIB 3163 OLD TESTAMENT WISDOM LITERATURE

Literary, cultural, and theological analysis of Proverbs, Ecclesiastes, and Job. PR: REL 2983.

BIB 3223 ROMANS

A study of Paul's letter to the Romans with attention to its historical context and literary function. Approaches Romans as the fullest, most systematic expression of Pauline thinking about such religious concepts as grace, faith, justification, sin, death, law, and the Spirit. Includes the history of interpretation of Romans. PR: Junior status.

BIB 3233 PAULINE LETTERS I

A study of Paul's earlier letters, including 1 and 2 Thessalonians and Galatians, with attention given to their historical context and literary function as well as what they contribute to our understanding of Paul's life and teachings. PR: Junior status.

BIB 3243 PAULINE LETTERS II

A study of Paul's later letters, alternating between the Prison Epistles (Philippians, Philemon, Colossians, and Ephesians) and the Pastoral Epistles (1 and 2 Timothy, Titus). Explores the historical context and literary function of these letters as well as what they contribute to our understanding of Paul's life and teachings. PR: Junior status.

BIB 3263 HEBREWS

A study of the book of Hebrews that focuses on its literary purpose, historical context, and theology. PR: Junior status.

BIB 3273 GENERAL EPISTLES

A study of 1 and 2 Peter, James, and Jude that emphasizes the literary purpose, historical context, and theology of each book. PR: Junior status.

BIB 3283 REVELATION

A study of the theological message of Revelation, both within its original historical and cultural contexts and with respect to its modern relevance. Selected topics include apocalyptic literature, eschatology, the nature of symbolism, the nature of biblical prophecy, and the issue of human suffering. PR: Junior status.

BIB 3293 MARK

A study of the Markan narrative of Christ's ministry with special emphasis on its background, its unique themes, and its relationship to Matthew and Luke. PR: Junior status.

BIB 3613 SPECIAL TOPICS IN BIBLICAL STUDIES

Various topics in the field of biblical studies, as chosen by the instructor. Can be used toward upper-level textual requirements and for GEO religion credit.

BIB 4013 BIBLICAL ARCHAEOLOGY

Theory, method, and context. An archaeological overview of the cultural and political history of the Land of Israel from the Bronze Age through the Iron Age (Canaanite and Israelite periods 3200-586 BCE) with special focus on Biblical Tamar (a.k.a. Ein Hatzeva). The primary goal of the course is the integration of biblical studies with the archaeology of Tamar by involving students in lectures, discussion, research, and virtual archaeology via computer, and (for those who elect to do the fieldwork) actual excavation of the material culture at Tamar and examination of artifacts from Tamar stored at the Israel Museum in Jerusalem. PR: PI.

BIB 4123 ARCHAEOLOGY OF BIBLICAL TAMAR IN ISRAEL (FIELDWORK)

The fieldwork attached to BIB 4013; students are involved in actual excavation of Biblical Tamar. PR: PI.

BIB 4153 PENTATEUCH

Historical, literary, cultural, and theological analysis of Genesis through Deuteronomy. PR: REL 2983 and senior status.

BIB 4193 HISTORY AND THEOLOGY OF THE OLD TESTAMENT

An exploration of history and theology in dynamic relationship within the Old Testament. Examines various theological perspectives within the Old Testament in light of the historical background and crises which offer a concrete context for their

development. Includes a contextual-ideological approach to reading the Old Testament that focuses on the socioeconomic, political, religious, and community aspects of diverse theological views that form and reform across the long history represented in the Old Testament. PR: REL 2983 and senior status.

BIB 4213 LUKE/ACTS

The birth and expansion of the early church in a historical, textual, and theological study of the book of Acts. Highlights the relevance of Acts to the contemporary church. PR: REL 2983 and senior status.

BIB 4233 SYNOPTIC GOSPELS

Contextual study of the life and teachings of Jesus Christ, stressing the history, text, theology, and interrelationship of Matthew, Mark, and Luke. PR: REL 2983 and senior status.

BIB 4253 1 AND 2 CORINTHIANS

Historical, textual, and practical study of Paul's letters to the church in Corinth. Explores problems in the early church and application of Christian principles to problem solving in the contemporary church. PR: REL 2983 and senior status.

BIB 4263 GOSPEL AND LETTERS OF JOHN

Studies the gospel of John and 1, 2, and 3 John. Highlights the nature of Christ and early church problems. PR: REL 2983 and senior status.

BIB 4293 HISTORY AND THEOLOGY OF THE NEW TESTAMENT

An exploration of history and theology in dynamic relationship within the New Testament. Examines various theological perspectives within the New Testament in light of the historical background and historical crises which offer a concrete context for their development. PR: REL 2983 and senior status.

BIB 4393 CONTEMPORARY ISSUES IN HERMENEUTICS

The program capstone, in which students study the process of applying advanced exegetical research (in both the Old and New Testaments) to concrete life situations. Includes critical assessment of traditional and current hermeneutical trends. PR: REL 2983 and senior status.

GRE—GREEK

GRE 1214 ELEMENTARY GREEK I

Basic Koine Greek. Highlights the importance and function of Greek language in the writing of New Testament books and letters.

GRE 1224 ELEMENTARY GREEK II

A continuation of GRE 1214 that includes selected readings from the New Testament. PR: GRE 1214.

GRE 3314 INTERMEDIATE GREEK GRAMMAR

Selected readings from the Greek New Testament with an emphasis on advanced features of grammar and syntax. PR: GRE 1224.

GRE 3413 ADVANCED GREEK READINGS I

Selected readings from the Greek New Testament. PR: GRE 3314.

GRE 3423 ADVANCED GREEK READINGS II

Selected readings from the Greek New Testament. PR: GRE 3314.

HEB—HEBREW

HEB 1214 ELEMENTARY HEBREW I

Basic principles, grammar, and vocabulary needed to translate from the Hebrew Bible.

HEB 1224 ELEMENTARY HEBREW II

Continuation of HEB 1214; additional grammatical and vocabulary skills. Includes readings from the Hebrew Bible. PR: HEB 1214.

HEB 3413 ADVANCED HEBREW READINGS I

Selected Readings from the Hebrew Old Testament. PR: HEB 1224.

HEB 3423 ADVANCED HEBREW READINGS II

Selected Readings from the Hebrew Old Testament. PR: HEB 1224.

MIN—MINISTRY

MIN 1411 MINISTRY PRACTICUM

Practical experience in ministry in a local church or other religious organizations or programs. Opportunities for ministry experiences include assisting in a youth ministry program, preaching, church education, assisting in a Christian service project, or participating in a short mission trip. A minimum of 3 hours of hands-on ministry activity per week is required for credit.

MIN 2401/2402/2403

MISSIONS OUTREACH INTERNSHIP

Extended congregational or mission work during spring break, a summer mission campaign, or study abroad. Credit granted in proportion to length of campaign.

MIN 2513 THEOLOGY OF MINISTRY

Examines the biblical narrative (with attention to historical and contemporary texts) to engage the question of the content and purpose of ministry with special attention given to developing a theology of ministry in light of contemporary concerns such as gender roles, the place and function of worship, the question of ministerial “offices,” and ethical issues that pertain directly to Christian ministers.

MIN 3323 INTRODUCTION TO PREACHING

A study of the rhetorical strategies of selected biblical texts to discern biblical principles of communicating God’s Word; practice in text selection, exegesis, sermon construction, and delivery. PR: REL 2983.

MIN 3333 INTRODUCTION TO YOUTH MINISTRY

Explores relationship-based youth and family ministry. Focuses on the youth minister’s role in youth programs, meeting youth needs, and strengthening the family. PR: Junior status.

MIN 3353 RELIGION, MEDIA, AND YOUTH CULTURE

Exploration of the media’s influence within youth and adolescent culture. Includes both negative and positive perspectives on the role of media (film, television, music, video games, Internet, etc.), the treatment of morality and meaning in media, and the importance of these issues for the life of the church.

MIN 3363 FAMILY LIFE MINISTRY

A study of models for ministry to families in churches with an emphasis on a systems approach to family ministry. Emphasizes life cycle issues, church programming for families, and preventative planning. PR: Junior status.

MIN 3423 ISSUES IN CULTURE AND EVANGELISM

Explores the biblical, theological, and cultural rationale for evangelism, paying special attention to the questions of content and function of evangelism and how the Christian message impacts (and is impacted by) various contemporary cultures.

MIN 3523 PRACTICAL ISSUES IN MINISTRY

Explores the practical activities of the congregational minister with special attention to the wide variety of ministerial possibilities that might be pursued. Examines administration and organization, teaching and education, ceremonial responsibilities (such as weddings and funerals), as well as matters of ministerial finance and legal obligations. PR: Junior status.

MIN 3613 PASTORAL CARE

Biblical, psychological, and practical guidelines for counseling in a church setting. PR: Junior status.

MIN 3623 THE CHURCH AND SOCIETY

Explores the role of the church in society, providing theological evaluation of social institutions that call for Christian action and discusses the proper role of religion in public life. PR: Junior status.

MIN 4873 MINISTRY INTERNSHIP

Apprenticeship in a religious organization: preaching, religious education, youth work, or personal evangelism. Requires a written activity report. Permission to enroll in MIN 4873 for academic credit is granted after consultation with the supervising professor and the completion of the internship work requirements. PR: PI.

REL—RELIGION

REL 1003 INTRODUCTION TO CHRISTIAN FAITH

A survey of the central narrative and primary themes of the Christian faith with a brief discussion of historical developments and schools of thought that have shaped the belief and practice of the Christian tradition.

REL 1013 SURVEY OF BIBLICAL LITERATURE

A survey of the Old and New Testaments with special emphasis given to the historical occasion, literary genre, and religious themes of each book.

REL 2013 PERSONAL SPIRITUAL FORMATION

A theological and practical introduction to spiritual development through the study of scripture and other works in spiritual formation and through experience in practicing the traditional Christian disciplines. PR: Sophomore status.

REL 2983 BIBLICAL INTERPRETATION

Combines textual, historical, and linguistic knowledge and skills with sound hermeneutical principles to develop proficiency for logical interpretation of the scriptures.

REL 3613 SPECIAL TOPICS IN RELIGION

Various topics in the field of religion, as chosen by the instructor. PR: Junior status.

REL 3703 SURVEY OF CHURCH HISTORY

History of Christianity from its beginnings through the Reformation to the present day. Focuses on the development of various doctrines, including Scripture, Trinity, Christology, Church, and Salvation. PR: Junior status. Accelerated program only.

REL 3793 HISTORY AND THEOLOGY OF THE CHRISTIAN TRADITION I

Focuses on fundamental Christian doctrines with a special emphasis on their development through history. Coverage begins in the first century and continues into the Medieval period. PR: Junior status.

REL 3893 SPECIAL TOPICS IN HISTORICAL THEOLOGY

Examination of a specialized topic in the field of Historical Theology. Topics include the American Restoration Movement, religious life in the United States, Christianity in the Global South, the formation of the Bible, and other specializations. PR: Junior status.

REL 4003 HISTORY AND THEOLOGY OF THE CHRISTIAN TRADITION II

Focuses on fundamental Christian doctrines with a special emphasis on their development through history. Coverage begins in the Reformation era and continues into the present day. PR: Senior status.

REL 4811 SENIOR SEMINAR IN RELIGION

Required Capstone course for religion majors. An opportunity to discuss among peers and faculty and to revise, under faculty supervision, previously submitted work from prior upper-division religion courses. Participation in the seminar culminates in student presentations of papers. PR: any 3000 or 4000 level BIB, MIN, or REL course offered in the previous fall semester.

REL 4963 SYSTEMATIC CHRISTIAN DOCTRINE

Focuses on fundamental Christian doctrines, reflecting on formative biblical texts, historical development, cultural influences, and the written works of major theological thinkers. PR: Junior status. Accelerated program only.



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Teacher Certification Specialist

FACULTY

Rochester College features a faculty rich in knowledge and experience. Several professors and instructors teach at the College on a part-time basis while staying active in the pursuit of their respective careers. Some members of the administration or staff who regularly or occasionally teach are noted with an asterisk (). Part-time faculty are noted with two asterisks (**).*

JOHN D. BARTON*

Provost
Professor of Philosophy and Religion
B.A., Harding University
M.Div., Harding University
Graduate School of Religion
Ph.D., Makerere University (Uganda)

SARA BARTON

Assistant Professor of English and Religion
B.A., Harding University
M.A., Spring Arbor University

JOE R. BENTLEY

Chair, Department of Music, Theatre and Visual Art
Professor of Music
B.A., Harding University
M.M.Ed., University of Louisiana at Monroe
D.M.A., Michigan State University

VIKKI L. BENTLEY

Chair, Department of Teacher Education
Associate Professor of Education
B.A., Harding University
M.Ed., University of Louisiana at Monroe
Doctoral Studies, Oakland University

MELVIN BLOHM*

Dean, School of Education
Assistant Professor of Education
B.S., Southern Nazarene University
M.A., Southern Nazarene University
Ed.S., Wayne State University
Ed.D., Wayne State University

PAULA BONBRISCO*

ACE Director
B.S., David Lipscomb University
M.A.T., Saginaw Valley State University

CRAIG D. BOWMAN

Professor of Old Testament
B.A., University of California
M.A., Pepperdine University
M.Div., Princeton Theological Seminary
Ph.D., Princeton Theological Seminary

DAVID L. BRACKNEY

Dean, School of Natural and Behavioral Sciences
Chair, Department of Science and Mathematics
Associate Professor of Physical Science
B.A., University of Michigan
M.S., Eastern Illinois University
Ed.D., Wayne State University

REMY BRUDER

Associate Professor of Nursing
B.S.N., Wayne State University
M.S.N., University of Phoenix
D.N.P., Oakland University

ESSIE BRYAN*

Director of Career Services
B.A., Marygrove College
M.A., Marygrove College

DANETTE CAGNET**

Assistant Professor of Business
B.B.A., Harding University
M.B.A., Harding University

ERIC CAMPBELL*

Database Administrator
B.S., Rochester College

CARLA CARETTO*

Assistant Professor of Information Literacy
B.A., Harpur College SUNY
M.L.I.S., Wayne State University
Post-graduate Studies, Oakland University

BRIAN COLE*

Assistant Professor of Education
B.A., Anderson University (IN)
M.A., Ball State University
Ph.D. Candidate, Western Michigan University

JAMES L. DAWSON

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B.S.C., University of Windsor
M.Ed., University of Windsor

MARISA FERRARI

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B.S.N., Oakland University
M.S.N., University of Phoenix
D.N.P., Oakland University

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B.A., Pepperdine University
M.A., Texas Christian University
Ph.D., Texas Christian University

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B.S.Ed., Abilene Christian University
M.P.A., Oakland University
Doctoral Studies, Oakland University

SHARON HESKITT

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B.S.N., St. Louis University
M.S.N., St. Louis University

KENT A. HOGGATT

Assistant Professor of
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B.A., Abilene Christian University
M.A., Wayne State University

KEITH B. HUEY

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Associate Professor of Religion
B.A., Lubbock Christian University
M.Div., Harding University
Graduate School of Religion
Ph.D., Marquette University

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B.S., Rochester College
M.M., Oakland University

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Management
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M.A., Wayne State University

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Assistant Professor of
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B.S., Oklahoma Christian
University
M.A., Abilene Christian University

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M.S.I.M.C. Eastern Michigan
University

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and Information Literacy
B.S., Memphis State University
M.S.L.S., Villanova University
M.A., West Virginia University

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Professor of Interdisciplinary
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B.A., Lehigh University
M.A., Villanova University
M.Th., Harding University
Graduate School of Religion
D. Min., Harding University
Graduate School of Religion

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B.A., Oakland University
M.A., Oakland University

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Dean, School of Theology
and Ministry
Director, Resource Center for
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Associate Professor of Theology
B.A., Abilene Christian University
M.A., Abilene Christian University
M.Div., Pepperdine University
D.Min., Abilene Christian
University
Doctoral Candidate, Luther
Seminary

GORDON E. MACKINNON

Chair, Department of Behavioral
Sciences
Professor of Psychology
B.S., Rochester College
B.S., Oakland University
M.A., Wayne State University
Ph.D., University of Detroit Mercy

J. MARK MANRY

Assistant Professor of History and
Religion
B.A., Lipscomb University
M.A., Lipscomb University
M.Div., Lipscomb University
M.A., Sheffield Hallam University
(UK)
Doctoral Candidate, Sheffield
Hallam University (UK)

MICHAEL MUHITCH

Assistant Professor of Chemistry
B.S., Baldwin-Wallace College
M.S., Miami University
Ph.D., Miami University

LARRY MULLER

Dean of the School of Business and
Professional Studies
Chair, Department of Business
D.B.A., Argosy University
M.B.A., Marshall University
B.A., Eastern University
A.A., Northeastern Christian Junior
College

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M.S.N., Michigan State University

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M.A., Wayne State University
Ph.D., Wayne State University

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M.B.A. Baker College

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M.A.T., Oakland University
Ph.D., Oakland University

CATHERINE PARKER**

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B.S., Rochester College
M.A., Eastern Michigan University
Doctoral Candidate, Wayne State
University

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M.M.C., Arizona State University

REBEKAH PINCHBACK*

Registrar
 B.B.A., Davenport University
 M.B.A., Central Michigan University

GARTH A. PLEASANT

Chair, Department of Physical Education
 Professor of Physical Education
 B.S., Lipscomb University
 M.A., Wayne State University

JOSEPH R. REDDICK

Professor of Business
 B.B.A., University of Hawaii
 M.B.A., Wayland Baptist University
 D.B.A., Nova Southeastern University
 Certified Public Accountant

SARAH C. REDDICK**

Associate Professor of Social Work and Sociology
 B.A., Southwest Missouri State University
 M.S.W., University of Hawaii
 Academy of Certified Social Workers
 Licensed Master Social Worker, State of Michigan

DEBRA A. RUTLEDGE*

Assistant Professor of Psychology
 B.R.E., Rochester College
 M.M.F.T., Abilene Christian University

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 B.A., Harding University
 M.A., Harding University Graduate School of Religion
 M.Th., Harding University
 Graduate School of Religion
 M.A., Vanderbilt University
 Ph.D., Vanderbilt University

KATHERINE SCORE

Assistant Professor of Business
 B.A., Michigan State University
 M.S., Michigan State University

ROBYN SIEGEL-HINSON

Associate Professor of Psychology
 B.A., University of Michigan
 M.A., University of Toledo
 Ph.D., University of Toledo

JAIME SINUTKO*

Director, School of Nursing
 Associate Professor of Nursing
 B.S.N., Oakland University
 M.S.N., Oakland University
 Doctoral Studies, Oakland University

GREGORY M. STEVENSON

Professor of New Testament
 B.A., Harding University
 M.Div., Harding University
 Graduate School of Religion
 Ph.D., Emory University

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Executive Director, Health and Behavioral Sciences Institute
 Professor of Psychology
 B.A., University of Michigan
 M.A., Wayne State University
 Ph.D., Wayne State University

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 M.A., Pepperdine University
 Ph.D., Baylor University

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 M.S.N., Wayne State University

JOHN R. TODD**

Professor of Political Science
 B.A., University of Michigan
 J.D., Georgetown University

KAY TUCKER*

Assistant Professor
 ACE Math and Science Assistance Coordinator
 B.S., Abilene Christian University
 B.S., Texas Tech University
 M.S., Texas A&M University
 Ph.D., Texas A&M University

GARY B. TURNER

Assistant Professor of Mathematics
 B.S., Harding University
 M.S., Oakland University

VIVIAN E. TURNER

Assistant Professor of Mathematics
 B.S., Lipscomb University
 M.S., Middle Tennessee State University

KATRINA VANDERWOUDE*

Vice Provost, Academic Affairs and Strategic Initiatives
 B.S., Michigan State University
 M.A., Eastern Michigan University
 Ed.D., Eastern Michigan University

CAROL A. VAN HOOSER

Assistant Professor of Biology
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 M.S., Oakland University

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Professor of English
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 M.A., University of North Texas
 Ph.D., Wayne State University

MARK VANRHEENEN*

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 M.B.A., University of North Texas
 Doctoral Studies, Louisiana Tech University
 Certified Public Accountant

ZACHARY D. WATSON**

Assistant Professor of English
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 M.S.E., Harding University

ADJUNCT FACULTY

Select professionals who serve as part-time instructors at Rochester College.

EDWARD ALEF

B.A., Walsh College
B.B.A., University of Michigan
M.S., Indiana University
M.S.E.S., Rensslear Polytechnic Institute
M.A., Wayne State University
M.B.A., University of Michigan

DOUGLAS E. ALLEN

B.R.E., Rochester College
M.A., Cincinnati Bible College and Seminary

ROBERT ARBAUGH

B.A., Oakland University
M.F.A., Regent University

BETHANY ATWELL

B.A., Oakland University
M.A., Spring Arbor University

STEPHANIE BARRY

B.S., Eastern Michigan University
J. D., Wayne State University

WAYNE BEASON

B.S., Rochester College
M.R.E., Rochester College

KAREN D. BISDORF

B.S., Central Michigan University
M.S., Central Michigan University

DAVID BLANCHARD

B.S., Oklahoma Christian University
M.Div., Abilene Christian University

JULIANNA BLANKENSHIP

B.S., Rochester College
M.S.I.M.C., Eastern Michigan University

RUSSELL H. BONE

B.Ed., University of Toledo
M.Th., International Seminary
M.A.R., Harding University
Graduate School of Religion
D.Min., Drew University

ELIZABETH A. BOTNER

B.B.A., Northwood University
M.S., Central Michigan University

PETE BRAZLE

B.A., Oklahoma Christian University
B.S.E., Oklahoma Christian University
M.R.E., Rochester College

CHRISTINA L. BROOMFIELD

B.S., Liberty University
M.A., Vermont College

MICHELLE J. BROWN

B.S., Rochester College

JOSH BUYZE

B.M., Wayne State University

CATHY CIESIELSKI-KIJEK

B.A., Oakland University
M.A., Oakland University

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B.A., Abilene Christian University
M.A., Texas A&M University

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B.B.A., Harding University
M.B.A., University of Arkansas
M.S., Eastern Michigan University
M.A., Wayne State University
Ed.S., University of Arkansas
Ed.D. Candidate,
Eastern Michigan University
Certified Public Accountant
Senior Professional in
Human Resources

CYNTHIA COMPTON

B.S., Athens State University
M.A., Sul Ross State University

JOSHUA CRITES

B.A., Kent State University
M.A., Kent State University
Ph.D., Vanderbilt University

BRYAN CRUMP

B.A., Cedarville University
M.A.T., Oakland University

ANTHONY CRUZ

B.I.A., Kettering University
M.S., Wayne State University

DONNA CULPEPPER

B.S., Oklahoma Christian University
M.A., Abilene Christian University

DOUGLAS CZERNIAKOWSKI

B.B.A., Rochester College
M.B.A., Lawrence Technological University

CYNTHIA DECOOK

B.S., Oakland University
M.A., Michigan State University

CAMILLE DOERR

B.S., University of Missouri
M.A., Saginaw Valley University

C. GALE EDWARDS

B.A., Lipscomb University
Graduate Studies, Wayne State U.

LEAH ETHIER

B.S., Rochester College
M.A., Spring Arbor University

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B.A., University of Detroit
M.A., University of Detroit
Ph.D., University of Detroit

MATTHEW FISHER

B.A., Michigan State University
M.A., University of Detroit Mercy

JENNIFER FLACK

B.S., Northern Michigan University
M.A., Alder School of Professional Psychology
Ph.D., Alder School of Professional Psychology

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B.A., St. Mary's College
J.D., Western New England College
School of Law

AMY FREIGRUBER

B.A., University of Detroit Mercy
M.S., Capella University
Ph.D., Touro University
International

ELIZABETH FULTON

B.S., Rochester College

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M.A., Oakland University

GLENN GILBERT

B.A., University of Michigan
M.A., Eastern Michigan University

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M.B.A., University of Phoenix

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B.S., Madonna University
M.A., University of Detroit Mercy
Graduate Studies, Oakland
University

WENDY GREGER

B.A., University of Michigan - Flint

JAMES B. GROTTIS

B.A., University of Alaska
M.A., University of North Texas
Ph.D., University of North Texas

D. LORRAINE GUNN

B.A., Southern Methodist University
M.M., University of Maine

LYNN HARTSHORN

B.A.S., Abilene Christian University
M.A., Abilene Christian University
Doctoral Studies, Wayne State
University

CHARLES R. HAYES

B.B.A., Walsh College
M.A., Walsh College

THOMAS HAYMAN

B.S., Oakland University
M.A., Oakland University
M.S., Central Michigan University
Post-Graduate Teaching Certificate,
University of Detroit

HOLLY HEBERT

B.S., Abilene Christian University
M.A. Ed., California State University
East Bay
M.L.I.S., Wayne State University

DANIEL E. HELLEBUYCK

B.A., Wayne State University
M.S.A., Central Michigan University

JOHN MARK HICKS

B.A., Freed Hardeman College
M.A., Western Kentucky University
M.A., Westminster Theological
Seminary
Ph.D., Westminster Theological
Seminary

ADAM HILL

B.A., Lipscomb University
M.A., Lipscomb University
M.Div., Lipscomb University
Doctoral Studies, Westminster
Theological Seminary

BRET HOAG

B.A., Oberlin Conservatory
M.M., Indiana University

BARBARA A. HUEY

B.S.W., Harding University
M.S.W., The Ohio State University

JULAYNE HUGHES

B.A., Adrian College
B.S., Rochester College
M.M., Oakland University

JAMES HUISKENS

B.S., University of Michigan-Flint
M.A., University of Detroit Mercy
Ed. Specialist,
University of Detroit Mercy

CHAD HUTCHINSON

B.S., Oakland University

LATONYA IRBY

B.S., Rochester College
M.A., Wayne State University

MARY IRVINE

Certificate in Vocal Performance,
Royal College of Music

CONNIE JARACZ

B.A., Oakland University
M.A., Sienna Heights University

CATHERINE JASIONOWICZ

B.A., Oakland University
M.S., Lawrence Technological
University

SUSAN JOUL

B.A., Arizona State University

THEODORE JULY

B.A., University of Michigan – Flint
M.A., Eastern Michigan University

NANCY KELLER MACKINNON

B.A., Oakland University
M.S.W., Eastern Michigan University

LISA KIMMEL

B.S., Wayne State University
M.Ed., Wayne State University

GEORGE KOLIBAR

B.A., Oakland University
M.A., Oakland University

EUGENE KROLL

B.S., Rochester College
M.A., Michigan School of
Professional Psychology

WALTER LEWIS

B.A., Harding University

SHANNON LOCKHART

B.A., Harding University
M.A., Oakland University

ANTHONY LUCKETT

B.A., University of Detroit Dearborn
M.A., Wayne State University

ROBERT MARTIN

B. M., University of Michigan
M.A., Wayne State University
Ph.D., Oakland University

JESSICA MATCHYNSKI

B.S., Rochester College
M.S., Central Michigan University
Ph.D. Candidate, Central Michigan
University

JUDITH MATTESON

B.S., Wayne State University
M.B.A., Wayne State University

ANDREA MILLER

B.A., Harding University
M.A., University of Michigan

DARREN MCCULLOUGH

B.S., Rochester College

SEAN MILLIGAN

B.S., Rochester College
M.A., Oakland University

JAMES MURDOCK

B.A., University of Michigan
M.A., Michigan State University

KAY NORMAN

B.S., Abilene Christian University

JAMES PAFFORD

B.A., Bryn Athyn College
M.A., Bryn Athyn College

PAULA PALAZZOLO

B.S.N., Wayne State University
M.S.N., Oakland University

CINDY PARKS

B.S., Rochester College
M.A., Spring Arbor University

FRANK PITTS

B.A., Harding University
M.M., Candidate,
Oakland University
Apprenticeship,
Michigan Opera Theatre

SUSAN PRASKI

B.S., Rochester College
M.B.A., Baker College

CHARLES PRATT

B.S., Rochester College
M.R.E., Rochester College

WILLIAM JEAN RANDALL

B.M., Wayne State University
M.M., University of Michigan
D.M.A., University of Michigan

CAYE RANDOLPH

B.A., Pepperdine University
M.A., Oakland University

COLLEEN RANUSCH

B.S., Wayne State University
M.A., Saginaw Valley State
University

LISA P. RATHBUN

B.S., Bob Jones University
M.Ed., Bob Jones University

DONN ROBINSON

B.A., Oakland University
M.A., University of Michigan

DANIEL RUNEY

B.A., Oakland University
M.A., Oakland University

MELISSA SCHROEDER

B.A., Oakland University
M.A., University of Detroit Mercy

SHARON L. SCOTT

B.A., Oakland University
M.A., Oakland University

SHAMEKA SHELBY

B.S., Xavier University
Doctoral Candidate, University of
Michigan

PAUL SHINSKY

B.S., Oklahoma Christian University
M.A., Marygrove University

MAUREEN SMITH

B.A., Spring Arbor University
M.A., Spring Arbor University

TIM SMITH

B.M., Michigan State University
M.M., Oakland University

KELLY SPRAGUE

B.S., Michigan State University
M.A., Oakland University

JASON STECKEL

B.Th., Harding University
M.R.E., Rochester College

LISA STURGES

B.A., University of Texas
M.A., University of Arizona
Ph.D., Oakland University

AUGUST J. THOMA

B.A., Michigan State University
B.M., Michigan State University
M.M., Oakland University

APRIL THOMAS-POWELL

B.A., Quincy University
M.A., DePaul University

MICHELE TIBBITT

B.S., University of Phoenix
M.A., Oakland University

C. C. TIFFANY

B. A., State University of New York
M.E.D, Wayne State University
M.S.A., Central Michigan University

ANN TYSZKA

B.A., Wayne State University
M.A., Wayne State University

WANDA VANDERMEER

B.A., Oakland University
J.D., Detroit College of Law

KRISTEN WESLEY

B.A., Michigan State University
M.A., Wayne State University
Ed.S., Oakland University

GREGORY WIKLANSKI

B.A. Rochester College

GEORGE WILLARD

B.S., University of Phoenix
M.B.A., University of Phoenix

ROGER WOODS

B.A., Pepperdine University
M.A., Harding University Graduate
School of Religion

HYE K. YOON

B.M., Chugye School of Arts
M.M., Oakland University



ITEMS OF RECORD

ACCREDITATION

Rochester College is accredited by The Higher Learning Commission of the North Central Association (30 North LaSalle, Suite 2400, Chicago, Illinois, 60602. Phone 312.263.0456). The college is also a signatory of the MACRAO Transfer Agreement, which facilitates the transferability of credits between Rochester College and other Michigan institutions.

COLLEGE STATUS

Additionally, the college holds the following licensure, approvals, and memberships:

- Licensed by the State of Michigan Board of Education and incorporated through the Michigan Corporation and Securities Commission
- Member of the Association of Independent Colleges and Universities of Michigan
- Approved by the Immigration and Naturalization Service of the U.S. Department of Justice for the training of foreign students
- Approved by the Michigan Department of Education for receipt of veterans benefits
- Registered with the United States Internal Revenue Service as a nonprofit educational corporation under Section 501(c)(3) of the Internal Revenue Code
- The School of Nursing is professionally accredited by the Commission on Collegiate Nursing Education (CCNE).

EQUAL ACCESS AND OPPORTUNITY

Rochester College is committed to equal opportunity for all persons and does not discriminate in admissions, programs, or any other educational functions and services on the basis of race, color, creed, national origin, gender, age, veteran status, religion, or disability to those who meet admission criteria and are willing to uphold its values as stated in the Student Handbook. Rochester College is an equal opportunity employer and does not discriminate on the basis of race, color, creed, national origin, gender, age, veteran status, or disability.

Based upon this commitment, Rochester College follows the principle of nondiscrimination and operates

within applicable federal and state laws prohibiting discrimination. As a recipient of federal financial assistance, Rochester College is required by Title IX of the Educational Amendments of 1972, as amended, not to discriminate on the basis of gender in its admissions policies, treatment of students, employment practices, or educational programs. Inquiries regarding compliance with Title IX of the Education Amendments or any other equal access/equal opportunity law or regulation should be directed to the Compliance Coordinator at Rochester College.

DISABILITY ACCOMMODATION POLICY

The policy of Rochester College is to comply with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990 in providing reasonable accommodations to qualified students with disabilities. A qualified student with a disability is one who meets the academic and nonacademic admission criteria essential to participate in the program in question and who, with reasonable accommodation, can perform the essential functions of the program or course requirements.

Human Resources facilitates reasonable accommodations and support services for any qualified student with a properly documented disability. A disability is a physical or mental impairment that substantially limits one or more major life activities. Written documentation from an appropriate professional is required. Refer to www.rc.edu/academics/accommodations for a complete description of policies and procedures associated with disability accommodations at Rochester College.

NOTIFICATION OF RIGHTS AND DIRECTORY INFORMATION NOTICE UNDER FERPA

The Family Educational Rights and Privacy Act of 1994 (FERPA), § 513 of P.L. 93-380 (The Education Amendments of 1974)

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with

respect to their education records. An “eligible student” under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution. These rights include the following:

1. The right to inspect and review the student’s education records within 45 days of the day Rochester College (the “school”) receives a request for access. A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student’s education records that the student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

A student who wishes the school to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If the school decides not to amend the record as requested, the school will notify the student in writing of the decision and the student’s right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

The school discloses education records without a student’s prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by Rochester College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or

contractor outside of Rochester College who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for Rochester College.

Upon request, the school also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Rochester College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is

**Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901**

FERPA requires that Rochester College, with certain exceptions, obtain written consent prior to the disclosure of personally identifiable information from your education records. However, Rochester College may disclose appropriately designated “directory information” without written consent, unless you have advised Rochester College to the contrary in accordance with Rochester College procedures. The primary purpose of directory information is to allow Rochester College to include this type of information from your education records in certain school publications. Examples include the following:

- A playbill, showing your role in a drama production;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for basketball, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks.

If you do not want Rochester College to disclose directory information from your education records

without your prior written consent, you must notify Rochester College in writing by the first day of the semester. Rochester College has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received

Rochester College generally will not release address or telephone information for students to outside parties except to the extent that FERPA authorizes disclosure without consent.

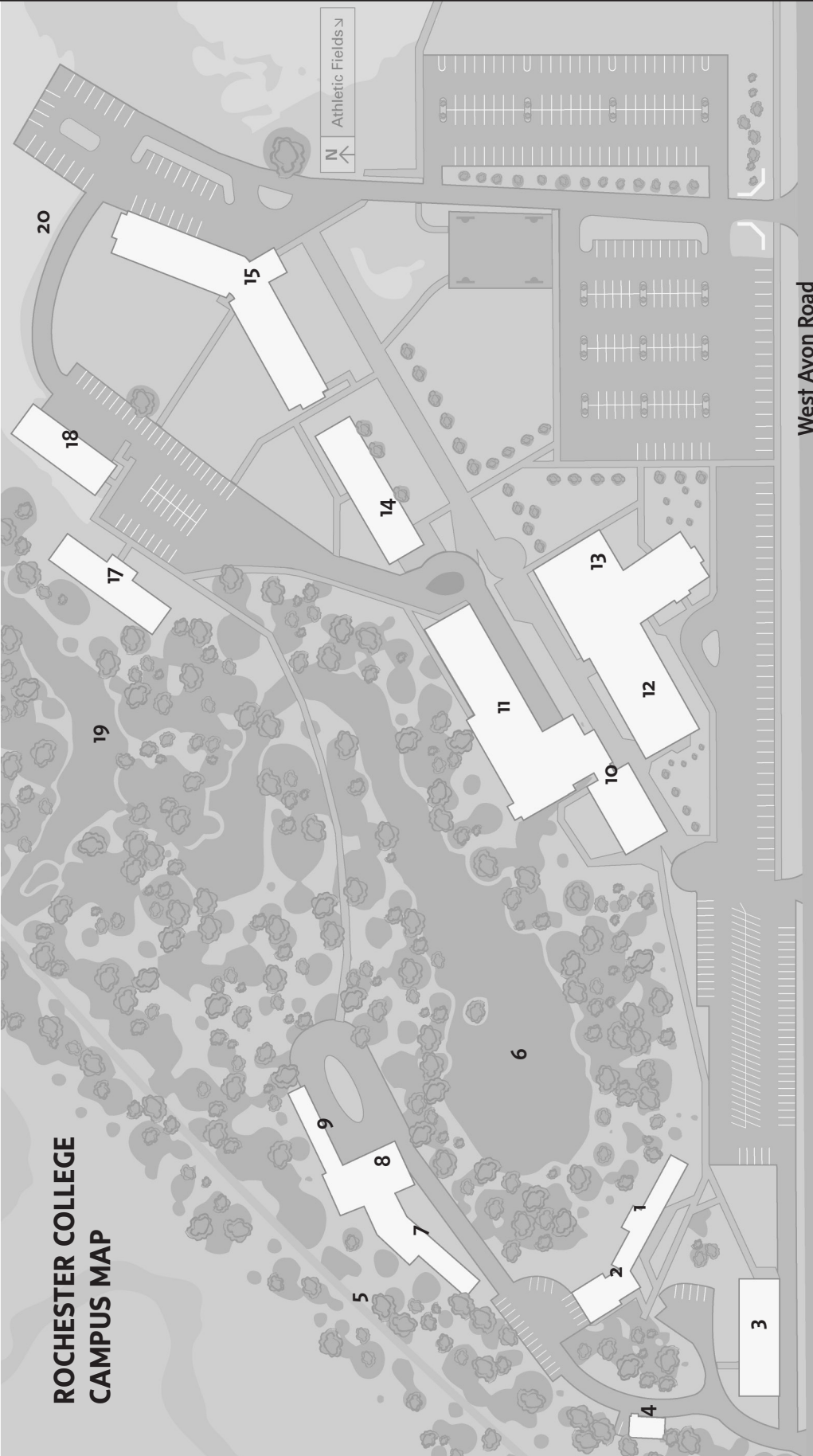
CATALOG INFORMATION

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Rochester College welcomes your feedback regarding this catalog. Please e-mail comments or suggestions to registrar@rc.edu or call 248.2091.



ROCHESTER COLLEGE CAMPUS MAP



⌄Athletic Fields
N

N
Athletic Fields ⌄

- | | | | | | |
|---|--|----|---|----|---|
| 1 | Gallaher Center
Alumni & Development
Campus Store
Enrollment Services | 7 | Warrior Center
Athletic Department
Estate Planning | 14 | Gatewood Hall (AG)
Residence Hall |
| 2 | Gallaher Center
Classrooms
Campus Post Office
Faculty Offices | 8 | Gymnasium | 15 | Ferndale / Hoggatt Hall
Residence Hall |
| 3 | Muirhead Center
Business Office
Faculty Offices
Student Financial Services
Communication Services | 9 | Maintenance | 16 | White House
Dearborn Commons (DC)
Health and Behavioral Sciences
Institute
Psychology & Counseling Clinic
Center for Pastoral and Missionary Care |
| 4 | Athletic Study Lounge & Coaches Office | 10 | Associates Campus Center (CC)
Academic Services
Campus Ministry
Career Services
Center for Extended Learning (CEL)
Classrooms
Faculty Offices
Information Technology (IT)
Student Development
Student Government
Teacher Education | 17 | Palmer Hall
Married Housing
Housekeeping |
| 5 | Clinton River Trail | 11 | Westside Central
Academic Center for Excellence (ACE)
Auditorium (AUD; Chapel)
Campus Hub of Integrated Learning & Living (CHILL)
Fletcher Center Cafeteria
Isom Atrium (Cafe) | 18 | Barbier Hall
Residence Hall |
| 6 | Lake Norcentra | 12 | Ham Library (HL)
Classrooms | 19 | Clinton River |
| | | 13 | Richardson Academic Center (RAC)
Executive Offices
Faculty Offices
Gardner Science Center
RC Theatre
Utley-McCauley Student Center
School of Nursing | 20 | Riverside Park |

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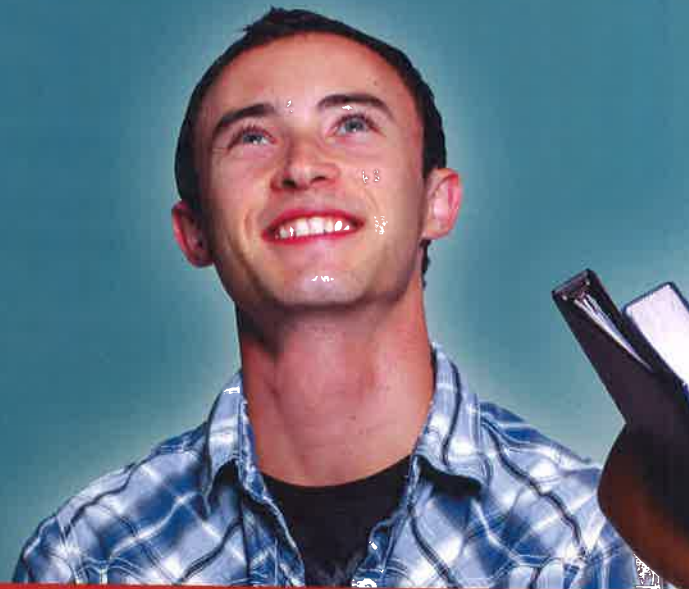
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