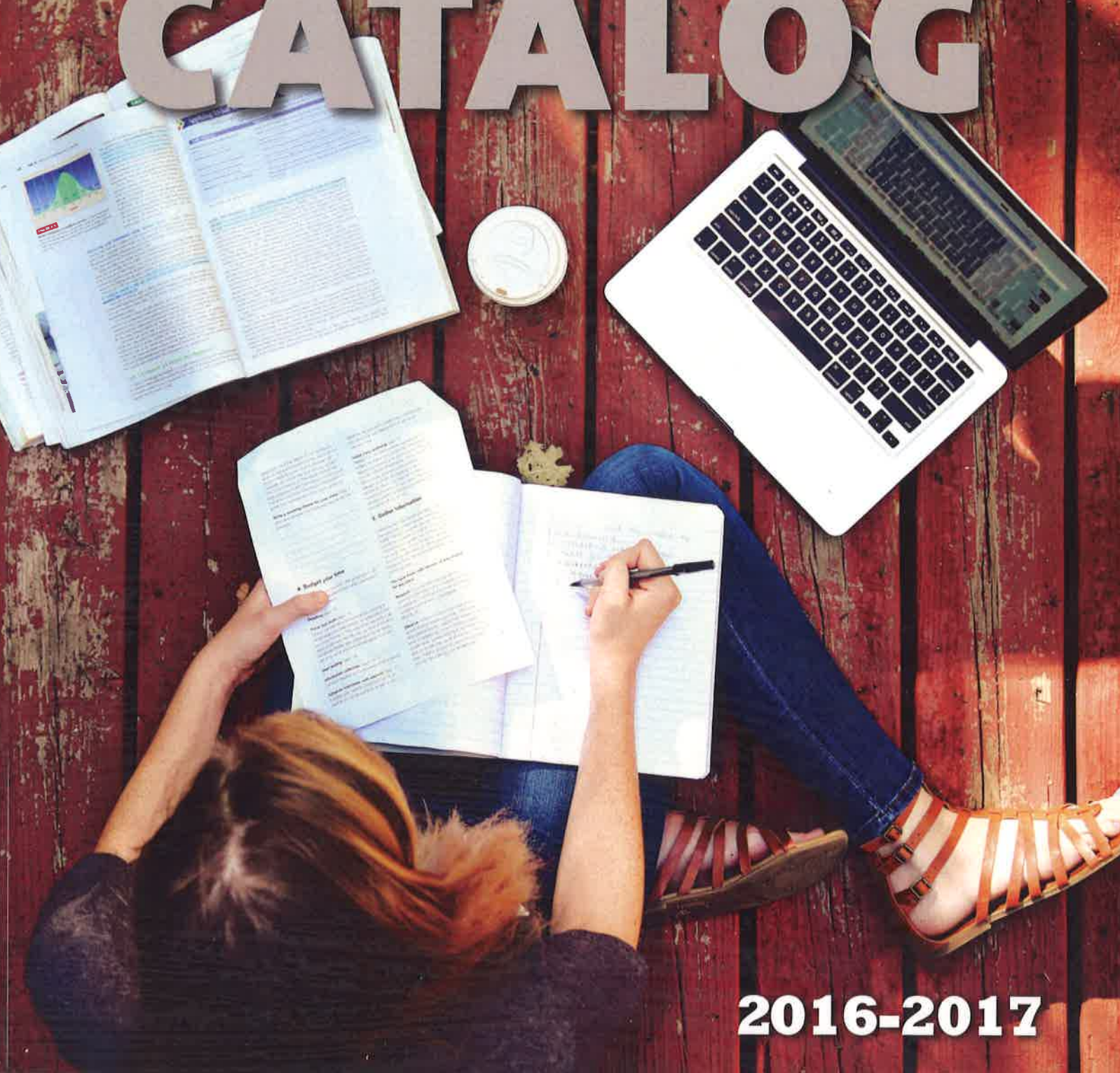


ROCHESTER COLLEGE

COURSE CATALOG



2016-2017

COURSE CATALOG

2016-2017

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ROCHESTER
COLLEGE

800 West Avon Road Rochester Hills, Michigan 48307
248.218.2000 | 800.521.6010 | www.rc.edu





COLLEGE CALENDAR

**These dates are subject to change. Please refer to www.rc.edu/calendars for the latest event information.*

FALL SEMESTER 2016

Welcome Week for first time college students	August 23-28
Residence halls open for new students	August 23
Fall semester/Session A begin	August 27
Residence halls open for returning students	August 28
Academic Convocation.....	August 30
Labor Day (no classes)	September 5
New Student Orientation for late registrants	September 5
Census date for Traditional Program	September 9
Last day for class withdrawal for Session A courses	September 30
Graduation application deadline	October 1
Mid-Term examinations for Traditional Program	October 17-21
Homecoming	October 21-22
Fall Session A Ends	October 21
Fall Session B Begins.....	October 22
Registration opens for Spring/Summer 2017	October 24
Last day for class withdrawal for semester courses	November 7
Thanksgiving Break—Traditional Program (no classes)	November 21-26
Thanksgiving Break—Accelerated Program (no classes)	November 23-26
Last day for class withdrawal for Session B courses.....	November 28
Final examinations for Traditional Program.....	December 12-16
Fall semester/Session B ends	December 16
Traditional New Student Orientation for Spring 2017	December 16
Graduates' Breakfast/Fall Commencement	December 17
Residence halls close.....	December 17
Grades due	December 20

SPRING SEMESTER 2017

Spring semester/Session A begins	January 7
Residence halls open	January 7
Traditional New Student Orientation for late registrants	January 16
Martin Luther King Day (no classes).....	January 16
Census date for Traditional Program	January 20
Graduation application deadline	February 1
Last day for class withdrawal for Session A courses	February 10
Celebration	February 23-25
Mid-Term examinations for Traditional Program	February 27-March 3
Spring Session A Ends	March 3
Spring Session B Begins.....	March 4
Spring Break for Traditional Program (Residence halls closed)	March 6-10
Registration opens for Fall 2017	March 13
Last day for class withdrawal for semester courses	March 27
Last day for class withdrawal for Session B courses.....	April 7

Easter holiday (no classes).....	April 14-15
Academic Symposium (traditional classes suspended).....	April 18
Final examinations for Traditional Program.....	April 24-28
Spring semester/Session B Ends.....	April 28
Graduates' Breakfast/Spring Commencement.....	April 29
Residence halls close.....	April 29
Grades due.....	May 2

SUMMER SEMESTER 2017

Summer Session A begins.....	April 29
Memorial Day (no classes).....	May 29
Traditional new student registration opens.....	May 30
Last day for class withdrawal from Session A courses.....	June 2
Summer Session A ends.....	June 23
Summer Session B begins.....	June 24
Independence Day observed (no classes).....	July 4
Last day for class withdrawal from Session B courses.....	July 28
Graduation application deadline.....	August 1
Summer Session B ends.....	August 18
Grades due.....	August 22

2016 CALENDAR

2017 CALENDAR

<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>
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<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>



RICHMOND COLLEGE
RICHMOND, MICHIGAN

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.

INSTITUTIONAL LEARNING GOALS

Rochester College continuously evaluates and improves programs through ongoing assessment of student learning. Five literacies provide a framework for all of our academic programs:

“Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society.”¹

Information Literacy - Students will be able to identify, locate, evaluate, and ethically use information, research tools, and methods across disciplines.

Quantitative Literacy – Students will be able to analyze, interpret, and apply quantitative information and methods for problem-solving.

Cultural Literacy – Students will be able to understand, appraise, and respectfully engage with their own and others’ histories, practices, artifacts, and belief systems.

Communication Literacy - Students will be able to communicate effectively in a variety of written, oral, and artistic forms.

Theological Literacy - Students will be able to evaluate the sources and meanings of the Christian story in order to embody their vocation of service in God’s world.

ACCREDITATION

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.

¹ UNESCO, “The Plurality of Literacy and its Implications for Policies and Programs.” UNESCO Education Sector Position Paper, 2004. Available at: <http://unesdoc.unesco.org/images/0013/001362/136246e.pdf>.

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 administration and faculty have continued to develop and modify programs that meet the changing needs of our students.

In a typical year, students arrive from more than twenty 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 ethnicities 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 57 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 DEPARTMENT OF THEOLOGY

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, the Business Office, Student Financial Services, Academic Services, Student Development, Information Technology, and faculty offices.

GALLAHER CENTER

Gallaher Center houses the Campus Store, mail room, faculty offices, 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 White House has been home to past presidents of Rochester College and now is home to the Development and Alumni Relations staff. This facility also hosts the Student Call Center, allowing current students to help with alumni-related communications and functions.

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/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

The Nursing department, 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, the Center for Extended Learning, Career Services, Academic Testing 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 the offices of the athletic department.

RESIDENCE HALLS

BARBIER HALL

This hall is a two-story building located north of the Ferndale and Hoggatt Halls. Most recently it houses senior male students. Rooms are carpeted and furnished with bed, wardrobe, desk, chair, chest of drawers, and hutch. Each floor has a community bathroom.

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 offices of *The Shield*, Rochester College's student newspaper, are located in the basement of Gatewood Hall, as well as Communication Services and the Department of Mass Communication.

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 Aladdin Food Services.

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. The CHILL is an excellent distraction-free location for independent and group study. The Academic Center for Excellence is the campus tutoring and resource center, offering peer tutoring in a variety of subjects, as well as a variety of study and educational resources and tools. 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, and the last section is the home of Kibo Corner Coffee Café (Larry Norman, CEO), 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 Café 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 LAB

A computer lab is available on the first floor of the Ham Library building. The lab is open for use when classes are not meeting in the room.



STUDENT DEVELOPMENT

The Student Development Office at Rochester College operates within the "Integrated Learning Model" (see section on 'Academics') collaborating with all campus departments to offer a wealth of co-curricular activities that appeal to a range of interests. The intimate size of the student body allows all students to participate in wide variety of leadership or social activities. The Student Development Office oversees student related events, student organizations, intramurals, campus ministry, residence life, student services, and the Academic Center for Excellence.

EVENTS

NEW STUDENT ORIENTATION (NSO)

NSO is a two-hour event that occurs during Crimson Day (new student registration) and is also offered a week into each regular semester. This event is intended to give new/transfer students an introduction to all Rochester College has to offer. This includes a snap shot of available resources such as the library, Academic Center for Excellence (tutoring lab), student organizations, campus ministry, Global Educational Opportunities (GEO), highlights of the student handbook and many other topics. NSO is important because it gives a high level view of how to successfully navigate the Rochester College experience and historically we know that students who attend NSO use and benefit from the services offered (services covered in their student fees). For more information about NSO, contact the Student Development Office at 248.218.2041.

WELCOME WEEK/FIRST YEAR EXPERIENCE

Welcome Week is scheduled the week before classes begin each fall and is the kick off for our First Year Experience (FYE). Welcome Week involves all first-time college students by engaging and gearing them up for classes through a series of activities where students experience time-honored traditions like learning the Alma Mater, meeting alumni, being introduced to the campus and local community businesses, and gaining some college life skills (time management and superior decision making), all while engaging with returning students who have experienced the transition between high school and college.

After Welcome Week is FYE, a series of events and activities during the first six weeks of the fall semester that help engage all incoming students to interact with returning students, contribute to the campus environment, and learn to create their own valuable RC experience.

Students who are engaged in their own experience get more out of their education and are generally more successful as employees in the workplace and citizens within their communities. Rochester College aims to provide each student with an academic education, along with a holistic experience that spurs each of us into working together so as to positively impact our campus, communities and neighborhoods.

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, the Student Development Office, and the Alumni Association 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 selected individuals, a selected dance ensemble, and Rochester College social clubs. 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. Participation in the Symposium or another approved venue is required of all students for graduation. A diverse array of subjects are 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, career and wellness workshops, 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.

Accelerated program students also have opportunities to experience Chapel at each site, at least once per semester. Students at each site are notified of these dates each semester.

STUDENT GROUPS

STUDENT GOVERNMENT

Each year the student body selects a president, vice president, secretary, and treasurer. In the fall, senators select a chairperson to oversee the senate. Together they develop the quality of student-body life by planning activities and responding to student concerns. Each executive 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 (RA), 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 popular music for a variety of audiences. Students with instrumental skills may audition for the Concert Band.

THEATRE

Students may audition for campus theatre productions or get involved backstage. The theatre department produces four or more plays per academic year, including a musical in the fall semester. Additionally, students have opportunities to learn to direct, stage manage, and 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 have the opportunity to put their skills to work through *Shield* student media, which include:

- *Shield*, RC’s four-color student magazine, produced twice a year and written, edited, designed and photographed by students. The staff also produce smaller specialized publications throughout the year. The magazine has been ranked First Class by the Associated Collegiate Press.
- www.shieldmedia.org, a student-produced website with fresh content, photos and stories about RC.

Faculty in the Mass Communication Department train and oversee students in preparation and production of *Shield*. Working for *Shield* offers students the opportunity to use their creative talents in producing media while at the same time helping them gain valuable media experience. Mass Communication majors are required to work for *Shield*, and students from other majors are welcome to participate as well. Scholarships are available to students who work as editors or managers. Even with no experience in publication work, students who have an interest in writing, editing, design or photography are encouraged to volunteer for *Shield*. Students can enroll in JRN 1101 Shield Media Workshop, which is a hands-on workshop class.

SOCIAL CLUBS

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

Full-time students are eligible to pledge in the fall of each semester. Social clubs offer an opportunity for students to gain leadership experience as well as small group and team working skills.

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 accelerated program (CEL) students; Psi Chi, an international honor society for psychology students; the Student Nurses Association, which is for nursing and pre-nursing students; or Honors Council, which provides student leadership for the Honors Program, plans extracurricular activities, and provides input regarding the academic curriculum.

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 Rochester College to compete for an automatic bid to NAIA National Championships.

Men's sports include JV and varsity basketball, JV and varsity baseball, golf, soccer, tennis and bowling. Women's sports include JV and varsity basketball and varsity teams for volleyball, golf, cross country, soccer, tennis, and bowling. Rochester College boasts a tradition of athletic excellence, winning national titles in men's basketball (1989, 1997, 2004, 2005, 2013), 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).

In addition, Rochester College's Men's Ice Hockey program is a non-scholarship club sport that competes in Division 1 of the American Collegiate Hockey Association (ACHA). The program is also an affiliate member of the Great Lakes Collegiate Hockey League (GLCHL).

INTRAMURALS

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 reflection and practice of Jesus Christ. We believe that spirituality is real, and that it produces action. We seek to participate in God's activity in the world while being transformed into the likeness of Jesus Christ. Campus ministry engages the Rochester College community by organizing chapel services, fostering community interaction among students, faculty, and staff, and providing service and mission opportunities for the entire community.

Campus Ministry is committed to a spirituality that embraces the whole person and seeks to transform students and the Rochester College community by incorporating the life giving, challenging, dynamic person of Jesus into all aspects of our lives.

STUDENT POLICIES

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 Rochester College. 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 email regularly in order to receive important messages and notifications; as a general guideline, students should check their RC email at least once a day as certain communications may be time-sensitive. Failure to read and respond to official Rochester College communications sent to the student's official RC e-mail address may result in discipline sanctions dependent on the nature of the communication. Failure to read and respond to these communications 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 Rochester College policies and business practices.

SNOW DAYS AND CLASS CANCELLATIONS

The following are Rochester College's policies and procedures for deciding to cancel classes during a severe weather event and announcing closures to students and employees.

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 to which classes the cancellation applies: 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 prior to 3:00 p.m.
2. A weather cancellation at one campus does not automatically mean that classes at all RC sites 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 your student portal and complete the form under campus alerts. (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 required); the homepage of RC's website (rc.edu); and RC's weather and class cancellation hotline (248.218.2003).

CODE OF CONDUCT

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 the main campus, other RC campuses, 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, collaborative constituencies, and community.

STUDENT SERVICES

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. 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 are married, are at least 21

years old and of junior status, or who live with relatives over the age of 25. Institutional financial 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.

FOOD SERVICES/WARRIOR BUCKS

All students living in residence halls are required to purchase a college meal plan. The meal plan allows students to eat up to 19 meals per week when classes are in session. \$100 is credited per semester on the ID Card as Warrior Bucks (Warrior Bucks are renewed each semester and remaining funds are non-transferable to next semester) which can be used in the Isom Atrium Café, Campus Store and at Kibo Corner. Meals are non-transferable. Students may request a modification or exemption from the meal plan by completing an Aladdin's Food Service Meal Modification/Exemption Request form available on the Student Portal (my.rc.edu) under the menu heading "Online Applications and Forms". Please include written documentation on official letterhead from a verified medical professional which can be emailed to khargrave@rc.edu. Requests for exemption are usually approved only when Aladdin Food Service cannot modify the meal plan to meet the dietary needs of the student.

A student food service committee meets bi-weekly and consists of a Student Government representative, Student Development staff member, and an Aladdin Food Service staff representative. The committee is open to all current students. The goal of the committee is to offer menu suggestions and monitor issues related to food quality and service.

ACADEMIC CENTER FOR EXCELLENCE (ACE)

The Academic Center for Excellence (ACE) is Rochester College's center for academic support. The ACE provides student-centered programs, resources, and services in order to develop independent and successful learners. ACE exists to facilitate a successful college experience for each student by providing one-on-one peer tutoring sessions for math, writing, and a variety of other course subjects. Centrally located, the ACE offers an alternative place to study in close proximity to academic resources and assistance. The ACE also provides supplemental instruction (SI) for select courses, which include optional study sessions led by peer tutors who have already successfully completed the course. During the traditional school year, tutoring is available on a walk-in basis or by appointment. For summer semesters, support is available by appointment only. Electronic support and academic resources are also available online at rc.edu/ace. For more information, contact the ACE lab at 248.218.2173 or e-mail acelab@rc.edu.

ACADEMIC TESTING CENTER

The Academic Testing Center (ATC) is located in room 207 of the Ham Library building. The ATC is available for proctoring exams for students with accommodations, institutional absences, or extenuating circumstances. The ATC also provides CLEP and COMPASS testing. For more information or to schedule an appointment, email the Career Services & Academic Testing Coordinator at testingcenter@rc.edu.

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 Muirhead Center on the west 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

Rochester College is not responsible for students' health-related charges. Students are strongly urged to have medical, accident, hospitalization and health insurance from a reputable provider. Student athletes are required to obtain health insurance prior to participation in any sport-related activity and must sign an indemnity waiver releasing Rochester College from the incursion of penalties or liabilities.

International students or students from outside the United States are fully responsible for obtaining health insurance prior to beginning coursework at Rochester College. Information regarding a healthcare insurance plans for an enrolled students is available in the Student Development office.

Nearby Graham Health Center, 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 Richardson Academic Center, the Career Services Office administers career assessments and provides individual career counseling as well as résumé and interview assistance. The Career Services Office also maintains a career and job search library in the Career Resource Center located in the Ham Library building.

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 by providing a job listing on the college website. Visit the Career Services webpage at www.rc.edu/career-services for information regarding graduate school, job fairs, job search engines, career information, and the Academic Testing Center.



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. Application forms may be downloaded or submitted online at www.rc.edu/apply. Applications are also available upon request from the Admissions Office. A \$35 fee may be assessed for processing a paper application.
2. Request delivery of your official transcripts to Rochester College.
 - a. For students who are entering college for the first time or have fewer than 15 credit hours of college course work completed, official high school and college (if applicable) transcripts must be submitted. A Transcript Request Form is available for downloading at www.rc.edu/apply. Transcripts are required before an admission decision is made. Students must make arrangements to have a final high school transcript sent to Rochester College after graduation. GED graduates must submit an official copy of their GED scores to the Admissions Office.
 - b. Students seeking to attend Rochester College who have 16 or more hours of college course work completed must submit official transcripts from all colleges or universities they have attended.
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.org (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 following guidelines:

MINIMUM COLLEGE ENTRANCE EXAM SCORES FOR ADMISSION

ACT Score (#2072) Composite Score 18

SAT Score Range (#1516) New SAT (effective March 2016) 940-970+

Rochester College does not require the writing section of the ACT or SAT. However, prospective students are encouraged to take the writing section if they are interested in pursuing a degree in teacher education. The ACT is administered several times throughout

the year. Registration forms are generally available from high school counselors or online at www.act.org. The ACT 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 records, college records, or ACT/SAT results do not meet regular admission standards or who did not take the ACT/SAT exam may be admitted to Rochester College if there is other evidence of academic promise. Students who are granted conditional admission cannot register for more than 15 credit hours per semester and are required within the first two weeks of classes to attend an appointment with the Director of the Academic Center for Excellence (ACE) who will assist in creating an academic plan for the semester. Students who fail to do so are subject to suspension from classes until the appointment is set and attended. After creating an academic plan at the required appointment, students must attend special advising sessions throughout the semester. Students must maintain a 2.0 GPA at the end of each semester in order to sustain an acceptable academic standing at the institution.

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 process 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 new SAT score (effective March 2016) of 940-970+. 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 680 with no single test below

170 (GED scores prior to 2014 must be at least 2250 with no single test below 410) and meet the minimum ACT or SAT score.

TRANSFER STUDENTS AND RESIDENCY REQUIREMENTS

Transfer students from other colleges or universities must provide official transcripts from each institution by the end of their first semester of enrollment and complete the steps listed under Admissions Procedures (above). ACT or SAT scores are not required of students who have earned 16 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 when course grades are 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.

Transfer students receive a transfer evaluation based on unofficial and/or official transcripts, prior to admittance. Admitted students have one semester to send official transcripts to the Admissions office. A registration hold is placed on a student’s account at the end of their first semester if official transcripts are not received. Transfer evaluations for traditional students are final as of the Census date (Census date is the second Friday of each semester; transfer evaluations for students in an accelerated program are final as of the session start date. Transfer hours are permanent once they are posted as credit (CR) to a student’s Rochester College transcript; changes are not permitted.

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 “Transferring Credit for International Students.” Credit received on a basis other than the semester unit will be converted to semester 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. For any degree, at least 50% of a student’s major and minor core must be earned at Rochester College. In addition, once a student has reached senior status and completed 90 hours of coursework, no more than six hours of transfer work will be accepted. Transfer credit is not applied toward the calculation of students’ Rochester College GPA. This policy is referred to as a “**residency requirement**” and is a standard practice at institutions of higher learning.

Under the MACRAO Transfer Agreement, transferees from participating Michigan colleges or universities whose transcripts specifically confirm that all MACRAO requirements have been met 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). The transfer of College Composition A or B is described in the “Writing Proficiency Requirement” in the course information section of the catalog. If not included in transferred courses, the student must complete these courses before a degree will be awarded. 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. All students must satisfy the writing proficiency requirement, which is outlined on page 50.

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 (HIGH SCHOOL AND ROCHESTER COLLEGE)

High school students, after completion of their sophomore year, 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 six 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.

EARLY COLLEGE

Rochester College partners with area school districts to provide a rigorous Early College program which allows high school students to receive college credits while still in high school. The Early College program offers various avenues for receiving college credit:

- The Early College five-year program offers both online and face-to-face instruction to enable students to earn their high school diploma and college credits up to an Associate’s Degree. Students have the opportunity to earn up to 64 college credits from Rochester College. Courses can be taken at the high school, online, and/or on the campus of Rochester College
- Enhanced Dual Enrollment through Early College allows students to take Rochester College courses at their high school for college credit

Current school districts participating in the Rochester College Early College program are Oxford School District, Madison School District, L'Anse Cruese School District, West Bloomfield School District, and Fraser School District. Students should check with their high school regarding the Early College application process.

RE-ENROLLMENT

To return to Rochester College after an absence of 12 or more months, students must complete the online application for admission (rc.edu/apply) and submit it to the Enrollment Services Office. Once the application for admission is received, Enrollment Services will process it and contact Academic Services, Student Financial Services and Student Development to make them aware of the student's desire to return to RC. If the student was suspended or dismissed for academic, financial, or social reasons, Academic Services, Student Financial Services and Student Development must approve the student's re-admission to Rochester College. Students who re-enroll after an absence of 12 or more months 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 AND RESIDENCY REQUIREMENTS

Students seeking admission to Rochester College's accelerated degree programs (CEL) must be 21 years of age or older, must have a minimum of three years of work experience, or must have completed an academic program from a host institution (Specs Howard School of Media Arts, Macomb Community College, or Mott Community College). 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 the director of accelerated learning. 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 accepted in transfer toward the Associate degree and 90 hours toward the Bachelor's degree. For any degree, at least 50% of a student's major and minor core must be earned at Rochester College. In addition, once a

student has reached senior status (completed 90 hours of coursework) no more than six hours of transfer work will be accepted. Transfer credit GPA is not applied toward the calculation of students' Rochester College GPA.

Students pursuing a degree through the traditional program should consult the Concurrent Enrollment Policy for eligibility to take courses through CEL (below).

Regular admission to the Bachelor of Science in the Early Childhood Studies degree completion program requires the completion of the equivalent of an Associate's degree in Early Childhood.

Prospective students who do not meet the regular GPA admission requirements may submit a written petition to the director of accelerated learning 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 program. Students who are approved to be provisionally admitted on Academic Alert are limited to 6 credit hours the 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 permitted 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.

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. 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.
3. 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. The DI Code for Rochester College is 1516.

- 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.

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)
Bowling Green Station
P.O. Box 50817
New York, NY 10274-5087
USA

Phone Number: 212-966-6311
Fax Number: 212-739-6100
website: www.wes.org

Educational Credentials Evaluators, Inc.
P.O. Box 514070
Milwaukee, WI 53203-3470
USA

Phone Number: 414-289-3400
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.

*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.

International student athletes are encouraged to have their coursework evaluated by Incred Credential Evaluation Service, as they will also determine a student's eligibility for the NAIA.

InCred Evaluations

1200 Grand Blvd., Suite 100

Kansas City, MO 64106

USA

Phone Number: 816-595-8300

Email: incred@naia.org

Website: www.playnaia.org

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 whether 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 U.S. Citizenship and Immigration Services.

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 an international student decides to take either the ACT or SAT and have the scores sent to Rochester College, she/he 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.org. 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, state or federal 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:

1. 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.
2. 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.
3. 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 Provost.
4. 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 Appeals Committee requesting permission to take additional coursework.

COMPUTERS

In the fall of 2008, Rochester College became the first college in the state of Michigan to offer all undergraduate incoming freshmen an Apple MacBook absolutely free. Undergraduate students and transfers who enter Rochester College with 29 or fewer credit hours will be eligible to receive the free MacBook Pro or an iPad, as long as they are admitted by May 31st for the following fall semester, or by November 30th for the following spring semester. Students who completed Rochester College's Early College program may enter Rochester College with 89 credit hours to still be eligible, so long as they are admitted by the deadline. Students who are dual-enrolled while in high school may enter Rochester College with 44 credit hours to still be eligible, so long as they are admitted by the deadline.

One goal of the college is to be sure that students are involved with the latest technology during their studies. Educational technology has developed over the years, and Rochester College is on course with the more progressive colleges in the country. One of the College's primary educational technology goals has been achieved, creating a campus-wide wireless environment that provides the possibilities for tablet/laptop use in classrooms, library, grounds, and virtually anywhere. As the technology becomes more tailored for faculty and student interaction, Rochester College will continue to enhance the tablet/laptop program.

It is important for students to understand that the MacBook Pro or iPad is *their* device. The warranty will be in their name. Students will not have to return it when they graduate. Each student will be required to sign an iPad/MacBook Pro program agreement. If the student remains enrolled full-time at Rochester College for at least 6 full semesters (excluding summer semesters), no charge will be made for the iPad/MacBook Pro. If the student leaves before 6 consecutive full-time semesters, the student will pay a pro-rated charge for the iPad/MacBook Pro.

For the 2017-2018 academic year, an educational academic technology plan is potentially being formed that will benefit and support students throughout their degree completion. The piece of technology that is offered to students will be integrated into the classroom and utilized throughout the academic year.

LAPTOP POLICY

Student Qualifications:

1. A student must be new to Rochester College.
2. A student must be admitted to Rochester College by May 31 for the following fall semester, or November 30 for the following spring semester.
3. A student must not have 30 or more transfer credits. Students who completed Rochester College's Early College program may enter Rochester College with 89 credit hours to still be eligible, and students who dual-enrolled while in high school may enter Rochester College with 44 credit hours to still be eligible.
4. A student must be full-time*.

Student Laptop Charges:

A student will be charged the laptop charge (based on their individual contracts) when one or more of the following occurs on their student account:

1. They leave Rochester College before completing 6 consecutive semesters as a full time student**
2. They register as a part-time student

***Summer semesters are not included in the formula for 6 consecutive semesters as a full -time student.*

Student Financial Service Advisers will always go by the attempted transcript hours when determining if the student is full time and when determining the pro-rated amount to charge the student account.

Laptop holds:

If a student requests a transcript from Academic Services and s/he has a "Laptop hold," Student Financial Services "assumes" the student will not be returning for the next semester and will complete the following steps:

1. Charge the laptop fee amount based on the individual student contracts.
2. Transcripts and registrations will be held until all balances are paid in full.

Students may appeal in writing to the Director of Student Financial Services with any extenuating circumstances surrounding the transcript request (appeals may be sent to sfs@rc.edu).



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 financial aid and billing, please see the Graduate Catalog.

BASIC EXPENSES FOR TRADITIONAL COURSES

COURSE FEES FOR ALL PROGRAMS

All science lab courses	\$50
ART 1413, 1423, 2413	\$15
ART 3113	\$20
ART 3213	\$195
EDU 2303	\$45
EDU 3211, 3221	\$55
EDU 3271, 4728, 4828	\$140
EDU 4584, 4684	\$80
INF 1011	\$11
JRN 1101, 3532	\$33
MAT 1203 (Web)	\$100
MAT 2213, 2223, 3343	\$30
MUE 4423, 4433	\$80
MUS 1100, 1101	\$105 (per year)
PED 1011 (Bowling)	\$85
PED 2113	\$30
PHI 3923	\$85
PSY 3043	\$25
PSY 3303	\$30
Private lessons (all levels, per credit hour)	\$400
THE 1091	\$192
THE 2113	\$15

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

BASIC EXPENSES FOR ACCELERATED COURSES

INF 1011	\$11
JRN 2513	\$35
MAT 1203 (Web)	\$30
PRN 3513	\$35
PSY 3303	\$35

BASIC EXPENSES FOR NURSING PROGRAM

ACE Clinical Placement (annual)	\$50
Drug Screen (annual)	\$25
Michigan Background Check (annual)	\$10
Immunizations/Titers	Varies
TB Skin Test (annual)	Varies
Flu Vaccine (annual)	Free at RC Health Fair
Physical Examination (first year only)	Varies
CPR Certification (every 2 years)	\$70
Uniform with RC logo (first year only)	\$100-\$120
Kaplan NCLEX Test Preparation (every semester)	\$90
Skills Lab Kit (first year only)	\$130
MDF Secondary Skills Equipment (first year only)	\$130

GENERAL FEES FOR ALL PROGRAMS (NON-REFUNDABLE)

CLEP and DANTES/DSST Administrative Fee	\$40
CLEP and DANTES/DSST Testing Fee (per examination)	\$85
CLEP and DANTES/DSST Credit Recording Fee (per credit hour)	\$30
Course Change Fee (per course)	\$15
Graduation Application Fee (Bachelor's or Master's degree)	\$130
Graduation Application Fee (second Bachelor's degree)	\$55
Graduation Application Fee (Associate's degree—Commencement Non-Participant)	\$55
Graduation Application Fee (Associate's degree—Commencement Participant)	\$130
Online Course Fee	\$35
Payment Plan Fee (per semester)	\$65
Returned Check Fee (NSF, per check)	\$40
Student Identification Card Replacement	\$35
Transcript Fees	
<ul style="list-style-type: none"> • Electronic Transcript \$5 • Paper Transcript \$7.50 • Overnight Delivery \$100 	
Vehicle Violation Fines (each violation)	\$35
Non-traditional Transcript Posting Fee (per hour)	\$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 infrastructure needed to operate and administer a traditional residential campus.

Tuition (per credit hour)	\$384
Audit fee	\$65
New Student Orientation Fee (one time only)	\$185

SCHEDULE OF CHARGES FOR TRADITIONAL PROGRAMS

TUITION

Block rate (12-19 credit hours, including chapel)	\$10,250 (1 SEMESTER) \$20,500 (2 SEMESTERS)
Hourly rate (under 12 or over 18 hours)	\$668 per credit hour
Summer Session	\$474 per credit hour
Audit fee	\$65 per credit hour

STUDENT SUPPORT FEES

	1 SEMESTER	2 SEMESTERS
Student Support Fee (all full-time students charged)	\$581	\$1,162
Residential Student Support Fee (all residential students charged)	\$441	\$882
Commuting Student (part time 5-11 hours)	\$325	\$650
Summer (all traditional students, 2+ hours)	\$130 per semester	

GENERAL FEES (NON-REFUNDABLE)

Lock Replacement Fee	\$80
New Student Orientation Fee (FA-16)	\$240
New Student Orientation Fee (SP-17)	\$80
Room Change Fee (per room change)	\$65

RESIDENTIAL FEES AND DEPOSITS

ROOM OPTIONS

Ferndale, Hoggatt, Gatewood, or Palmer ¹	\$1694 (per semester)
Palmer Studio Apartments ² (as available, per month)	\$420 (with kitchenette)

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.

BOARD OPTIONS

Residential Meal Plan (up to 19 meals per week)	\$ 1782 PER SEMESTER
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Residential students with a Residential Meal Plan receive \$100.00 credit (Warrior Bucks) on their swipe cards, which can be used for cafeteria and café purchases, Kibo Corner, the Campus Store, and making copies in the library. This credit must be used each semester. However, funds added to the card by the student may be returned to the student at the end of the semester upon request.

Residential students with specific dietary needs can request a modification or exemption from the residential meal plan. This can be accomplished by completing the form on the Student Portal (my.rc.edu). For details contact the Student Development Office.

ADDITIONAL BOARDING FEES

Summer Session Room Rates (weekly)	\$85
Room and Mailbox Key Security Deposit (any residential location)	\$185
Private Room Fee (nonrefundable, as available, per semester)	\$470

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 at my.rc.edu to make payments online. To make a payment, click on My Billing Ledger>Pay by Credit Card.

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 permitted to register for a subsequent semester or receive a copy of their transcripts until their payment status is current.

	Fall Semester	Spring Semester	Summer Semester
Initial Payment	Aug. 25, 2016	Jan. 5, 2017	April 27, 2017
Installment 2	Sept. 15, 2016	Feb. 15, 2017	May 15, 2017
Installment 3	Oct. 15, 2016	March 15, 2017	June 15, 2017
Installment 4	Nov. 15, 2016	April 15, 2017	July 15, 2017
Census Date	Sept. 9, 2016	Jan. 20, 2017	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 awards) 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 \$65 per semester is charged for using the payment plan. Students may be charged a \$40 late fee if payments arrive after the due date for each payment. 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. Students are required to sign a Third Party Payment form in order to be eligible for the employer reimbursement program.

TUITION VOUCHER

Students may enroll in a tuition voucher program when their employer has a program in which they will pay the college directly. Rochester College requires that the student submit their employers tuition vouchers to the Student Financial Services Office during the registration process. 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 26	January 6	April 28
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, laptop holds, and/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 by the withdrawal deadline may receive a pro-rated 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 last date of attendance is the date used to calculate refunds. 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 for complete withdrawals may require up to 30 days for processing.

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 for tuition and fees. Financial aid and billing is processed based on enrollment status and 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 advisers and the Student Financial Services office prior to adding/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 changes must be submitted through the student portal Course Add/Drop/Withdrawal Form in the

Online Applications & Forms module. 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 advisers, before adding/dropping or withdrawing from a course.

REFUND SCHEDULE 2016-2017 – FULL SEMESTER COURSES		
FALL SEMESTER	SPRING SEMESTER	REFUND
Aug. 27—Sept. 9	Jan. 7—Jan. 20	100%
Sept. 10—16	Jan. 21—27	90%
Sept. 17—23	Jan. 28—Feb. 3	80%
Sept. 24—30	Feb. 4—10	60%
Oct. 1—7	Feb. 11—17	40%
Oct. 8—14	Feb. 18—24	20%
Oct. 15—Nov. 7, 2016 (last date to withdraw)	Feb. 25— March 27, 2017 (last date to withdraw)	0%

REFUND SCHEDULE 2016-2017 EIGHT-WEEK COURSES	
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 follow the same guidelines as 8 or 15 week refunds.**



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 awards 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 (fafsa.ed.gov). Students who need additional information and guidance should contact Student Financial Services (sfs@rc.edu).

Institutional aid may be 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 provides detailed descriptions of programs, qualifications, and minimum renewal requirements for institutional and governmental aid. Student Financial Services 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. Complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov. The FAFSA may be completed as early as October 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.
2. 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.
3. 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 email listing all scholarships, state grants (if applicable), and federal aid (grants, work-study, and loans) for which the student qualifies.
4. Upon receiving the financial aid award letter email, review the information carefully. Students should access the Student Portal to accept or decline aid online.

**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 emails within 30 days.*

Contact Student Financial Services by phone at 800.521.6010, opt. 2, by fax at 248.218.2065, or by email at sfs@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 adviser. Repayment and interest begin nine 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. Repayment begins 6 months after the student graduates, withdraws from school, or falls below half-time enrollment status.

FEDERAL DIRECT PLUS LOAN AND FEDERAL DIRECT GRADUATE PLUS LOANS

Federal Direct Plus Loans are available to parents of dependent undergraduate students or graduate 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, or a graduate student may borrow through this program. Repayment begins within 60 days of final disbursement, or the borrower has the option to defer payments until the student graduates and/or withdraws from school. Information to select the payment option may be found at www.studentloans.gov.

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 sfs@rc.edu.

FEDERAL AND STATE GRANTS

STATE GRANTS

Private non-profit institutions are eligible to award students the Michigan Competitive Scholarship and/or the Michigan Tuition Grant. Rochester College students may be eligible for these grants. To be eligible, students must apply for their FAFSA prior to June 30th, live in Michigan for a full calendar year, and place our school code (0022880) in the number one slot of the school selection list on their FAFSA. The award maximum was \$1,830 for the 15/16 award year. Students may also be eligible for the Michigan Tuition Incentive Program. Students would have had to have received a letter from the State of Michigan demonstrating their eligibility.

FEDERAL GRANTS

Students may be eligible for the Federal Pell Grant and/or the Federal Supplemental Educational Opportunity Grant (FSEOG). Eligibility is determined by the "need" amount when completing the FAFSA. Pell is awarded to undergraduate students who have not yet earned a bachelors degree. Students eligible for the Pell grant are eligible for the Federal Supplemental Educational Opportunity Grant (FSEOG), and have filed their FAFSA by April 15. The award maximum for Pell grant was \$5,775 and the award maximum for the FSEOG grant was \$500 for the 15/16 award year.

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 (veterans@rc.edu). 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 SAP requirements 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 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 pro-rated basis. Students with circumstances that warrant exceptions to refund policies should address a written appeal to the provost.

CODE OF CONDUCT

As active institutional members of the National Association of Student Financial Aid Professionals (NASFAA), the Financial Services employees at Rochester College adhere to the NASFAA Code of Conduct. The Code is intended to help guide financial aid professionals in carrying out their duties, particularly with regard to the transparency in the administration of student financial aid programs, and to avoid the harm that may arise from actual, potential or perceived conflicts of interest. The *Higher Education Opportunity Act of 2008* legislated requirements which prohibits a conflict of interest with regard to responsibilities of an officer, employee, or agent of the school regarding Title IV loans. The term "employees" refers to any of the school's officers, employees, and agents who are employed in the financial services office or who are responsible with respect to financial aid and/or student loans related to Title IV education or private loans for educational purposes. The Code of Conduct establishes that employees shall not enter into any profit-sharing arrangement with any lender where the lender provides or issues a Title IV loan to the student or the student's family in exchange for the school recommending the lender or the lender's loan products in exchange for a fee or material benefit including profit or revenue sharing that benefits the school or a school's employee or agent. Employees shall not solicit or accept any gift in the form of a gratuity, favor, discount, entertainment, hospitality, loan, service, transportation, lodging, meals, reimbursement, or other item having a monetary value of more than a nominal amount from a lender, guarantor, or servicer. Employees should disclose to the institution if an unauthorized gift from a lender is received. Exceptions to this rule include materials or services related to loan issues, default aversion and prevention or financial literacy. Entrance and Exit counseling services controlled by Rochester College employees that do not promote a specific lender, educational grants, scholarships or financial aid administered by or on behalf of a state.

Rochester College will not assign a loan from a first-time borrower to a particular lender or delay or refuse to certify a loan based on the borrower's choice of lender or guarantor. Rochester College informs borrowers that they have the right and ability to select the lender of their choice. Rochester College will not request or accept assistance from a lender for a call center or financial aid office staffing.

EMPLOYMENT OPPORTUNITIES AT RC

ON-CAMPUS EMPLOYMENT/FEDERAL WORK STUDY

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 Academic/Financial Aid Suspension (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.

Although no tuition is charged for RCC 2001 (Chapel/Convocation), which is required for all full-time traditional students, the one academic credit hour affects a student's Cumulative Completion Rate (CCR) when completing SAP calculations. If a student drops below full-time, the credit for chapel is dropped unless the student requests to continue in the course. Approval is not automatic and is decided on a "case by case" basis. The maximum RCC credits that can be earned during the course of a degree are 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.

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 Completely Withdraws After Beginning Attendance

The law specifies how Rochester College must determine the amount of Title IV program assistance that a student earns if s/he withdraws 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 a student completely withdraws from their courses during his/her period of enrollment, the amount of Title IV program assistance that they have earned up to that point is determined by a specific formula. If the student received (Rochester College and/or student's parent received on the student's behalf) less assistance than the amount earned, the student may be able to receive those additional funds. If the student received more assistance than earned, the excess funds must be returned by the school and/or the student.

The amount of assistance earned is determined on a pro rata basis. For example, if the student completed 30% of his/her payment period or period of enrollment, s/he earns 30% of the assistance they were originally scheduled to receive. Once the student has completed more than 60% of the payment period or period of enrollment, they earn 100% of the assistance scheduled to be received for that period.

If the student did not receive all of the funds they earned, they may be due a post-withdrawal disbursement. If the post-withdrawal disbursement includes loan funds, Rochester College must receive the student's permission before we are able to disburse. The student may choose to decline some or all of the loan funds so that s/he does not incur additional debt. Rochester College may automatically use all or a portion of the post-withdrawal disbursement (including loan funds, if the student accepts them) for tuition, fees, and room and board charges (as contracted with the school). For all other school charges, Rochester College must receive the student's permission to use the post-withdrawal disbursement. However, it may be in the student's best interests to allow the school to keep the funds to reduce his/her debt to the school.

Some Title IV funds that the student may have been scheduled to receive cannot be disbursed to the student once s/he withdraws because of other eligibility requirements.

If the student receives (or Rochester College and/or the student's parent receives on the student's behalf) excess Title IV program funds that must be returned, the school must return a portion of the excess equal to the lesser of the following:

Student account institutional charges multiplied by the unearned percentage of the student's funds, or the entire amount of excess funds.

Rochester College must return this amount even if we did not keep this amount of the student's Title IV program funds.

If we are not required to return all of the excess funds, the student must return the remaining amount. Any loan funds that the student must return, the student (or his/her parent for a PLUS Loan) repays in accordance with the terms of the promissory note. That is, the student makes scheduled payments to the holder of the loan over a period of time.

Any amount of unearned grant funds that the student must return is called an overpayment. The amount of a grant overpayment that the student must repay is half of the grant funds they received or was scheduled to receive. The student must make arrangements with Rochester College or the Department of Education to return the unearned grant funds.

The requirements for Title IV program funds when a student withdraws are separate from any refund policy that Rochester College may have for tuition and fees. Therefore, the student may still owe funds to the school to cover unpaid institutional charges. Rochester College may also charge the student for any Title IV program funds that the school was required to return.

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

For questions about Title IV program funds, students may call the Federal Student Aid Information Center at 1-800-4-FEDAID (1-800-433-3243) or they may contact the Rochester College Student Financial Services Office by emailing sfs@rc.edu.

OFFICIAL WITHDRAWALS

Prior to the start of the semester, students are encouraged to initiate the course drops process with their academic adviser.

Once the semester has begun, students initiate the withdrawal process with Academic Services by filling out the Course Add/Drop/Withdrawal form on the student portal.

Students will be administratively withdrawn from their courses if they stop attending all of their classes within a 14-day period.

Students who fully withdraw (after the course start date for CEL students and after Census Day for traditional students) will need to go through the Return to Title IV (R2T4) process. The process must be completed within 30 days of the date that the college determines the student withdrew, no later than 14 days after the student stopped attending. Rochester College is required to take attendance by Department of Education definitions and therefore uses the student's last date of attendance as the withdraw date for official and unofficial withdrawals.

UNOFFICIAL WITHDRAWALS

Students who receive all W's and/or F's within a semester must be evaluated after each semester. Academic Services identifies these students and provides supporting documentation (attendance records, emails from faculty, etc.) to Student Financial Services each semester after grades are posted.

Student Financial Services must evaluate these documents to determine if any of these students are Title IV recipients and perform any necessary return to Title IV calculations

For these types of withdrawals, as with all other withdrawals, Student Financial Services will use the last date of attendance (LDA) based on the documentation from Academic Services as the student's withdrawal date.

TRADITIONAL STUDENTS WITHDRAWAL/ADD/DROP POLICY

Students may add or drop courses until the second Friday of each semester (Census Day), after which 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.

Financial aid will be packaged based on original enrollment and will be re-evaluated after the second Friday of each semester. At that point financial aid, based on enrollment hours, will be locked in. If enrollment changes occur after this date, financial aid cannot be calculated for those enrollment hours.

Students will receive 100% refund on all course drops up until the second Friday of each semester (Census Day). After this date tuition will be refunded on a pro-rata base.

Students are allowed to add a Session B course after Census Day, prior to the course start date, if it allows the student to continue in the block rate (12-18 credit hours). If it takes them out of the block rate, students will be required to pay out of pocket and will not be eligible for financial aid for the added course(s).

Chapel additions and removals will be evaluated prior to the second Friday of each semester.

WITHDRAWALS IN MODULES

If a student fails to begin attendance in the number of credit hours for which the Federal Pell Grant was awarded, Rochester College must recalculate the student's eligibility for Pell and campus-based funds based on a revised cost of attendance and enrollment status (CFR 690.80(b)(2)(ii)).

For the Return Calculation: The numerator is the number of completed days in the semester (the first day of the module through the date of withdrawal – the days the student was actually in attendance). The denominator includes all modules the student was scheduled to attend in the semester.

If a student ends up less than half time after completing one module (would have been half time if both modules had been completed) any disbursed loan funds do not have to be returned since they were based on the student's original status. However, once less than half time status has been established, subsequent disbursements may not be made.

If a student fully withdraws from Session A, however, the student gives written confirmation (at the time of the withdrawal or within 10 days after) of intentions to continue in Session B, the student does not have to be considered a withdraw. However, if the student does not continue, the withdrawal calculation must be processed using the original withdrawal date.

POST-WITHDRAWAL DISBURSEMENTS

The Student Financial Services adviser must obtain student or parent (for PLUS Loans) permission prior to loan disbursement. The student or parent may choose to decline some or all of the loan. To obtain permission to disburse the student or parent loan the Student Financial Services adviser will notify the student or parent in writing of the loan funds available. Notification must be made within 30 days of the date the student withdrew.

The notice must include: source, type and amount of loan funds. The notice must advise that the student or parent may: reject, accept, or accept part of the funds offered as well as provide the information necessary for the student or parent to make an informed decision as to whether the student or parent should accept any disbursement of loan funds. The notice must include explanation of the obligation to repay the loan funds, whether they are used to pay the Rochester College balance or are credited to the borrower. The notice must include Rochester College's intention to apply the loan funds to pay current charges. Should the student or parent not wish to have loan funds credited to their Rochester College account, they are to be informed that they may decline the loan and Rochester College must not make the post-withdrawal disbursement. The notice should include information about the advantages of keeping loan debt to a minimum. The notice will include a deadline of 14 days for response in order to receive the funds. Following the 14 day period, RC is not required to make the post-withdrawal disbursement (should the student or parent respond after the 14 days and Rochester College declines to make the disbursement, written notification must be sent to the student or parent of the decision and the reason – should the college agree to the disbursement, notification is not required). The Student Financial Services adviser will not disburse any funds until the student or parent has confirmed the funds are wanted. Student and parent confirmation must be documented in the student file.

The post-withdrawal disbursement funds may be used to automatically pay tuition, fees and room and board charges.

The post-withdrawal disbursement funds may only be used for other school charges by permission from the student.

Student Financial Services will request grant and scholarship monies immediately following the recalculation process. Student Financial Services will request loans after the 14 calendar days has passed.

WITHDRAWING FROM SESSION A AND B COURSES

Students enrolled in a course(s) offered in a Session A and/or Session B in the Center for Extended Learning program are subject to additional governmental regulations regarding withdrawing from and dropping courses. If a student is enrolled in at least one "full semester" course, then these regulations do not apply. Students must attend and "complete" all of the "scheduled days" in which they were originally registered

and enrolled for. Students are considered a complete withdrawal if they cease to attend their Session A courses for any 14-day period unless Rochester College has received, in writing, confirmation that they will continue to be enrolled and attend their Session B courses. If confirmation is not received within 10 days of the last date of attendance in Session A course(s), then the student will be considered to have completely withdrawn from Rochester College, and both Session A and Session B course dates will be included as “scheduled days” when recalculating their Financial Aid eligibility. If students request to be dropped from their Session B courses while still attending their Session A courses, the Session B course dates will not be included as “scheduled days” when recalculating their financial aid eligibility.

UNUSUAL ENROLLMENT HISTORY

In an effort to prevent fraud and abuse in the Federal Pell Grant and Loan Programs, the Department of Education has established regulations to identify students with unusual enrollment histories. When students complete their FAFSA each award year, the Department will review the students’ academic records for the four previous award years. If students have received Pell grants and/or loans from three institutions in a span of one to two years, they will be flagged for review by the Rochester College Student Financial Services office. Rochester College is required to review the students’ academic records and will determine whether students have not met requirements to be eligible for Title IV aid based on their unusual enrollment history. For additional information, please see the Student Financial Services office.

TEXTBOOKS AND VOUCHERS

The College has partnered with MBS Direct, the largest online college bookstore system in the nation, to provide textbooks for the students of Rochester College. The online store offers new books, used books, rentals, and e-books 24 hours a day and 7 days a week. The online store site includes textbook information for each course, including titles, ISBNs, and pricing. Textbooks are not sold on campus. Students can access the online store from www.rc.edu/campusstore.

Any CEL student who has a credit balance after financial aid awards are packaged will receive a book voucher. Students will receive an email with instructions on how to purchase textbooks using this voucher from the online bookstore. If a student would like to opt out of the bookstore voucher, the student must email his or her Financial Services adviser. At that point, the Financial Services adviser will cancel

the voucher, and the student will receive a refund check once all aid has been posted to the student’s account. Traditional students may contact their Financial Service adviser to request a bookstore voucher.

Students may also obtain a voucher to purchase school supplies and sportswear in the campus store. Students may ask for a campus store voucher any time the student has a credit balance on his or her account. If the student has questions, he or she may contact Student Financial Services.

Students will receive a full refund for textbook purchases due to a cancelled course.

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.



ROCHESTER COLLEGE
ROCHESTER HILLS, MICHIGAN

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), Rochester College’s home for academic support, offers supplemental instruction and free tutoring under the direction of the Student Development Office. Please see the Student Services section of ‘Student Development’ for more information.

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/lib. 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), which is overseen by the Campus Ministry office within Student Development.

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 also includes a variety of opportunities, such as 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. Please note that RCC 2001 is a one academic credit course, however the class will appear as a 0 credit course until it is added in during the last week of the semester when a student’s attendance has been calculated. 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. As RCC 2001 carries one academic credit (added at the last week of classes), 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 unless the student requests to continue in the course. Approval is not automatic and is decided on a “case by case” basis. The maximum RCC credits that can be earned during the course of a degree are 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 electronic 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 or Business 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 his/her 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 to the Academic Appeals Committee via the appropriate school dean/director. 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 review the student's file to determine whether 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. Students on Academic/Financial Aid Warning cannot take more than 13 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. To clear all academic/financial aid actions, students must meet all three SAP requirements. 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 being 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. Appeals must be submitted to the Appeals Committee by the second Wednesday after the semester end date, as outlined in the student's SAP letter. Appeals submitted after the deadline will not be considered. If the appeal deadline is missed, a student who needs to appeal may do so after a full calendar year. Students who are granted Academic/Financial Aid Probation cannot take more than 13 credit hours and must develop an "academic plan" with an academic adviser as described 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. To clear all Academic/Financial Aid actions, students must meet all three SAP requirements. Students on Academic/Financial Aid Probation are eligible for financial aid. If a student with an approved appeal does not enroll for the subsequent semester for which the Academic/Financial Aid Probation status is effective, the student will remain on Academic/Financial Aid Probation and the academic plan will be re-evaluated at the point of return.
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 adviser 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 to the Academic Appeals Committee by the second Wednesday after the semester end date, as outlined in the student's SAP letter. Appeals submitted after the deadline will not be considered. If the appeal deadline is missed, a student who needs to appeal may do so after a full calendar year. 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 federal/state 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. 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. See Dismissal Policy (page 45).

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. Appeals must be submitted to the Appeals Committee by the second Wednesday after the semester end date, as outlined in the student's SAP letter. Appeals submitted after the deadline will not be considered. If the appeal deadline is missed, a student who needs to appeal may do so after a full calendar year. The appeal will be considered by the Academic Appeals Committee; committee decisions are final. An academic plan must be agreed upon by the student and an academic official. 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 adviser 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 and from the dean of the school for the additional degree 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.

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 or college GPA or ACT/SAT scores. Students admitted on Academic Alert must provide evidence of their desire to succeed by utilizing resources made available to them by the college. Students admitted on Academic Alert are required to attend one pre-class session during the summer prior to enrolling addressing the importance of study habits. Once enrolled, students are expected to use the Rochester College resources designed to help students succeed, such as tutoring, career counseling, and academic advising. 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. Utilization of ACE lab resources and completion of required hours will be a significant factor in the outcome of appeals to remain eligible for financial aid.

Students who do not meet the three SAP requirements 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 meet all SAP requirements during the first semester.

WITHDRAWAL PROCESS

To withdraw from the College, students should fill out the Add/Drop/Withdrawal form on the student portal. Once the withdrawal form is received, Academic Services withdraws students from their courses and contacts Student Development, Student Financial Services, and the Business Office. 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.studentloans.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 between 0.00 and 1.00 will be dismissed immediately, unless they have an approved appeal and academic plan (students who earn a 0.00 CGPA because of complete withdrawal, their first semester, are excluded from this policy). Appeals must be submitted to the Appeals Committee by the second Wednesday past the semester end date, as outlined in the student's SAP letter. Appeals submitted after the deadline will not be considered. Dismissed students are unable to re-enroll for a full calendar year. Upon re-admittance, students will be assigned an academic status of Academic/Financial Aid Warning or Academic/Financial Aid Suspension, based on their previous academic status.

Students with a CGPA between 1.00 and 2.00 may remain on Academic/Financial Aid 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 Academic/Financial Aid Suspension, he or she will be academically dismissed. After a full calendar year of non-attendance at Rochester College, the student may apply for re-admission through Enrollment Services. Upon re-admittance, an Academic/Financial Aid Suspension status will be applied if the student does not have an approved appeal.

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 Rochester College community.



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 adviser 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 adviser. Students are encouraged to make contact with their advisers early in their academic careers and consult with them in choosing courses, setting semester schedules, and outlining degree plans.

Center for Extended Learning students are advised by the Rochester College Site Coordinator who is assigned to his/her location.

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, students should discuss the problem with the appropriate department chair. If the matter is still unresolved or if the instructor is the department chair, the student should discuss the problem with the dean/director of the School. If the matter still remains unresolved, the student may then send a written letter of appeal to the Appeals Committee within one semester of the incident or grade report. The written appeal should include all supporting documentation. Two copies should be delivered to the provost, and the written appeal is then forwarded to the members of the Appeals Committee for a review and a decision. The decision of the Academic Appeals Committee is final and will be reported to both parties by the provost.

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 accelerated courses, but these absences should not be viewed as permission to miss class; all absences can 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 courses. 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 submitting a test, quiz, paper, or assignment 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. Career Services 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 provides all CLEP, Compass, Accuplacer, accommodations,

and make-up exam testing for students in the Academic Testing Center. Contact Career Services 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 of ethics, 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 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 student portal.

Violations to the Code of Academic Integrity may result in the following academic disciplinary actions:

1. **Academic Disciplinary Probation:** Students with Level 2 violations may be placed on Academic Disciplinary Probation for one or more semesters and the sanction will be reflected permanently in the student's academic file.
2. **Academic Disciplinary Suspension:** Students with Level 3 or 4 violations may be placed on Academic Disciplinary Suspension for one or more semesters and the sanction will be reflected permanently on the student's academic transcript. When a student has concluded the suspension period and completed the conditions accompanying the suspension, he/she must submit a letter to the provost and provide evidence that he/she has satisfied the terms of the suspension. Students who return to Rochester College after an absence of 12 or more months must reapply (see the Re-Enrollment Policy).
3. **Academic Disciplinary Expulsion:** Students with Level 4 violations may be placed on Academic Disciplinary Expulsion and are not permitted to return to Rochester College. The sanction will be reflected permanently on the student's academic transcript.

Suspension or expulsion from the college further involves the following:

The student may be withdrawn from all courses carried that semester according to the policy of his/her school; the student shall forfeit fees according to the normal refund schedule of Rochester College; the student is prohibited from participating in any academic or extracurricular activities of the college.

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 Academic Services 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

TRADITIONAL PROGRAMS

Any change to a student's roster of classes must be requested in writing by the student. Traditional students should submit a course add/drop/withdrawal form online through the student portal. Traditional students may add or drop classes on or before the Census Day (the second Friday of each semester) without penalty. After the Census Day, full-term courses may not be added. Traditional students may add or drop accelerated Session B courses up to the course start date, as long as the student's financial aid package is not modified. Withdrawals are processed as of the last date of attendance and noted as 'W' on transcripts. Withdrawals are not allowed after the date published on the college calendar. Academic Services provides withdrawal dates for classes that meet less than full term. Once the Census Day has passed, a \$15 course change fee is applied per course.

ACCELERATED PROGRAMS

Accelerated program students should submit a course add/drop/withdrawal form online through the student portal. Accelerated students may add or drop courses on or before the Friday of the fifth week of each session. Withdrawals are processed as of the last date of attendance and noted as 'W' on transcripts. Withdrawals are not allowed after the date published on the college calendar. Once the semester starts, a \$15 course change fee is applied per course.

COURSE DELIVERY MODEL

A "ground" course is offered face-to-face at regular meeting times. All Rochester College courses are assumed to be ground courses unless explicitly stated otherwise on the course offering.

Any ground course may become web-enhanced through a supplementary course website. Faculty members are encouraged to web-enhance their courses. Moodle is the required platform. Faculty must contact RC Online to set up a course shell before the semester if they choose to use web enhancement in their courses.

An Online or WEB course is 100% online unless it includes a lab component. All online courses are offered through the Moodle platform.

A Hybrid (HYB) course meets on campus and contains a significant amount of online activities. In-person and online course participation is required.

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 appropriate school dean/director. 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.

The Academic Center for Excellence (ACE) 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 director of the ACE, Caitlin Bechard at 248-218-2174 or cbechard@rc.edu.

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.

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 A, but a "C-" in Composition B must retake Composition B. Transfer students who have earned a "C" or higher in Composition B but a "C-" in Composition A do not have to retake Composition A. Transfer students who have earned a "C-" in both Composition A and B must either retake both courses or score an 8 on the ACCUPLACER Exam to be placed in Composition B. No credit hours are earned through passing the ACCUPLACER exam. Students interested in taking the ACCUPLACER should consult with their adviser first, and then e-mail testingcenter@rc.edu for an appointment.

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

Students who take the CLEP College Composition test and score 50 or higher are placed in Composition B and receive 3 credits for Composition A.

Posting fees of \$30 per credit hour apply to all CLEP credit.

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

Students are placed in ENG 1003 Basic Writing if they:

- Score 22 or below on the new SAT Writing and Language exam OR
- Score 15 or below on the ACT English exam

Students who earn a C or higher in this course progress to ENG 1013 Fundamentals of Composition.

Students are placed in ENG 1013 Fundamentals of Composition if they:

- Score a 23 or 24 on the new SAT Writing and Language exam OR
- Score 16 or 17 on the ACT English test

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.

Students are placed in ENG 1113 Composition A if they:

- Score a 25 or above on the new SAT Writing and Language exam OR
- Score 18 or above on the ACT English Test

Students who earn a C or higher in this course progress to ENG 1123 Composition B.

Students are placed in ENG 1123 Composition B if they:

- Score a 32 or above on the new SAT Writing and Language exam OR
- Score of 25 or above on the ACT English Test

Students exempted from ENG 1113 must replace those hours with electives.

ACCUPLACER TEST AND COMPOSITION PLACEMENT

Score of 0 or 2: admission is not recommended

Score of 3: placement in ENG 1003 Basic Writing.

Score of 4: placement in ENG 1013 Fundamentals of Composition.

Score of 5-7: placement in ENG 1113 Composition A.

Score of 8: 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 should be directed to the 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 dean/director of the school. 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 appropriate school dean/director.

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. An online application is available on the student portal. Applications are accepted no sooner than two weeks before the end of the session or term and no later than two weeks after the end of the session or 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 the grade earned if the student does not complete the coursework within the timeline determined by the instructor, which cannot exceed three months past the end of the session or term, following approval.

DUAL BACHELOR'S DEGREE

If two bachelor's degrees are conferred simultaneously, the student must complete a minimum of 32 hours beyond the requirements of the first degree and course work for both degrees cannot be in the same subject area. For any degree, at least 50% of a student's major and minor core requirements must be earned at Rochester College. Graduation will occur when the student has completed requirements for both degrees. Students completing dual bachelor's degrees receive two diplomas and pay an additional fee.

DUAL MAJOR

Students who wish to complete a dual major may do so by completing a minimum of 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 prior to graduation. Once a degree is conferred, a student's transcript is permanent. If course work is completed after degree conferral, additional majors/minors will not be reflected on the student's transcript, nor will academic honors be re-evaluated.

SECOND BACHELOR'S DEGREE

Students who have already completed a first baccalaureate degree at an accredited college or university may earn a second bachelor's degree with approval from the appropriate school dean. A second bachelor's degree may be earned by completing a minimum of 32 hours of course work. Students must satisfy all program requirements for the new degree and course work cannot be in the same subject area as the first degree. Second bachelor's degrees are eligible for graduation with honors if 45 or more hours are earned at Rochester College in pursuit of the second bachelor's degree.

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, the Middle East, the Western United States, or South America). 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 earned will be recorded.
- P** (Passing)—Grades of "P" meet a 2.0 GPA standard, but 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.

Each semester, students should review their academic progress with their academic advisers and apply for graduation through the student portal as soon as they reach senior status (90 credit hours). Application deadlines for Fall and Spring commencements are October 1 and February 1, respectively; the graduation fee is added to the student's account upon receipt of their application. Summer graduates should apply by August 1. The registrar must receive transcripts from other institutions by the application deadlines. 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 dean/director of the appropriate school prior to the last semester of classes. All financial obligations to the college must be fulfilled prior to students' receipt of transcripts or diplomas.

Once a degree is conferred, a student's transcript is permanent. If course work is completed after degree conferral, additional majors/minors will not be reflected on the student's transcript, nor will academic honors be re-evaluated.

ACADEMIC HONORS/DEAN'S LIST

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 to be awarded. Honors are not available to Associate of Arts or Associate of Science graduates. Once a degree is conferred, a student's transcript is permanent. Academic honors will not be re-evaluated if additional course work is completed after degree conferral.

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 and minor core requirements 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 selected CLEP and DANTES/DSST exams. Students must attain the CLEP standard passing score to receive credit. Students may not seek CLEP credit for courses which they failed in regular attendance or by examination at Rochester College. All CLEP and DANTES/DSST tests must be completed by the end of the student's second semester enrolled at Rochester College. In addition, credit may not be granted for an exam taken during a student's final semester. Rochester College is a limited testing institution and provides CLEP testing for Rochester College students only. In addition to the standard testing fee, there is a \$40 administrative fee and \$30 per credit hour fee for posting qualifying scores to the student's transcript. For more information or to schedule an appointment, contact the Academic Testing Center at testingcenter@rc.edu.

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 count once 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 provost and the appropriate school dean/director, 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 Parchment link available on the student portal or college website for a fee of \$5.00 per electronic copy or \$7.50 per paper copy. Transcripts will not be released unless student accounts are paid in full and the business office grants approval.

TRANSFER COURSES

Current Rochester College students considering transferring in coursework from another college need to complete the Transfer Credit Evaluation form on the student portal prior to enrolling in the course. Transfer course approval is required from the registrar's office in order for a course to satisfy Rochester College degree requirements.



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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 and minor core must be earned at Rochester College. In addition, once a student has reached senior status and completed 90 hours of coursework, no more than six hours of transfer work will be accepted. Transfer credit is not applied toward the calculation of students' Rochester College GPA. (This policy, known as a **residency requirement**, is standard practice at institutions of higher learning.)

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. 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 50-51 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 2015, and changed majors in fall 2016, that student would be required to satisfy all the requirements of the 2016-17 degree plan, including General Education requirements. Contact the registrar for any questions on this policy.

MINORS

Courses required for a minor cannot be concurrently applied toward courses within the degree core, major, concentration, or track. With department approval, students may use other courses, within the area of study, to substitute duplicate requirements.

At least 50% of a student's minor core requirements must be earned at Rochester College. Rochester College only awards minors listed in this catalog.

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

INTERDISCIPLINARY STUDIES

Concentrations are available in Art, Bible, Business, English, General Science, History, Honors Leadership, International Studies, Mass Communication, Mathematics, Ministry, Music, Performing Arts, Pre-law, Professional Writing, Psychology, Social Entrepreneurship, Leadership, and Theatre.

MUSIC

MUSICAL THEATRE

THEATRE

BACHELOR OF BUSINESS ADMINISTRATION (BBA)

ACCOUNTING

MANAGEMENT*

SOCIAL ENTREPRENEURSHIP

SPORTS MANAGEMENT

BACHELOR OF SCIENCE (BS)

BEHAVIORAL SCIENCE

Concentration in Social Work

BIBLICAL STUDIES*

BIOLOGY

CHRISTIAN MINISTRY*

EARLY CHILDHOOD STUDIES (ECS)

(Accelerated format only)

EDUCATION, ELEMENTARY

Majors are available in Early Childhood, Integrated Science, Language Arts, Learning Disabilities, Mathematics, and Social Studies Education

EDUCATION, SECONDARY

Majors are available in English, Integrated Science, Learning Disabilities, Social Studies, Mathematics, and Music Education.

HEALTH SCIENCES

Tracks are available in Pre-Pharmacy and Pre-Physical Therapy.

INTERDISCIPLINARY STUDIES

Concentrations are available in Art, Bible, Business, English, General Science, History, Honors Leadership, International Studies, Mass Communication, Mathematics, Ministry, Music, Performing Arts, Pre-Law, Pre-Med, Pre-Physician's Assistant, Professional Writing, Psychology, Social Entrepreneurship, Leadership, and Theatre.

LEADERSHIP

(Accelerated format only; see School of Business and Professional Studies)

MASS COMMUNICATION*

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

MUSIC

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

THEATRE MANAGEMENT

URBAN MINISTRY

WORSHIP MINISTRY

YOUTH AND FAMILY MINISTRY

BACHELOR OF SCIENCE IN NURSING (BSN)

ASSOCIATE OF ARTS (AA)*

ASSOCIATE OF SCIENCE (AS)



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 dean/director.

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 (SAT 760 Critical Reading and Math/SAT 380 Writing 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 (SAT 770-850 Critical Reading and Math/SAT 390-420 Writing or below) must take ENG 1013, ENG 1113, and ENG 1123. Students with an ACT English score of 18 to 24 (SAT 860-1120 Critical Reading and Writing/SAT 430-560 Writing or below) 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 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.

The requirement is waived for students entering 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 relate to Christian moral discourse.

Courses fulfilling this requirement: EDU 3264 (education majors only); HON 2213; PHI 2013, 2023, 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 speaking, reading, and writing at an intermediate level. Modern foreign languages, Biblical Hebrew, and Koine Greek may be used to fulfill this 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, 3113; INS 3113; MUS 3303; PHI 2013; THE 3313; THE 3323.

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, 3113; MED 4113, MUS 3343.

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 (transfer); BIB 4123; COM 3533; ENG 2413, 4413; GEO 1013, 3113; HIS 3423; HON 2213, 3213; INS 2123; MUS 3333; PHI 3043, 3923; PSY 3423; SOC 2453.

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, 2513, 3213, 3223, 3313, 3323, 4413, 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, 3113; HUM 2003; INS 4413; MUS 3333; ART 2003; THE 2003, 3313, 3323.

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; EDU 3214; HON 2213, 2314, 3213; 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 for 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, OR HON 2314	3
Moral & Philosophical Reasoning: EDU 3264; HON 2213, 3113; PHI 2013, 2023, 2933, 2943, 3023	3
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, 3113; INS 3113; PHI 2013; THE 3313, 3323; MUS 3343	3
American Experience: ANY POS; HIS 2113, 2513, 2523, 3503, 3513, 3523, 3533, 3543, 3553, 4513, 4523; HON 2113, 3113; MED 4113	3
Non-Western Studies and Diversity: ANTH; BIB 4123; COM 3533; ENG 2413, 4413; GEO 1013, 3113; HIS 3423; HON 2213, 3113; INS 2123; MUS 3333; PHI 3043, 3923; PSY 3423; SOC 2453	3
Literature: ENG 2413, 2513, 3213, 3223, 3313, 3323, 4413, 4723, 4733, 4743; HON 2113	3
Fine Arts Appreciation: FLM 2013, 2423; HON 2113, 3113; HUM 2003; INS 2113; MUS 3333; ART 2003; THE 2003, 3313, 3323	3
Laboratory Science: BIO, CHE, NSC, OR PHS; HON 2314	4
Human Institutions and Behavior: BUS 2403, 2413; EDU 3214; HON 2213, 2314, 3213; 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.

ASSOCIATE OF ARTS DEGREE

The Associate of Arts (AA) degree is available for students who do not intend to complete a four-year program. The AA requires completion of 64 hours, with at least 17 hours taken at Rochester College, and a 2.00 minimum cumulative GPA.

REQUIREMENTS FOR THE ASSOCIATE OF ARTS DEGREE	
General Education Core	49
Electives	15
TOTAL FOR ASSOCIATE OF ARTS DEGREE	64

ASSOCIATE OF SCIENCE DEGREE

The Associate of Science (AS) degree requires completion of 64 hours, with at least 17 hours taken at Rochester College, and a 2.00 minimum cumulative GPA.

REQUIREMENTS FOR THE ASSOCIATE OF SCIENCE DEGREE	
General Education Core	50
Additional Science: From BIO, CHE, MAT 1334 or above, NSC, and/or PHS	11
Electives	3
TOTAL FOR ASSOCIATE OF ARTS DEGREE	64

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 dean/director.

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

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

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: 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, ART 2003, or THE 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, 2513, 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; PHS 2003.

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 or higher.

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.

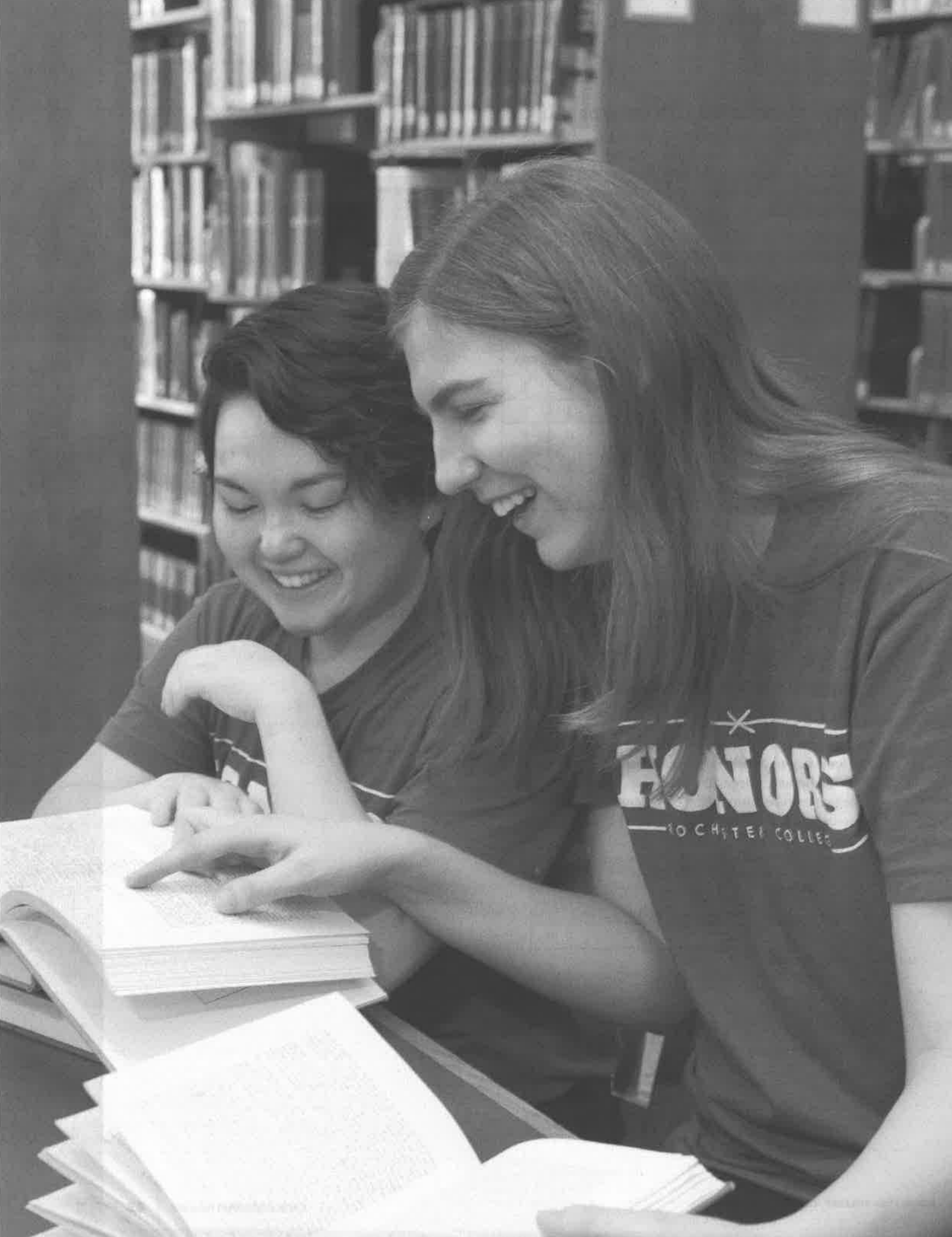
Courses fulfilling this requirement: Any HIS; POS; PSY; SOC; GEO; BUS 2403, 2413.

REQUIREMENTS FOR THE GENERAL EDUCATION CORE		
FOR ACCELERATED DEGREE PROGRAMS	AA	BS/ BBA
Information Literac: INF 1011	1	1
Communication and Speech: COM 1013	3	3
English Composition: ENG 1113; ENG 1123	6	6
Fine Arts Appreciation: FLM 2013; ART 2003; THE 2003	3	3
Literature: ENG 2413, 3313, 3323	3	3
Science: Any NCS or BIO class	6	3
Critical Thinking / Mathematical Competency: MAT 1203	3	3
Social Science: ANY HIS; POS; PSY; SOC; GEO; BUS 2403, 2413	9	3
Additional course from any category above	0	3
TOTAL GENERAL EDUCATION CORE:	34	28

**ASSOCIATE OF ARTS DEGREE
(ACCELERATED)**

The accelerated Associate of Arts program provides a foundation for other accelerated programs offered by Rochester College. The Associate of Arts (AA) degree requires completion of 62 hours with at least 15 hours taken at Rochester College, and a 2.0 minimum cumulative GPA.

REQUIREMENTS FOR THE ASSOCIATE OF ARTS DEGREE (ACCELERATED)	
General Education Core	34
Ethics Core: Any Lower Division BIB, REL, MIN, or PHS	6
Electives	22
TOTAL FOR ASSOCIATE OF ARTS DEGREE (ACCELERATED)	62



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. In addition, the Honors Council, composed of students and advised by the director of the Honors Program, provides student leadership of the Honors Program, plans extracurricular activities, and supplies input regarding the academic curriculum.

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.

Many Honors courses satisfy General Education requirements; additionally, Honors students can pursue a Minor in Leadership, and Honors students pursuing a degree in Interdisciplinary Studies can pursue a Concentration in Leadership.

Honors credit can be earned in three ways: courses that are offered through the Honors Program (course titles begin with "HON"), honors sections of existing courses (designated by adding "honors" to the course name), and honors contract work. These courses can be taken as part of any degree program at Rochester College, or they can be taken in pursuit of the Honors Minor in Leadership or the Honors Interdisciplinary Studies Concentration.

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

Rochester College also offers honors sections of courses offered by other departments, such as REL 1003 Introduction to the Christian Faith and REL 1013 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 6 hours of honors coursework and have a cumulative GPA of 3.30 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 receive 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 3.30 or higher to enroll in any honors course.

HONORS MINOR IN LEADERSHIP

REQUIREMENTS FOR THE HONORS MINOR IN LEADERSHIP	
LDR 3653 HON Strategic Leadership Theory and Practice	3
SEN 2013 HON Social Entrepreneurship	3
THL 2013 HON Spiritual Formation	3
6 hours from the following : <ul style="list-style-type: none"> • HON 2014 Communication and Critical Thinking • HON 2113 The American Experience • HON 2213 Global Citizenship • HON 2314 Science as Human Enterprise • HON 3113 The American Experience: Advanced Studies • HON 3213 Global Citizenship: Advanced Studies These courses are repeatable, so the course titles vary. The same course can be taken twice as long as the titles are different.	6
Complete an Honors Contract in one of the following: <ul style="list-style-type: none"> • BUS 3003 Business Communication • COM 2223 Public Speaking • JRN 4333 Editorial Writing • JRN 4313 Feature Writing • LDR 3713 Leadership of Teams • LDR 3633 Conflict Management and Negotiation • SEN 3003 Case Studies in Social Entrepreneurship • SMG 4253 Facility and Event Management 	3
TOTAL FOR HONORS MINOR IN LEADERSHIP	18

HONORS INTERDISCIPLINARY STUDIES CONCENTRATION IN LEADERSHIP

More information about the IDS degree can be found in the School of Humanities section of this catalog.

REQUIREMENTS FOR THE HONORS INTERDISCIPLINARY STUDIES CONCENTRATION IN LEADERSHIP	
LDR 3653 HON Strategic Leadership Theory and Practice	3
SEN 2013 HON Social Entrepreneurship	3
THL 2013 HON Spiritual Formation	3
9 hours from the following : <ul style="list-style-type: none"> • HON 2014 Communication and Critical Thinking • HON 2113 The American Experience • HON 2213 Global Citizenship • HON 2314 Science as Human Enterprise • HON 3113 The American Experience: Advanced Studies • HON 3213 Global Citizenship: Advanced Studies These courses are repeatable, so the course titles vary. The same course can be taken twice as long as the titles are different.	9
Complete an Honors Contract in one of the following: <ul style="list-style-type: none"> • BUS 3003 Business Communication • COM 2223 Public Speaking • JRN 4333 Editorial Writing • JRN 4313 Feature Writing • LDR 3713 Leadership of Teams • LDR 3633 Conflict Management and Negotiation • SEN 3003 Case Studies in Social Entrepreneurship • SMG 4253 Facility and Event Management 	6
TOTAL FOR HONORS INTERDISCIPLINARY STUDIES CONCENTRATION IN LEADERSHIP	24

ADMISSION

Incoming students with an ACT of 27 or an SAT of 1210 (Critical Reading and Math) or 1820 (Critical Reading, Math, and Writing) are eligible for the honors program. Students with slightly lower test scores are also encouraged to request admission. Transfer students and existing students with a GPA of 3.3 or higher are also eligible. The application to join the honors program is found at www.rc.edu/honors.

DISTINCTIONS

All honors coursework is clearly designated as such on student transcripts. To earn the distinction of Honors Scholar, students must complete 14 credits of honors coursework and earn a cumulative GPA of 3.3 or higher. To earn the distinction of Distinguished Honors Scholar, students must complete 20 credits of honors course work and earn a cumulative GPA of 3.3 or higher.

ADDITIONAL INFORMATION

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 only.

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

HON—HONORS

HON 2014 COMMUNICATION AND CRITICAL THINKING

Develops skills in critical thinking and enhances skills in both written and oral communication. Satisfies INF 1011. Hours may also be applied to either the English Composition or Communication and Speech requirements in the General Education Program. PR: Admission into the Honors Program

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. Hours may be applied to one of the following General Education requirements: Western Heritage, American Experience, Literature, or Fine Arts Appreciation. PR: Admission into the Honors Program

HON 3113 THE AMERICAN EXPERIENCE: ADVANCED STUDIES

An advanced consideration of the history, political structures, social systems, literature, and art of America within the context of Western society. Theme varies. Hours may be applied to one of the following General Education requirements: Western Heritage, American Experience, Literature, or Fine Arts Appreciation. PR: Admission into the Honors Program

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. 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: Admission into the Honors Program

HON 3213 GLOBAL CITIZENSHIP: ADVANCED STUDIES

An advanced consideration of 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. 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: Admission into the Honors Program

HON 2314 SCIENCE AS A HUMAN ENTERPRISE

Topics may explore the influence of science on humanity and humanity's influence 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: Admission into the Honors Program



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HONORS
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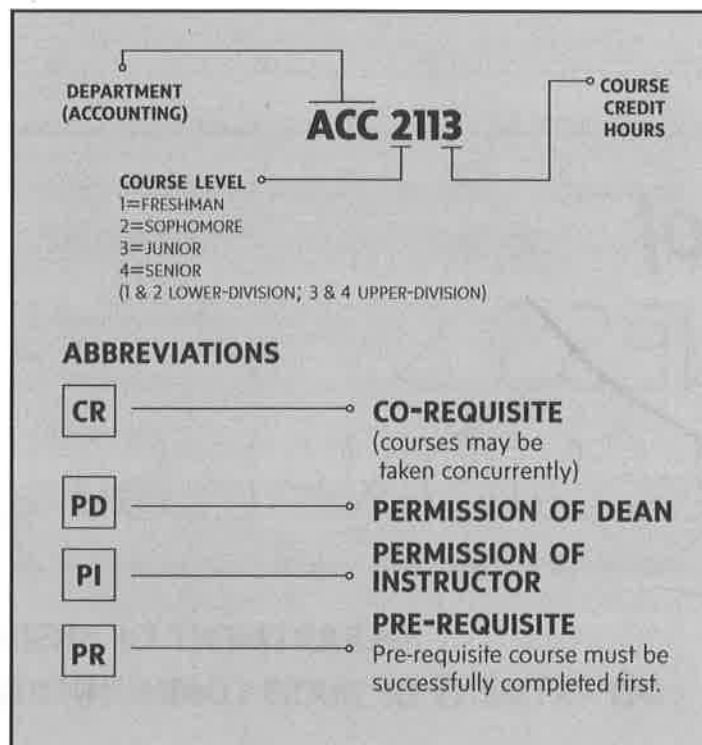
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HOW TO READ COURSE DESCRIPTIONS

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 second digit of each course number is the subdivision within the academic department. The third digit represents the sequence within each departmental subdivision. The fourth digit represents the number of credit hours the course is worth.



HOW TO READ
COURSE
DESCRIPTIONS

Faculty 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 second digit of each course number is the subdivision within the academic department. The third digit represents the sequence within each departmental subdivision. The fourth digit represents the number of credit hours the course is worth.

School of
BUSINESS &
PROFESSIONAL STUDIES

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DEPARTMENT OF BUSINESS

(ACC, BUS, CIS, FIN, HRM, LDR, MGT, MKT, SEN, 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.

DEPARTMENT OF BUSINESS PROGRAM LEARNING OUTCOMES

The Rochester College School of Business traditional program has developed student learning outcomes for Business majors that provide faculty and students a shared understanding of the purpose of the BBA degree. These outcomes also point to learning expectations for our students. The following program learning outcomes will be assessed and linked to BBA core courses:

1. Professional graduates will be skilled in critical thinking and decision making.
2. Professional graduates will apply functional area concepts and theories appropriately.
3. Professional graduates will be effective communicators who can prepare and deliver oral and written presentations using appropriate technologies.
4. Professional graduates will be aware of and sensitive to ethical situations in business.
5. Professional graduates will take initiative and will be responsible for their actions.

ACADEMIC OPPORTUNITIES

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

The strategic leadership program focuses on providing adult learners with knowledge and understanding needed to be effective in a broad range of leadership roles found in large or small, private, public, non-profit, corporate, government, or community organizations. The program explores the complex nature of leadership in modern organizations that requires leaders to be informed, forward-thinking, creative, innovative, motivating, team-building, problem-solving, and adaptive. Students investigate the importance of understanding the culture in decision making as well as the theoretical foundations and practical behaviors and processes that promote positive leadership and organizational growth.

DEGREE REQUIREMENTS

BUSINESS CORE

In addition to their major or concentration course requirements, all business majors are required to complete the business core.

BUSINESS CORE	
ACC 2113/2123 Accounting I and II	6
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 OR SMG 4243 Ethics in Sports Management (SMG majors only)	3
FIN 3203 Principles of Finance	3
MAT 2413 Elementary Statistics	3
MGT 2603 Principles of Management	3
MKT 2503 Principles of Marketing	3
PDS 2001 Professional Development Seminar I	1
PDS 3001 Professional Development Seminar II	1
PDS 4001 Professional Development Seminar III	1
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	30
ACC 3113/3123 Intermediate Accounting I & II	6
ACC 3143 Cost Accounting	3
ACC 3213 Auditing	3
ACC 3313 Taxation	3
ACC 4213 Accounting Information Systems	3
ACC 4313 Accounting Theory OR ACC 4323 Government and Not-for-Profit Accounting	3
ACC 4413 Advanced Accounting I	3
ACC 4423 Advanced Accounting II	3
BUS 4813 Business Internship	3
ELECTIVES (COM 3533 AND PSY 2013 are recommended)	10
TOTAL CREDIT HOURS FOR ACCOUNTING MAJOR	128

MINORS FOR ACCOUNTING MAJORS

Management Minor – Requires the following 18 hours: HRM 3613; LDR 3653; MGT 3603, 3683, 3713; MKT 3543

Sports Management Minor – Requires the following 18 hours: SMG 2223, 2263, 3003, 3283, 4113, and 4253

Strategic Leadership Minor – Requires the following 18 hours: LDR 3653, 3633, 3733, 3713, 4113, and 4513

BBA WITH MANAGEMENT MAJOR

The BBA with a management major prepares students to achieve a high level of success in entry-level business jobs. Management students benefit from a broad base of accounting, economics, marketing, and management. Our 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 or a foreign language to further enhance their business core.

REQUIREMENTS FOR THE BBA IN MANAGEMENT	
GENERAL EDUCATION CORE	46
BUSINESS CORE (AS DEFINED ABOVE)	42
MANAGEMENT MAJOR	30
ACC 3223 Managerial Accounting	3
BUS 4813 Business Internship	3
FIN 3253 Risk Management	3
HRM 3613 Human Resource Management	3
LDR 3653 Strategic Leadership Theory and Practice	3
MGT 3603 Organizational Behavior	3
MGT 3713 Operations Management	3
MKT 3533 Consumer Behavior OR MKT 3543 Integrated Marketing Communications	3
MKT 4513 Marketing Management	3
MGT 3683 Small Business and Entrepreneurship OR MGT 3703 Management Information Systems OR MGT 3723 Non-Profit Management	3
ELECTIVES (COM 3533, AND PSY 2013 are recommended)	10
TOTAL CREDIT HOURS FOR MANAGEMENT MAJOR	128

MINORS FOR MANAGEMENT MAJORS:

Accounting Minor – Requires the following 18 hours: ACC 3113, 3123, 3143, 3213, 3313, and 4313

Sports Management Minor – Requires the following 18 hours: SMG 2223, 2263, 3003, 3283, 4113, and 4253

Strategic Leadership Minor – Requires the following 18 hours: LDR 3633, 3653, 3733, 3713, 4113, and 4513

BBA WITH SOCIAL ENTREPRENEURSHIP MAJOR

The BBA with a social entrepreneurship major prepares students to make the world better through the efforts of government, for-profit, or nonprofit enterprise. The coursework in social entrepreneurship prepares students to apply principles from business to help create or manage a venture that addresses challenging social issues.

REQUIREMENTS FOR THE BBA IN SOCIAL ENTREPRENEURSHIP	
GENERAL EDUCATION CORE	46
BUSINESS CORE (AS DEFINED ABOVE)	42
SOCIAL ENTREPRENEURSHIP MAJOR	30
ACC 3003 Nonprofit Accounting	3
BUS 4813 Business Internship	3
LDR 3653 Strategic Leadership Theory and Practice	3
MGT 3603 Organizational Behavior	3
MGT 3683 Small Business and Entrepreneurship	3
MGT 3723 Nonprofit Management	3
SEN 2013 Introduction to Social Entrepreneurship	3
SEN 3003 Case Studies in Social Entrepreneurship	3
CHOOSE TWO FROM THE FOLLOWING: COM 3533 Intercultural Communication • HIS 3423 Globalization and the Developing World • MIN 2403 Missions Outreach Internship • MIN 3423 Issues in Culture and Evangelism • MIN 3623 The Church and Society • PRN 2613 Intro to Public Relations • SWK 3003 Human Behavior and Social Environment • SWK 3103 Social Welfare and Public Policy	6
ELECTIVES (PSY 2013 is recommended)	10
TOTAL CREDIT HOURS FOR SOCIAL ENTREPRENEURSHIP MAJOR	128

MINORS FOR SOCIAL ENTREPRENEURSHIP MAJORS

Accounting Minor – Requires the following 18 hours: ACC 3113, 3123, 3143, 3213, 3313, 4313

Management Minor – Requires the following 18 hours: HRM 3613, LDR 3653; MGT 3603, 3683, 3713; MKT 3543

Sports Management Minor – Requires the following 18 hours: SMG 2223, 2263, 3003, 3283, 4113, 4253

BA 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
SPORTS MANAGEMENT MAJOR	30
SMG 2223 Principles and Practices of Sports Administration	3
SMG 2263 Managing Sports Organizations	3
SMG 3003 Sports Marketing	3
SMG 3123 Sports in Society	3
SMG 3283 Practicum in Sports Management	3
SMG 4113 Legal Aspects of Sports	3
BUS 4813 Business Internship	3
CHOOSE THREE 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 SMG 4253 Facility and Event Planning	9
ELECTIVES (COM 3533, AND PSY 2013 are recommended)	10
TOTAL CREDIT HOURS FOR SPORTS MANAGEMENT MAJOR	128

MINORS FOR SPORTS MANAGEMENT MAJORS

Accounting Minor – Requires the following 18 hours: ACC 3113, 3123, 3143, 3213, 3313, 4313

Management Minor – Requires the following 18 hours: HRM 3613, LDR 3653; MGT 3603, 3683, 3713; MKT 3543

Strategic Leadership Minor – Requires the following 18 hours: LDR 3653, 3633, 3733, 3713, 4113, and 4513

MINORS FOR NON-BUSINESS MAJORS

Business Administration Minor – Requires the following 18 hours: ACC 2113, 2123; BUS 3003; FIN 3203; MGT 2603; MKT 2503

Management Minor – Requires the following 18 hours: HRM 3613; LDR 3653; MGT 3603, 3683, 3713; MKT 3543

Sports Management Minor – Requires the following 18 hours: SMG 2223, 2263, 3003, 3283, 4113, and 4243

Strategic Leadership Minor – Requires the following 18 hours: LDR 3653, 3633, 3733, 3713, 4113, and 4513

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
BUS 4823 Business Strategy and Policy (Capstone)	3
BUS 4943 Business Ethics	3
FIN 3203 Principles of Finance	3
FIN 3253 Risk Management	3
HRM 3613 Human Resource Management	3
LDR 3653 Strategic Leadership Theory and Practice	3
MGT 3713 Operations Management	3
MGT 3703 Management Information Systems	3
MKT 3533 Consumer Behavior	3
MKT 3543 Integrated Marketing Communications	3
MKT 4513 Marketing Management	3
REL 1003 Introduction to Christian Faith	3
ELECTIVES	23
TOTAL CREDIT HOURS FOR MANAGEMENT MAJOR	120

REQUIREMENTS FOR THE BS IN LEADERSHIP WITH MANAGEMENT TRACK (ACCELERATED PROGRAM ONLY)	
GENERAL EDUCATION CORE	25
PRE-REQUISITE	3
MGT 2603 Principles of Management	3
STRATEGIC LEADERSHIP CORE	24
LDR 3633 Conflict Management and Negotiation	3
LDR 3653 Strategic Leadership Theory and Practice	3
LDR 3713 Leadership of Teams	3
LDR 3733 Leadership in a Diverse World	3
LDR 4113 Leadership, Research, and Decision Making	3
LDR 4513 Strategic Change and Leadership	3
LDR 4723 Leadership Seminar (Capstone)	3
MGT 3603 Organizational Behavior	3
MANAGEMENT TRACK	24
BUS 3003 Business Communication	3
BUS 3303 Business Law	3
BUS 4943 Ethics in Business	3
HRM 3613 Human Resources Management	3
MGT 3703 Management Information Systems	3
MGT 3713 Operations Management	3
MGT 3733 Project Management	3
MGT 4123 Financial Planning and Control Systems	3
REL 1003 Introduction to Christian Faith	3
ELECTIVES	41
TOTAL CREDIT HOURS FOR LEADERSHIP MAJOR	120

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 • STRATEGIC LEADERSHIP 	
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

COURSE DESCRIPTIONS

ACC—ACCOUNTING

ACC 2113 ACCOUNTING I

Foundation of accounting theory, practice, and simple analysis in sole proprietorships.

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 3003 NONPROFIT ACCOUNTING

This course is designed to provide a framework for understanding the special accounting and reporting requirements of nonprofit organizations. The emphasis is on reporting concepts and budgeting principles for nonprofit economic entities. The course will also explore funding options and tax issues affecting nonprofit organizations. PR ACC 2123.

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 3113.

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 2113.

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 ACCOUNTING

Examines fund accounting and reporting for state and local government. PR: ACC 3123.

ACC 4413 ADVANCED ACCOUNTING I

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. This course should be taken in fall of senior year. PR: ACC 3123.

ACC 4423 ADVANCED ACCOUNTING II

This course continues the exploration of accounting techniques that go beyond the typical transactions. Topics include consolidated financial statements, foreign operations, segment and interim reporting, and partnership accounting. This course should be taken spring of senior year. PR: ACC 4413.

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, 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; completion of a work journal; internship reports; and reading related professional materials. Graded on a pass/ fail basis. PR: Completion of 75 credit hours, including 30 hours of the business core and 12 hours of the student’s specific major.

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. Requires a formal group presentation at the Academic Symposium. PR: Senior status and completion of business core.

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.

FIN—FINANCE

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.

LDR-STRATEGIC LEADERSHIP

LDR 1053 PERSONAL LEADERSHIP IN A LEARNING ENVIRONMENT

Information and resources about the collegiate environment and strategies for success. Skills and techniques for managing time, studying effectively, understanding expectations, and communicating with faculty to facilitate an enriching academic experience. Early college course.

LDR 2013 GLOBAL CONNECTIONS: SKILLS, COMPETENCIES AND VISIONING

Understanding an individual's role and responsibilities in a global society. Becoming global citizens, developing skills related to cultural awareness, information literacy, ethical decision making, and interpersonal communication. Early college course.

LDR 3633 CONFLICT MANAGEMENT AND NEGOTIATION

Examination of the principles behind effective conflict resolution, mediation, negotiation, and ethical issues related to the use of such techniques by leaders to ensure organizational effectiveness and interpersonal growth. A special focus is placed upon creation of win-win solutions to real life organizational situations. Conflict is examined as both a necessary and challenging workplace phenomenon, and this course may use conflict resolution and negotiation simulations to practice skills and techniques.

LDR 3653 STRATEGIC LEADERSHIP: THEORY AND PRACTICE

Theories, concepts, and practical applications necessary for leaders to guide individuals, work units, and organizations to the achievement of goals. Concepts and models of leadership, along with the barriers to effective leadership, are explored at the personal, individual, and organizational level through exercises, case studies, and reflection. PR: MGT 2603.

LDR 3713 LEADERSHIP OF TEAMS

Exploration and application of key leadership and management theories within organizations and the behaviors that emphasize the importance of people as the most valuable organizational asset. Students analyze the relationship between personal and shared vision and values within an organization aided by the theories and techniques of communicating within the context of a team or community.

LDR 3733 LEADERSHIP IN A DIVERSE WORLD

Investigation of the cross-cultural understanding required by leaders in diverse environments with multi-cultural workforces in multinational and U.S. organizations. Specific issues addressed include cultural contexts for international management, approaches for learning and adapting to different cultures, leadership and motivation across cultures, international teams and group dynamics, cross-cultural negotiation and conflict resolution skills, intercultural communication, and ethics in international organizations. Readings, projects, and class exercises examine leadership in diverse settings.

LDR 4113 LEADERSHIP, RESEARCH, AND DECISION MAKING

Emphasizes the importance of intentional and responsible decision-making through the examination of market trends and societal changes. Students engage in a research project designed to provide practical application of intentional decision-making theories.

LDR 4513 STRATEGIC CHANGE AND LEADERSHIP

Examines theories, concepts, and processes of leadership and change in organizational, community, political, and societal contexts. Focuses on purposes and reasons for leading change in social structures, human conditions, dominant ideas, or prevailing practices using theoretical and experiential approaches.

LDR 4723 LEADERSHIP SEMINAR

Explores the concepts and principles fundamental in strategic leadership. Topics include perception and decision-making, employee motivation, group and team processes, human resource management practices, strategic organizational design, power and politics, corporate culture, and organizational change and transformation. The instructional approach includes readings, discussions, lectures, case analyses, video presentations, experiential exercises, and “real world situations.” A central goal of this course is to provide leadership practice through the development of analytic skills and reflection. This course serves as a Capstone course for the Strategic Leadership program for assessment purposes.

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

This course explores critical management issues in nonprofit organizations, including start-up strategies, legal status, grant writing, managing volunteers, budgeting, marketing, fundraising, board member relationships and performance measurement. PR MGT 2603.

MGT 3733 PROJECT MANAGEMENT

Designed to help students learn how to thrive in a project management environment. Topics include how to start, process, and complete projects on time. Students practice using real problems and projects, forming teams, overcoming obstacles, and demonstrating a proficiency for project management using cutting-edge project management principles and techniques. Prerequisites: MGT 2603.

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.

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 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.

PDS—PROFESSIONAL DEVELOPMENT SEMINAR

PDS 2001 PROFESSIONAL DEVELOPMENT SEMINAR (SOPHOMORE)

To strengthen students' marketability and competitiveness, this seminar focuses on career exploration and career planning, helping students develop skills in professionalism, interviewing, résumé and cover letter writing, and networking. Development of a student portfolio begins in this course. Second year seminar must be completed in the spring term.

PDS 3001 PROFESSIONAL DEVELOPMENT SEMINAR (JUNIOR)

To strengthen students' marketability and competitiveness, this seminar focuses on career exploration and career planning, helping students develop skills in professionalism, interviewing, résumé and cover letter writing, and networking. Students spend several weeks conducting mock interviews. In addition, ethics and professionalism in the workplace are covered. The student portfolio is further developed. Third year seminar must be completed in the spring term. PR: PDS 2001

PDS 4001 PROFESSIONAL DEVELOPMENT SEMINAR (SENIOR)

To strengthen students' marketability and competitiveness, this seminar focuses on career exploration and career planning, helping students develop skills in professionalism, interviewing, résumé and cover letter writing, and networking. This course covers topics such as developing a job search strategy, how to connect with recruiters, and how to use the portfolio in an interview. The portfolio is expanded and readied to be used in interview settings. Fourth year seminar must be completed in the fall term. PR: PDS 3001.

SEN- SOCIAL ENTREPRENEURSHIP

SEN 2013 INTRODUCTION TO SOCIAL ENTREPRENEURSHIP

Students will become familiar with the field of social entrepreneurship. Students will examine historical context, current theories, and debates about social change. Emphasis will also be placed upon blended models that connect and combine disciplines in new ways to address complex social challenges.

SEN 3003 CASE STUDIES IN SOCIAL ENTREPRENEURSHIP

Students will be exposed to the range of social and economic challenges confronted by residents of underserved and marginalized communities through case studies, key readings, and primary information resources. This course will highlight entrepreneurs, investors, and champions of the field to consider how they have participated in and engaged current social entrepreneurship questions. PR: SEN 2013. PR waived for non-SEN majors.

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 3123 SPORTS IN SOCIETY

Examines the social issues that have influenced sports in America. Focus is placed on a cultural studies approach, critically examining the role of race, ethnicity, gender, and social mobility in the context of American sport over the past thirty years, including the roles played by athletes, coaches, administrators, and fans.

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 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.

DEPARTMENT OF MASS COMMUNICATION

(DMA, 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 public relations, journalism, broadcasting, graphic design, and digital media. 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 at least 24 credit hours for their specialization of study.

The Bachelor of Science in Mass Communication is offered with tracks in the following:

- Broadcast Media
- Digital Media
- Graphic Design
- Journalism
- Public Relations

The Broadcast Media, Digital Media 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.

DIGITAL MEDIA

The Digital Media track incorporates technical training in a broad spectrum of skills including videography; web design; and audio, video and online production at Specs Howard School of Media Arts with thorough analysis of media at Rochester College. The hands-on program is focused on teaching students the fundamentals of quality digital video production, proper production techniques, editing and technical operation, fundamental website creation and the preparation and delivery of media via the Internet. Digital media students also gain supervised field experience in an 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 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 *Shield Media*, RC's student publication, and by completing a media internship.

BROADCAST MEDIA

The Broadcast Media 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

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 *Shield Media*, RC's student magazine, the online version, and videos. 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 *Shield Media* staff allows students to participate in the complete production of a magazine, website, and videos. These pieces are written, edited, produced, and designed by students for the campus community. Mass Communication majors are required to work for *Shield Media*, 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 media work, students who have an interest in writing, editing, design, film/video, or photography are encouraged to volunteer for *Shield Media*. 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 Video 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 Broadcast Media, Digital Media, Graphic Design, Journalism, or Public Relations.

Students pursuing the Bachelor of Science in Mass Communication with the Broadcast Media, Digital Media, 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. . Please note that enrollment at Specs Howard is three consecutive semesters and students must make arrangements to pay the summer tuition when financial aid is not dispersed.

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 ONE-HOUR WORKSHOPS DURING YOUR DEGREE:	
• JRN 1101 Shield Media Workshop	1
• JRN 1101 Shield Media Workshop	1
• JRN 1101 Shield Media Workshop	1
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
MED 4953HYB Media Seminar and Portfolio (capstone course)	3
CHOOSE ONE TRACK (SEE FOLLOWING TABLES):	
• BROADCAST MEDIA (CHOOSE 1 EMPHASIS)	24-33
• GRAPHIC DESIGN	
• JOURNALISM	
• PUBLIC RELATIONS	
MINOR (recommended)	18
ELECTIVES	2-10
TOTAL CREDIT HOURS FOR MASS COMMUNICATION MAJOR	128

TRACK OPTIONS FOR MASS COMMUNICATION MAJOR

BROADCAST MEDIA TRACK (SPECS HOWARD)	
RTB 1116 Broadcasting I	10.5
RTB 1126 Broadcasting II	10
RTB 1136 Broadcasting III	10.5
TOTAL CREDIT HOURS	31

DIGITAL MEDIA TRACK (SPECS HOWARD)	
DMA 1114 Digital Media Art	11.5
DMA 1214 Digital Media Art II	10.5
DMA 1314 Digital Media Art III	11
TOTAL CREDIT HOURS	33

GRAPHIC DESIGN TRACK (SPECS HOWARD)	
GFX 1114 Graphic Design I	10.5
GFX 1214 Graphic Design II	11
GFX 1314 Graphic Design III	10.5
TOTAL CREDIT HOURS	32

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 Editing and Content Management	3
JRN 3523 Publication Design	3
JRN 4313 Feature Writing	3
JRN 4333 Editorial Writing	3
JRN 3423 Video Storytelling	3
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:	
• JRN 4313 Feature Writing OR	3
• JRN 4333 Editorial Writing	
COM 3533 Intercultural Communication	3
TOTAL CREDIT HOURS	24

MINORS FOR NON MASS COMMUNICATION MAJOR

Journalism Minor – 3 hours of JRN 1101, 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	36
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 Digital Strategies	3
BUS 3003 Business Communication	3
PRN 3513 Public Relations Writing and Visual Design	3
MED 4113 Media Law	3
MED 4953HYB2 Media Seminar and Portfolio	3
MED 4893 Internship	3
MED 4943 Media Ethics	3
MEDIA & COMMUNICATION ARTS TRACK FROM MACOMB COMMUNITY COLLEGE	46
ELECTIVES	6
TOTAL CREDIT HOURS FOR MASS COMMUNICATION – MACA MAJOR	128

**BS WITH MASS COMMUNICATION/
BROADCAST MEDIA OR GRAPHIC DESIGN
(ACCELERATED PROGRAMS)**

Fulfillment of degree requirements includes completion of the Broadcast Media or Graphic Arts courses at Specs Howard School of Media Arts.

REQUIREMENTS FOR THE BS IN MASS COMMUNICATION/ BROADCAST/MEDIA OR GRAPHIC DESIGN	
GENERAL EDUCATION CORE	25
PRODUCTION CORE & CONCENTRATION Broadcast Media or Graphic Design at Specs	24-36
MASS COMMUNICATION MAJOR	51
BUS 3003 Business Communication	3
COM 3013 Communication Theory	3
COM 3533 Intercultural Communication	3
JRN 2513 Media Writing	3
LDR 3713 Leadership of Teams	3
MED 2013 Introduction to Mass Communication	3
MED 3003 Media and Society	3
MED 3113 New Digital Strategies	3
MED 4113 Media Law	3
MED 4943 Media Ethics	3
MED 4953HYB2 Media Seminar & Portfolio (capstone course)	3
MKT 2503 Principles of Marketing	3
MKT 3533 Consumer Behavior	3
PRN 2613 Introduction to Public Relations	3
PRN 3513 Public Relations Writing and Visual Design	3
SEN 3003 Case Studies in Social Entrepreneurship	3
REL 1003 Introduction to Christian Faith	3
ELECTIVES	8-20
TOTAL CREDIT HOURS FOR MASS COMMUNICATION/BROADCAST MEDIA OR GRAPHIC DESIGN 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 – ACCELERATED PROGRAM)	
GENERAL EDUCATION CORE	25
MEDIA AND COMMUNICATION ARTS TRACK (MACOMB COMMUNITY COLLEGE)	44
MASS COMMUNICATION MAJOR	51
BUS 3003 Business Communication	3
COM 3013 Communication Theory	3
COM 3533 Intercultural Communication	3
JRN 2513 Media Writing	3
LDR 3713 Leadership of Teams	3
MED 2013 Introduction to Mass Communication	3
MED 3003 Media and Society	3
MED 3113 New Digital Strategies	3
MED 4113 Media Law	3
MED 4943 Media Ethics	3
MED 4953HYB2 Media Seminar & Portfolio (capstone course)	3
MKT 2503 Principles of Marketing	3
MKT 3533 Consumer Behavior	3
PRN 2613 Introduction to Public Relations	3
PRN 3513 Public Relations Writing and Visual Design	3
SEN 3003 Case Studies in Social Entrepreneurship	3
REL 1003 Introduction to Christian Faith	3
TOTAL CREDIT HOURS FOR MASS COMMUNICATION/MACA MAJOR	120

**BS FOR MASS COMMUNICATION/PUBLIC RELATIONS
(ACCELERATED PROGRAM)**

REQUIREMENTS FOR BS IN MASS COMMUNICATION/ PUBLIC RELATIONS (ACCELERATED PROGRAM)	
GENERAL EDUCATION CORE	25
MASS COMMUNICATION MAJOR	54
BUS 3003 Business Communication	3
COM 3013 Communication Theory	3
COM 3533 Intercultural Communication	3
JRN 2513 Media Writing	3
LDR 3713 Leadership of Teams	3
MED 2013 Introduction to Mass Communication	3
MED 3003 Media and Society	3
MED 3113 New Digital Strategies	3
MED 4113 Media Law	3
MED 4943 Media Ethics	3
MED 4953HYB2 Media Seminar & Portfolio (capstone course)	3
MKT 2503 Principles of Marketing	3
MKT 3533 Consumer Behavior	3
PRN 2613 Introduction to Public Relations	3
PRN 3513 Public Relations Writing and Visual Design	3
PRN 4323 Public Relations Campaigns & Strategies	3
SEN 3003 Case Studies in Social Entrepreneurship	3
REL 1003 Introduction to Christian Faith	3
ELECTIVES	41
TOTAL CREDIT HOURS FOR MASS COMMUNICATION/MACA 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)	
MASS COMMUNICATION MAJOR	51
BUS 3003 Business Communication	3
COM 3013 Communication Theory	3
COM 3533 Intercultural Communication	3
JRN 2513 Media Writing	3
LDR 3713 Leadership of Teams	3
MED 2013 Introduction to Mass Communication	3
MED 3003 Media and Society	3
MED 3113 New Digital Strategies	3
MED 4113 Media Law	3
MED 4943 Media Ethics	3
MED 4953 Media Seminar and Portfolio (Capstone-hybrid-meets at main campus)	3
MKT 2503 Principles of Marketing	3
MKT 3533 Consumer Behavior	3
PRN 2613 Introduction to Public Relations	3
PRN 3513 Public Relations Writing and Visual Design	3
SEN 3003 Case Studies in Social Entrepreneurship	3
REL 1003 Introduction to Christian Faith	3
TOTAL FOR MASS COMMUNICATION MAJOR	120

COURSE DESCRIPTIONS

JRN—JOURNALISM

JRN 1101 SHIELD MEDIA WORKSHOP

Credit for satisfactory work with *Shield* student media. Includes writing for print and online, page design, and photography. Students may serve on the publication staff every semester but credit is limited to three per course. Course fee.

JRN 2513 MEDIA WRITING

Writing for news, features, public relations, 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 EDITING AND CONTENT MANAGEMENT

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

JRN 3423 VIDEO STORYTELLING

This course introduces students to the basics of visual image production via audio production, lighting, camera work, on-camera performance, scriptwriting, and video editing that focusses on visual storytelling. Students are expected to produce content for digital broadcast. PR: JRN 2513 (waived for non-majors)

JRN 3523 PUBLICATION DESIGN

Principles and practices of typography, graphic journalism, infographics, and publication design. Students will learn to use Adobe InDesign during this class. Course fee.

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 influence of media in society.

MED 3113 NEW DIGITAL 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 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 4611 IND SPECIAL TOPICS IN MEDIA

Various media and communication topics chosen by students or instructor as an independent study. May be repeated, not to exceed a maximum of three hours total. PR: Instructor approval required before registering. Senior status only.

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: Instructor approval required; junior or senior status recommended.

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: MED3003

MED 4953HYB2 MEDIA SEMINAR AND PORTFOLIO

Directed study/capstone course to guide students in polishing their portfolios and preparing for successful entry into the professional world. Includes resume development, mock job interviews and other career preparation, as well as guided research in PR, journalism, media ethics or other mass communication topics. Requires a formal presentation at the academic symposium. PR: senior status, MED 4943 and for PR majors, PRN 4323.

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.



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SELECT



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. Candidates may also choose a comprehensive elementary education major with either an early childhood minor or a learning disabilities major*. Secondary candidates may receive certification in one or more of the following content areas: English education, health education, history education, integrated science education, learning disabilities,* secondary math education, music education, psychology education, reading education, speech education,* and social studies education.

*Under Development and subject to Michigan Department of Education Approval

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 earn the comprehensive elementary education major with the early childhood minor may teach all subjects in a self-contained K – 5 classroom. Together with the early childhood minor, graduates are prepared to teach in an early childhood general or special education program (birth through preschool). 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.

Graduates with the learning disabilities major (under development) may work with students with learning disabilities 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 adviser. 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 work with each student to plan appropriate progress toward the completion of requirements of the teacher education program.

Endorsements in the content areas listed below 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.

TEACHING AS SERVICE

The Rochester College Teacher Education Program is founded on the principle that teaching is an act of service. Throughout the program, teacher candidates demonstrate Christian values by respecting the inherent dignity and worth of all individuals. Teacher candidates engage in caring and effective interactions with students, design instruction with understanding of students' individual needs, and create supportive, productive learning environments that support learners' achievement at the highest levels.

	ELEMENTARY	SECONDARY	
	MAJOR	MAJOR	MINOR
Comp Elem Ed/ Early Childhood	X		
Comp Elem Ed/ Learning Disabilities	X**		
English		X	X
English as a second language	X**	X**	
Health			X
History			X
Integrated Science	X	X	
Language Arts	X		
Learning Disabilities		X**	
Mathematics	X	X	X
Music (K-12)		X	
Psychology			X
Reading			X
Social Studies	X	X	
Speech			X*

*Subject to Michigan Department of Education Approval

**Under development

The Professional Studies component consists of 37-40 credit hours of coursework and field experiences that recognize the continuum of professional development from novice to master teacher. This component is designed to guide prospective teachers through the pre-service levels of the teaching profession.

The Teacher Education Department continually collects employment data on our program graduates. Since May 2005, we have recommended 106 graduates for provisional teaching certificates. Of that number, we have obtained information on 98, or 92% of the graduates. Of that 92%, 80% are currently employed in education.

ADMISSION

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 for admission:

- Completion of 30 hours with a minimum cumulative GPA of 3.00, with no grade below a "C" in the major, minor, and professional studies.
- EDU 3214 Educational Psychology with a minimum grade of C.

Criteria for admission to the Teacher Education Program include the following:

- Completion of an Application for Admission to Teacher Education.
- Submission of a completed Criminal Record Disclosure.
- Passing of the MTTC (Michigan Test for Teacher Certification) Professional Readiness Examination 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 evaluation from EDU 3211 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 admission to the Teacher Education Program are reviewed and approved by the Advisory Council at their meetings in December 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 November 1. The spring semester deadline is April 1. Admission is valid for six years; however, changes mandated by the Michigan Department of Education may impose additional requirements during that time period.

APPROVAL FOR 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 Educational Foundations and Assessment course. With the approval of the mentor teacher and coordinator for student teaching, placement for Educational Foundations 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 Student Teaching.
- Submission of a completed Criminal Record Disclosure.
- Evidence of academic competency by a cumulative grade point average of 3.00 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 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 Educational Foundations and Assessment and Music Methods weighs heavily.
- Taking applicable subject area test(s) of the Michigan Test for Teacher Certification (MTTC).

Applicants for 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 student teaching application must be submitted by April 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 A 1 the year PRIOR to enrollment in student teaching. The student teaching application must be submitted by November 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 the elementary education minor.

REQUIREMENTS FOR THE BS WITH ELEMENTARY EDUCATION CERTIFICATION RECOMMENDATION		
GENERAL EDUCATION CORE (some major/minor courses may satisfy General Education requirements)		28-40
CONTENT AREA MAJOR		30-41
PROFESSIONAL STUDIES CORE		37
EDU 2263 Media and Technology	3	
EDU 3211/3214 Educational Psychology/Field Experience	5	
EDU 3223 Classroom Teaching Strategies	3	
EDU 3221 Classroom Teaching Strategies Field Experience	1	
EDU 3243 Teaching Exceptional Students	3	
EDU 3251 Professional Preparation Workshop	1	
EDU 3264 Ethics, Philosophy, and Culture	4	
EDU 3271 EPC Field Experience	1	
EDU 4253 Classroom Management Strategies	3	
EDU 4584 Educational Foundations and Assessment	4	
EDU 4721 Student Teaching Seminar	1	
EDU 4728 Student Teaching	8	
ELEMENTARY EDUCATION MINOR		34
BIO 1014 Biological Science I with Lab	4	
EDU 2303 Fine Arts for the Elementary Teacher	3	
EDU 2313 Social Studies Foundations	3	
MAT 2213/2223 Math for Elementary Teachers I & II	6	
NSC 1004 Earth Science with Lab	4	
PED 2113 Principles of Health and Physical Education	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		132-147

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)	38
INTEGRATED SCIENCE EDUCATION MAJOR ¹	40
BIO 1014 Biological Science I	4
BIO 1024 Biological Science II	4
BIO 2013 Introduction to Human Anatomy and Physiology	3
BIO 2011 Introduction to Human Anatomy and Physiology Lab	1
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
PHS 2014 General Physics I	4
PHS 2024 General Physics II	4
ELEMENTARY EDUCATION MINOR	26
PROFESSIONAL STUDIES	37
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)	34
LANGUAGE ARTS EDUCATION CORE	38
COM 2223 Public Speaking	3
COM 3013 Communication Theory	3
COM 3533 Intercultural Communication	3
ENG 2413 World Literature Survey	3
ENG 3613 Grammar and Linguistics	3
ENG 4523 Advanced Composition	3
RDG 3313 Children's Literature	3
RDG 3333 Writing Workshop	3
RDG 3413 Adolescent Literature	3
RDG 4304 Reading and Language Arts	4
RDG 4314 Content Reading and Assessment	4
RDG 4353 Diversity and Language Arts	3
ELEMENTARY EDUCATION MINOR	23
PROFESSIONAL STUDIES	37
TOTAL CREDIT HOURS FOR LANGUAGE ARTS EDUCATION MAJOR	132

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)		37
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 3213 Technology in Mathematics Education	3	
MAT 3334 Algebraic, Proportional, and Mathematical Reasoning	4	
MAT 3343 Geometry and the Elementary Teacher	3	
ELEMENTARY EDUCATION MINOR		
PROFESSIONAL STUDIES		37
TOTAL CREDIT HOURS FOR ELEMENTARY MATH EDUCATION MAJOR		132

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		39
BUS 2403 Macroeconomics	3	
BUS 2413 Microeconomics	3	
EDU 2313 Social Studies Foundations	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 2413 World 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 3013 The U.S. in the Modern World	3	
ELEMENTARY EDUCATION MINOR		31
PROFESSIONAL STUDIES		37
TOTAL CREDIT HOURS FOR SOCIAL STUDIES EDUCATION MAJOR		135

BS IN ELEMENTARY EDUCATION WITH EARLY CHILDHOOD (ZS) ENDORSEMENT

Students may seek teacher certification at the elementary level with the comprehensive elementary major and early childhood minor to earn an elementary teaching certificate with the Early Childhood General and Special Education Endorsement (ZS). The comprehensive elementary education major, together with the early childhood minor, will prepare students to teach in an early childhood general or special education program from birth through pre-school. In addition, candidates are prepared to teach all subjects in a self-contained classroom, grades K-5.

REQUIREMENTS FOR THE BS IN ELEMENTARY EDUCATION WITH THE EARLY CHILDHOOD ENDORSEMENT		
GENERAL EDUCATION CORE (some major/minor courses may satisfy General Education requirements)		40
COMPREHENSIVE ELEMENTARY EDUCATION MAJOR		49
BIO 1014 Biological Science I with Lab	4	
ECS 3243 Math and Science for Young Children	3	
ECS 3433 Creative Arts for Young Children	3	
ECS 3523 Curriculum & Content Areas in Early Childhood Programs	3	
ECS 4443 Emerging Language and Literacy	3	
EDU 2303 Fine Arts for the Elementary Teacher	3	
EDU 2313 Social Studies Foundations	3	
MAT 2213 Math for Elementary Teachers I	3	
MAT 2223 Math for Elementary Teachers II	3	
NSC 1004 Earth Science with Lab	4	
PED 2113 Principles of Health and Physical Education	3	
RDG 3313 Children's Literature	3	
RDG 4304 Reading and Language Arts	4	
RDG 4314 Content Reading and Assessment	4	
PSY 3203 Child Development	3	
EARLY CHILDHOOD EDUCATION MINOR		21
ECS 2213 Introduction to the Early Childhood Profession	3	
ECS 3323 Assessment of the Young Child	3	
ECS 3513 Constructive Education to Create Developmentally Appropriate Learning Environments	3	
ECS 4303 Family Education and Advocacy	3	
ECS 4613 Special Needs Children and Families	3	
ECS 4623 Identifying and Serving the "At-Risk" Child	3	
ECS 4653 Leadership and Administrative Issues in Early Childhood	3	
PROFESSIONAL STUDIES		37
TOTAL CREDIT HOURS FOR COMPREHENSIVE ELEMENTARY ED MAJOR WITH EARLY CHILDHOOD GENERAL AND SPECIAL EDUCATION ENDORSMENT		147

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)		34-40
CONTENT AREA MAJOR		31-68
PROFESSIONAL STUDIES CORE		40
EDU 2263 Media and Technology*	3	
EDU 3214 Educational Psychology	4	
EDU 3211 Educational Psychology Field Experience	1	
EDU 3223 Classroom Teaching Strategies*	3	
EDU 3221 Classroom Teaching Strategies Field Experience*	1	
EDU 3243 Teaching Exceptional Students	3	
EDU 3251 Professional Preparation Workshop	1	
EDU 3264 Ethics, Philosophy, and Culture	4	
EDU 3271 EPC Field Experience	1	
EDU 4253 Classroom Management Strategies	3	
EDU 4684 Educational Foundations and Assessment*	4	
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		131-147

Music Education students have a 41 hour professional studies core and complete the following courses in place of those with the asterisks ():

- MUE 3603 Technology in Music
- MUE 4423 Elementary Music Methods and Assessment
- MUE 4433 Secondary Music Methods and Assessment

MINORS FOR SECONDARY EDUCATION MAJORS

Health Education Minor (21 hours) requires BIO 2313, EDU 2414, 3413, 4413, PED 2002, 2113, and PSY 3413. Please put in alphabetical order after English.

English Education Minor (24 hours) requires ENG 2413, 3513, 3613, 4413, and 4523, ENG 3213 or 3223, ENG 3313 or 3323, and three hours from ENG 4723, 4733, or 4743.

Secondary Mathematics Education Minor (24-25 hours) requires MAT 2233, 2413, 2514, 2524, 3303 or 3624, 3614, and 4653.

History Education Minor (27 hours) requires HIS 1313, 1323, 2113, 2413, 2513, 2523, 3423, three additional hours from HIS 3000+, and GEO 1013. – Please put in alpha order after health.

Psychology Education Minor (25 hours) requires PSY 2013, 2223, 3013, 3033, 3043, 3233, 3303, and 3504.

Reading Education Minor (26 hours) requires ENG 3613, RDG 3333, 3413, 4304, 4314, 4353, 4403, and 4913.

Speech Education Minor (24 hours) requires COM 2223, 2253, 3533, 4603, JRN 3423, THE 1103, 3613, and 4113.

*Subject to Michigan Department of Education Approval

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, health, history, mathematics, psychology, or reading.

REQUIREMENTS FOR THE BS IN ENGLISH EDUCATION	
GENERAL EDUCATION CORE (some major/minor courses may satisfy General Education requirements)	40
ENGLISH EDUCATION MAJOR	33
ENG 2413 World Literature Survey	3
ENG 3513 Critical Writing and Literary Analysis	3
ENG 3613 Grammar and Linguistics	3
ENG 4413 Diversity in American Literature	3
ENG 4523 Advanced Composition	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 Since 1865	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	21-27
PROFESSIONAL STUDIES	40
TOTAL CREDIT HOURS FOR ENGLISH EDUCATION MAJOR	134-140

BS WITH SECONDARY INTEGRATED SCIENCE EDUCATION MAJOR

Students may seek teacher certification at the secondary level with the integrated science education major. Because this is a comprehensive group major, no minor is required.

REQUIREMENTS FOR THE BS IN INTEGRATED SCIENCE EDUCATION	
GENERAL EDUCATION CORE (some major/minor courses may satisfy General Education requirements)	40
INTEGRATED SCIENCE EDUCATION MAJOR	52
BIO 1014 Biological Science I with Lab	4
BIO 1024 Biological Science II with Lab	4
BIO 2011 Introduction to Anatomy and Physiology Lab	1
BIO 2013 Introduction to Anatomy and Physiology	3
BIO 3214 General Ecology	4
BIO 3414 Genetics	4
CHE 1514 College Chemistry I	4
CHE 1524 College Chemistry II	4
CHE 2514 Organic Chemistry I	3
NSC 1004 Earth Science	4
NSC 3114 Earth's Waters	4
PHS 2004 Astronomy	4
PHS 2014 General Physics I	4
PHS 2024 General Physics II	4
PROFESSIONAL STUDIES	40
TOTAL CREDIT HOURS FOR INTEGRATED SCIENCE EDUCATION MAJOR	132

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, health, history, psychology, or reading.

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	32
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
CONTENT AREA MINOR	21-27
PROFESSIONAL STUDIES	40
TOTAL CREDIT HOURS FOR SECONDARY MATH EDUCATION	137-143

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)	34
MUSIC EDUCATION COMPREHENSIVE GROUP MAJOR	68
MUS 1101 A Cappella Chorus	8
MUS 1121 Autumn	
MUS 1161 Community Choral Ensemble	
MUS 1171 Community Instrumental Ensemble	
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 2403 Introduction to Music Education	3
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)	34
SOCIAL STUDIES EDUCATION COMPREHENSIVE GROUP MAJOR	57
BUS 2403 Macroeconomics	3
BUS 2413 Microeconomics	3
EDU 2313 Social Studies Foundations	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 2413 World 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	40
TOTAL CREDIT HOURS FOR SOCIAL STUDIES EDUCATION MAJOR	131

**BS WITH EARLY CHILDHOOD STUDIES MAJOR
(ACCELERATED PROGRAM)**

The BS with early childhood studies major is a degree completion program designed primarily for those wishing to begin or continue working in the early childhood field. Required observation hours are a component of the courses indicated below with *. The early childhood studies program does NOT lead to any teacher certification.

REQUIREMENTS FOR THE BS IN EARLY CHILDHOOD STUDIES	
GENERAL EDUCATION CORE	25
PRE-REQUISITES: PSY 2013 General Psychology	3
EARLY CHILDHOOD STUDIES MAJOR	48
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	3
ECS 4623 Identifying & Serving the At-Risk Child*	3
ECS 4653 Leadership and Administrative 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 1003 Introduction to Christian Faith	3
ELECTIVES	44
TOTAL CREDIT HOURS FOR EARLY CHILDHOOD STUDIES MAJOR	120

COURSE DESCRIPTIONS

ECS—EARLY CHILDHOOD
STUDIES

ECS 2213 INTRODUCTION TO THE EARLY CHILDHOOD PROFESSION

Includes an overview of the responsibilities of a professional in the early childhood field as well as an understanding of the influence of historical perspectives and current issues and trends in thought and practices. Students learn to use reflective approaches and critical perspectives through methods such as journaling to begin to analyze their own practices and begin to develop a personal philosophy of teaching young children. Students also learn about opportunities and experiences designed to promote professional growth such as membership in a professional organization, professional journals and publications, etc.

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. Required 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. Required 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 of rationale for, and experiences in the creative use of art, music, movement, drama, literature, and storytelling. Required observation hours.

ECS 3513 CONSTRUCTIVE EDUCATION TO CREATE DEVELOPMENTALLY APPROPRIATE LEARNING ENVIRONMENTS

Builds on student's basic understanding of child development, particularly understanding the importance of play, exploration, and social interactions. Students learn to use a variety of strategies to encourage children's growth, development, and learning in terms of developmental domains, multiple intelligences, and learning styles. Also focuses on providing experiences that emphasize the role of process as children construct knowledge, including evaluating daily schedules to ensure inclusion of uninterrupted instructional time. Required observation hours.

ECS 3523 CURRICULUM AND CONTENT AREAS IN EARLY CHILDHOOD PROGRAMS

Addresses specific content areas and the many ways teachers develop and implement curriculum for young children that align with state standards. Students learn to design and implement curriculum using program goals and content and a continuum of teaching strategies based on knowledge of child development and learning, strengths, interests, and needs of individual children and the social and cultural contexts in which children live. The use of appropriate technology as well as the importance of differentiating curriculum to meet the needs of all learners is a part of this class. Required 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.

Required 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. Required 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. Required 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. Required observation hours.

ECS 4653 LEADERSHIP AND ADMINISTRATIVE 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 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 2263 MEDIA AND 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: 3.00 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: 3.00 GPA. Course fee.

EDU 2313 SOCIAL STUDIES FOUNDATIONS

Lesson design, development, and presentation, with appropriate instructional resources for teaching social studies will be presented. The course includes an overview of the structure for teaching other disciplines and provides additional content support in economics, Michigan history, and political science. PR: 3.00 GPA.

EDU 2414 INTRODUCTION TO HEALTH EDUCATION

Introduction to the importance and necessity of health education, the roles and responsibilities of the health education specialist, history and foundations of health education/promotion, professional organizations, literature, and future trends in health education/promotion. PR: 3.00 GPA.

**EDU 3211 EDUCATIONAL PSYCHOLOGY
FIELD EXPERIENCE**

Required 30-hour placement for students enrolled in EDU 3214. Graded on a pass/fail basis. PR/CR: EDU 3214. Course fee.

EDU 3214 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 research, whole class and small group discussion, observation, role-playing, and application of educational theory as well as development of a framework on which to build future experiences in the field of education and content areas. Thirty-hour field experience required. PR: Sophomore status with a 3.00 GPA. CR: EDU 3211.

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 Common Core State Standards (CCSS). Supervised thirty-hour field experience required. PR: 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: Admission to the Teacher Education Program.

EDU 3251 PROFESSIONAL PREPARATION WORKSHOP

A workshop to prepare teacher candidates for professional responsibilities including interviewing skills, resume writing, portfolio development, and certification test completion. PR: Admission to the Teacher Education Program.

EDU 3264 ETHICS, PHILOSOPHY, AND CULTURE

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. 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 Ethics, Philosophy, and Culture Field Experience. PR: Admission to the Teacher Education Program and EDU 3223.

**EDU 3271 ETHICS, PHILOSOPHY AND CULTURE
FIELD EXPERIENCE**

An immersion field experience designed to build cross-cultural understanding and competence. Studies 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. Students must make certain prior to the commencement of the semester in which Ethics, Philosophy, and Culture is taken that personal issues, such as employment schedules, do not interfere with the completion of this compulsory requirement of the Teacher Education Program during the following summer. PR: EDU 3264 and admission to the Teacher Education Program. Course fee.

EDU 3413 SCHOOL HEALTH PROGRAMS

Survey of school health education/promotion programs focusing on planning, implementing, and evaluating school health education/promotion programs. PR: 3.00 GPA.

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. 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 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 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: Admission to the Teacher Education Program.

EDU 4413 HUMAN SEXUALITY: EDUCATIONAL ISSUES

Study of reproductive health education programs in public school systems, an overview of content matter relevant for health education teachers, materials related to human sexuality, and discussions of educational issues associated with sex education in public schools. PR: 3.00 GPA.

EDU 4584/4684 EDUCATIONAL FOUNDATIONS AND ASSESSMENT (ELEMENTARY/SECONDARY)

Interdisciplinary study of education in American society that emphasizes the interpretation and appraisal of current educational practices and trends. Presents assessment strategies for educators in elementary, middle, and secondary schools in courses designed to meet the Common Core State Standards (CCSS). 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. PR: Admission to the Teacher Education Program.

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

Supports the student teaching experience. Reviews policies, requirements, and professional responsibilities and revisits the InTASC standards and Pathwise Domains 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: 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. 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. 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. 15 hour literacy practicum required. PR: 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 the implementation of formative assessment during the tutorial clinic portion of the course. PR: Grade of C or better in RDG 4304 and admission to the Teacher Education Program.

RDG 4353 DIVERSITY AND LANGUAGE ARTS

This course focuses on understanding and respecting the diverse and varied developmental needs of all learners. Teacher candidates learn to create instructional environments that support individual differences in language development, acquisition of first and second languages, and the effects of the primary language on the development of English language skills. PR: Grade of C or better in RDG 4304 and 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: 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. Course meets the MDE requirement in diagnostic reading in accordance with MCL380.1531(4). PR: RDG 4314 or RDG 4403 or Teacher Certification. Course fee.

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

PED-PHYSICAL EDUCATION

Activity courses satisfy the PED General Education requirement.

PED 1011 INDIVIDUAL SPORTS

Bowling, yoga, zumba, unarmed stage combat, bootcamp, 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, CPR, AND SAFETY

Prepares students to identify and eliminate potentially hazardous conditions in their environment, recognize emergencies and make appropriate decisions for first aid care, and understand other factors associated with overall health and wellness. Teaches skills participants need to know to provide immediate care of a suddenly ill or injured person until more advanced medical care arrives. First aid/CPR/AED certification by American Red Cross included upon successful course completion.

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 PRINCIPLES OF HEALTH AND PHYSICAL EDUCATION

Study of health, physical education, fitness, and the human body appropriate for K-12 students. Elementary education majors further focus on organizational skills and methods of instruction needed to incorporate physical education and movement in the classroom, as well as teach health education to grades K-8. Secondary education majors pursuing a minor in health education further focus on the health and fitness components basic to health education/promotion in grades 6-12

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 provost and are subject to a \$25 add/drop fee.

PED 2211 MEN'S ICE HOCKEY (FALL)

Intercollegiate competition for men.

PED 2221 MEN'S VARSITY BASEBALL (SPRING)

Intercollegiate competition for men.

PED 2231 MEN'S VARSITY BASKETBALL (FALL)

Intercollegiate competition for men.

PED 2241 MEN'S VARSITY BOWLING (FALL)

Intercollegiate competition for men.

PED 2251 WOMEN'S VARSITY BOWLING (FALL)

Intercollegiate competition for women.

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 2441 MEN'S VARSITY TENNIS (SPRING)

Intercollegiate competition for men.

PED 2451 WOMEN'S VARSITY TENNIS (SPRING)

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 2531 MEN'S VARSITY CROSS COUNTRY (FALL)

Intercollegiate competition for men.

PED 2541 WOMEN'S VARSITY CROSS COUNTRY (FALL)

Intercollegiate competition for women.

PED 2631 MEN'S VARSITY TRACK (SPRING)

Intercollegiate competition for men.

PED 2641 WOMEN'S VARSITY TRACK (SPRING)

Intercollegiate competition for women.

PED 2731 MEN'S VARSITY GOLF (FALL)

Intercollegiate competition for men.

PED 2741 WOMEN'S VARSITY GOLF (FALL)

Intercollegiate competition for women.





School of
HUMANITIES

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SCHOOL OF HUMANITIES

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

The faculty of the School of Humanities seek 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 or the Bachelor of Science degree in English, Music, Interdisciplinary Studies, Musical Theatre, Theatre, or Theatre Management. Students pursuing an Interdisciplinary Studies degree complete a core of interdisciplinary courses in the liberal arts which allows them to explore, understand, and appreciate connections across disciplines, and select two concentrations. Students seeking the Bachelor of Arts degree 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.

DEPARTMENT OF ENGLISH & FOREIGN LANGUAGE

(ENG, FLM, GER, SPA)

The goal of the faculty in the Department 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 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.

PROGRAM LEARNING OUTCOMES

1. **Composition:** Students will be able to produce written texts and verbal presentations consistent with the standards suggested by the National Council of Teachers of English.
2. **Research:** Students will be able to access and evaluate sources of information; to synthesize, analyze, and integrate the arguments of sources; and to summarize, paraphrase, quote, and document sources in accordance with the conventions of scholarly research.
3. **Literary Analysis:** Students will be able to analyze the formal elements of literature, both poetry and prose.
4. **Literary Contexts:** Students will be able to understand the historical and cultural contexts of literature, with specific attention to human diversity and a Christian worldview.
5. **Literary Criticism:** Students will be able to apply a wide range of critical theories to canonical and emerging literatures.
6. **Linguistics:** Students will be able to understand descriptive and historical aspects of language development.

ACADEMIC OPPORTUNITIES

Rochester College offers a Bachelor of Arts degree in English. The interdisciplinary studies also features concentrations in English and professional writing.

Students may also combine the study of English with teacher certification 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 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		49
FOREIGN LANGUAGE (REQUIRED)		6-8
ENGLISH MAJOR		42
IDS 2103 Introduction to the Arts and Sciences	3	
ENG 3000 level or above	3	
ENG 2413 World Literature	3	
ENG 2513 Literature and Faith	3	
ENG 3213 British Literature to 1800 OR ENG 3223 British Literature Since 1800	3	
ENG 3313 American Literature to 1865 OR ENG 3323 American Literature Since 1865	3	
ENG 3513 Critical Writing and Literary Analysis	3	
ENG 3613 Grammar and Linguistics	3	
ENG 4413 Diversity in American Literature	3	
ENG 4523 Advanced Composition	3	
ENG 4533 Senior Writing Project	3	
CHOOSE ONE: • ENG 4723 Studies in Genre: Fiction • ENG 4733 Studies in Genre: Poetry • ENG 4743 Studies in Genre: Drama	3	
SIX HOURS SELECTED FROM THE FOLLOWING OR ANY UPPER-DIVISION ENG: • JRN 1101 Shield Media Workshop (3 hrs. max) • JRN 2513 Media Writing • JRN 2723 Reporting and Interviewing • JRN 3223 Editing and Content Management • JRN 4313 Feature Writing • JRN 4333 Editorial Writing	6	
MINOR (RECOMMENDED)	18	
ELECTIVES	11-13	
TOTAL CREDIT HOURS FOR ENGLISH MAJOR	128	

MINORS

Courses required for a minor cannot concurrently apply toward courses within the degree core, major, concentration, or track. With department approval, students may use other courses, within the area of study, to substitute duplicate requirements.

At least 50% of a student's minor core requirements must be earned at Rochester College. Rochester College only awards minors listed in this catalog.

- **English Minor** – Requires 18 hours of ENG beyond ENG 1123, including 12 hours of upper-division work in 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 strive 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 seek 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 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 studies to accompany the core curriculum of the baccalaureate.

MINORS

Courses required for a minor cannot concurrently apply toward courses within the degree core, major, concentration, or track. With department approval, students may use other courses, within the area of study, to substitute duplicate requirements.

At least 50% of a student's minor core requirements must be earned at Rochester College. Rochester College only awards minors listed in this catalog.

- **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 (MUE, MUS)

The Music 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, worship ministers, 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. Students may also pursue a Bachelor of Arts or Bachelor of Science degree in Worship Ministry, described in the School of Theology and Ministry portion of this catalog.

Alternatively, students may pursue a music concentration within the interdisciplinary studies major, or a minor in music may be elected to complement any bachelor's degree.

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.

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

All music majors must:

- Participate in a major ensemble every semester they are enrolled at Rochester College. These courses may be repeated for credit.
- Choose to study a major instrument or voice for at least six semesters and a minor instrument or voice for at least four semesters. These courses may be repeated for credit.
- Complete at least four semesters of piano study (which may be included as part of the major instrument or minor instrument requirement).
- Pass a keyboard skills exam or make a grade of B or better in MUS 3202 Keyboard Harmony after four semesters of piano study and before the senior year of study.
- Those enrolled in applied music lessons must attend scheduled recitals.
- Enroll in MUS 4601 Senior Seminar in Music as a capstone course. The capstone project may consist of a performance recital, a composition recital, or an extended academic presentation.

DEGREE REQUIREMENTS

REQUIREMENTS FOR THE BA/BS IN MUSIC	
GENERAL EDUCATION CORE	49
FOREIGN LANGUAGE (BA ONLY)	6-8
MUSIC MAJOR	50
CHOOSE FOUR HOURS: <ul style="list-style-type: none"> • MUS 1101 A Cappella Chorus • MUS 1121 Autumn • MUS 1161 Community Choral Ensemble • MUS 1171 Community Instrumental Ensemble • MUS 1171 Concert Band • MUS 2101 Worship Ensemble Lab 	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 4213 Arranging/Scoring	3
MUS 4601 Senior Seminar in Music	1
MUE 3603 Technology in Music	3
Major Instrument or Voice (6 semesters)	6
Minor Instrument or Voice (4 semesters)	4
ELECTIVES	21-29
TOTAL CREDIT HOURS FOR MUSIC MAJOR	128

CONCENTRATIONS

Students may pursue concentrations in music or performing arts within the interdisciplinary studies majors. The specific information for these requirements can be found in the Interdisciplinary Studies major description.

MINOR

Courses required for a minor cannot concurrently apply toward courses within the degree core, major, concentration, or track. With department approval, students may use other courses, within the area of study, to substitute duplicate requirements.

At least 50% of a student's minor core requirements must be earned at Rochester College. Rochester College only awards minors listed in this catalog.

- **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.

DEPARTMENT OF THEATRE (THE)

The Rochester College Theatre Program combines a strong foundation in the liberal arts with a broad understanding of all facets of theatre. Students practice skills in acting, directing, writing, design, and stagecraft under close supervision by theatre faculty in an environment that encourages students to integrate their faith with their academic study. Our vision extends outward to the campus and local community in a quest to pursue truth and bring richness to life through the creative arts.

PROGRAM LEARNING GOALS

Students will be able to:

1. Analyze a play script using a variety of interpretive strategies.
2. Synthesize a script analysis into artistic expression through the visual, oral, kinesthetic, and written modes of communication found in acting, design, directing, and dramaturgy.
3. Describe how theatre can reflect, promote, and challenge its cultural context with special attention to its Christian heritage.
4. Articulate a sense of vocation in theatre that embodies their personal beliefs values, attitudes, skills and habits.

ACADEMIC OPPORTUNITIES

Students may pursue a theatre major, a musical theatre major, a theatre management major, a theatre concentration within the interdisciplinary studies major, or a minor in theatre. Students may also pursue a speech minor for secondary education, described in the teacher education portion of this catalog.

CAREER OPPORTUNITIES

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.

ADMISSION TO THE BA/BS IN THEATRE AND MUSICAL THEATRE

Students who wish to major in musical theatre must first audition to be admitted into the program. Students are expected to participate in production each semester. Failure to make good academic progress in any semester may jeopardize the student's career as a theatre major. Contact the Theatre Department for more information and specific procedures.

REQUIREMENTS IN THEATRE

The theatre major, whether the BA or BS, consists of 50 credit hours. Up to 8 of those hours may be applied to general education requirements. In addition, theatre majors must choose an academic minor either from the course catalog or from one of following interdisciplinary minors for theatre majors.

The musical theatre major, whether the BA or BS, consists of 68 hours. Up to 8 of those hours may be applied to general education requirements.

PERFORMANCE STUDIES INTERDISCIPLINARY MINOR (FOR THEATRE MAJORS)
6 CREDIT HOURS FROM THE FOLLOWING: THE 1031, THE 1061, THE 1081, THE 2212, THE 3212, MUS 1/2/3/4101 Private Voice, 1011 A Cappella Chorus, 1041 Class Piano, 1203 Music Foundations, FLM 2013 Film Appreciation, FLM 2423 Film History
3 CREDIT HOURS FROM THE 3613 ORAL INTERPRETATION OF LITERATURE
3-4 CREDIT HOURS FROM THE FOLLOWING: THE 3102, THE 3242, THE 4102, THE 2212, THE 3212, THE 3413 Theatre Ministry, INS/PHI 4413 Aesthetics
6 CREDIT HOURS FROM THE FOLLOWING: COM 3533 Intercultural Communication, JRN 3423 Video Storytelling, POS 3013 The U.S. In the Modern World, INS 3113 Studies in European Civilization, THE 4503 Acting Theory, THE 4603 Dramatic Criticism, THE 3113 Theatre for Young People, ENG 3513 Critical Writing and Literary Analysis, ENG 3523 Creative Writing, ECS 3433 Creative Arts for Young Children, MIN 3353 Religion, Media, and Youth Culture, MED 3003 Media and Society, or any Upper Division HIS, PHI, or PSY.

EDUCATION INTERDISCIPLINARY MINOR (FOR THEATRE MAJORS)
PSY 2103 General Psychology
COM 2223 Public Speaking
THE 3113 Theatre for Young People OR ECS 3433 Creative Arts for Young Children
PSY 2223 Lifespan Development, PSY 3203 Child Development, or PSY 3213 Adolescent Development
RDG 3313 or 3413 Adolescent or Children's Literature
THE 4113 Directing

DESIGN INTERDISCIPLINARY MINOR (FOR THEATRE MAJORS)
THE 1011 Production Practicum (Design)—Take twice
ART 1413 Drawing 1
ART 1423 Drawing 2
ART/THE 2413 Principles of Design
COM 3533 Intercultural Communication
THE 3412 Design For the Theatre
THE 4412 Advanced Design

DIRECTING INTERDISCIPLINARY MINOR (FOR THEATRE MAJORS)
THE 1011 Production Practicum (Assistant Director)
THE 1061 Unarmed Combat or THE 1081 Dance for the Musical Theatre
COM 2253 Listening
THE 3412 Design for the Theatre
THE 4113 Directing
THE 4212 Advanced Directing
CHOOSE 6 CREDIT HOURS FROM: HIS, POS, PHI, ENG, BIB, MIN, THL, or PSY

REQUIREMENTS FOR THE BA/BS IN THEATRE	
GENERAL EDUCATION CORE	49
FOREIGN LANGUAGE (BA ONLY)	6-8
THEATRE MAJOR	50
PRODUCTION CORE CHOOSE ONE OR MORE OF THE FOLLOWING EACH SEMESTER UNTIL 7 HOURS ARE COMPLETED (REPEAT ANY GIVEN CLASS NO MORE THAN 3 TIMES): <ul style="list-style-type: none"> • THE 1011 Production Practicum (repeatable) • THE 1021 Performance Practicum (repeatable) • THE 1031 Ensemble Acting (repeatable) • THE 1061 Unarmed Stage Combat • THE 1081 Dance for Musical Theatre (repeatable) 	7
MAJOR CORE TAKE ALL OF THE FOLLOWING:	33
THE 1001 Introduction to Theatre Studies	1
THE 1103 Acting I	3
THE 2103 Acting II	3
THE 1112 Introduction to Technical Theatre	2
THE 2222 Voice	2
THE 2232 Movement	2
THE 2603 Play Analysis	3
THE 3313 History of Western Theatre: Greeks to the Renaissance	3
THE 3323 History of Western Theatre: Renaissance to Present	3
THE 3001 Theatre as Vocation	1
THE/ENG 4743 Studies in Genre: Drama	3
THE 4143 Theatre and the Christian Faith	3
THE 4813 Senior Project OR THE 4893 Internship (capstone)	3
THE 4601 Senior Seminar in Theatre	1
MAJOR ELECTIVES CHOOSE 10 HOURS FROM ANY TWO OR THREE CREDIT HOUR THEATRE (THE) COURSE	10
MINOR (REQUIRED)	18
ELECTIVES (BS 11 HOURS AND BA 3-5)	3-11
TOTAL CREDIT HOURS FOR THEATRE MAJOR	128

REQUIREMENTS FOR THE BS IN THEATRE MANAGEMENT	
GENERAL EDUCATION CORE	49
THEATRE CORE	30
CHOOSE THREE HOURS FROM THE FOLLOWING: <ul style="list-style-type: none"> • THE 1011 Production Practicum (repeatable) • THE 1021 Performance Practicum (repeatable) • THE 1031 Ensemble Acting (repeatable) 	3
THE 1001 Introduction to Theatre Studies	1
THE 1103 Acting I	3
THE 1112 Introduction to Technical Theatre	2
THE 2603 Play Analysis	3
THE 3313 History of Western Theatre: Greeks to the Renaissance OR THE 3323 History of Western Theatre: Renaissance to Present	3
THE 3001 Theatre as Vocation	1
THE 4113 Directing	3
THE 4143 Theatre and the Christian Faith OR THE 3143 Theatre Ministry	3
THE 4893 Theatre Internship (capstone)	3
THE 4601 Senior Seminar in Theatre	1
Any 4 upper-division THE hours	4
BUSINESS CORE	30
MGT 2603 Principles of Management	3
MKT 2503 Principles of Marketing	3
ACC 2113 Accounting I	3
ACC 2123 Accounting II	3
BUS 3003 Business Communication	3
PRN 2613 Introduction to Public Relations	3
HRM 3613 Human Resource Management	3
BUS 4943 Ethics in Business	3
Any 6 upper-division hours from MGT, MKT, BUS, MED, PRN, JRN	6
ELECTIVES	19
TOTAL CREDIT HOURS FOR THEATRE MANAGEMENT MAJOR	128

REQUIREMENTS FOR THE BA/BS IN MUSICAL THEATRE	
GENERAL EDUCATION CORE	49
Foreign Language (BA only)	6-8
MUSICAL THEATRE MAJOR	68
PRODUCTION CORE CHOOSE FIVE HOURS FROM ANY OF THE FOLLOWING (REPEAT ANY GIVEN CLASS NO MORE THAN 3 TIMES):	5
• THE 1011 Production Practicum (repeatable)	
• THE 1021 Performance Practicum (repeatable)	
• THE 1031 Ensemble Acting (repeatable)	
• THE 1061 Unarmed Stage Combat	
MAJOR CORE TAKE ALL OF THE FOLLOWING:	57
MUS 1011 Private Voice (2 times)	2
MUS 2011 Private Voice (2 times)	2
MUS 3011 Private Voice (2 times)	2
MUS 4011 Private Voice (2 times)	2
MUS 1041 Class Piano	1
MUS 1203 Music Foundations (may be tested out)	3
MUS 1211 Ear Training I	1
MUS 1213 Theory I	3
MUS 3363 History of Musical Theatre	3
THE 1081 Dance for Musical Theatre OR THE 1091 Dance Styles	1
THE 3081 Dance for Musical Theatre OR THE 1091 Dance Styles	1
THE 4081 Dance for Musical Theatre OR THE 1091 Dance Styles	1

*Table continued in following column

THE 1001 Introduction to Theatre Studies	1	3-11	
THE 1103 Acting I	3		
THE 2103 Acting II	3		
THE 1112 Introduction to Technical Theatre	2		
THE 2212 Musical Theatre Workshop	2		
THE 2222 Voice for the Actor	2		
THE 2232 Movement for the Actor	2		
THE 2603 Play Analysis	3		
THE 3313 History of Western Theatre: Greeks to Renaissance OR THE 3323 History of Western Theatre : Renaissance to Present	3		
THE 3001 Theatre as Vocation	1		
THE 3212 Advanced Musical Theatre Workshop	2		
THE 3143 Theatre Ministry OR THE 4143 Theatre and the Christian Faith, OR MUS 3533 Handel's Messiah and the Bible	3		
THE/ENG 4743 Studies in Genre: Drama	3		
THE 4813 Senior Project in Theatre OR THE 4893 Theatre Internship OR MUS 4623 Senior Recital	3		
THE 4601 Senior Seminar in Theatre OR MUS 4601 Senior Seminar in Music	1		
MAJOR ELECTIVES CHOOSE 6 HOURS FROM THE FOLLOWING:	6		
• Any THE or MUS with no more than 2 hours from MUS or THE ensembles			
ELECTIVES (BS 11 HOURS AND BA 3-5 HOURS)			
TOTAL CREDIT HOURS FOR MUSICAL THEATRE MAJOR			128

CONCENTRATIONS

Please see interdisciplinary concentrations under theatre and Performing Arts for information regarding theatre concentrations in interdisciplinary studies.

MINOR

Courses required for a minor cannot concurrently apply toward courses within the degree core, major, concentration, or track. With department approval, students may use other courses, within the area of study, to substitute duplicate requirements.

At least 50% of a student's minor core requirements must be earned at Rochester College. Rochester College only awards minors listed in this catalog.

Theatre Minor – THE 1103, 1112, 3313 or 3323; Plus 10 hours of THE courses with no more than 3 hours from 1011, 1021, 1031, 1061, 1081, 2081, 3081, or 4081.

DEPARTMENT OF INTERDISCIPLINARY STUDIES (ART, COM, IDS, INF, INS, PHI)

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

The goal of the Department of Interdisciplinary Studies is to enable students to explore the value and depths of a liberal arts education in diverse and creative ways in order to 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 interdisciplinary studies program integrates knowledge from two academic fields within the same degree, with an “Interdisciplinary Core” designed to forge interconnections between the disciplines chosen. The department also provides opportunities for students to experience and explore diverse cultures through their academic programs.

INTERDISCIPLINARY STUDIES PROGRAM LEARNING GOALS

Students will be able to:

1. Critically evaluate and synthesize knowledge across the arts and sciences.
2. Effectively communicate ideas and collaborate with others in multidisciplinary settings.
3. Demonstrate contextual thinking, drawing from multiple perspectives within the fabric of time, culture, and personal experience, giving special attention to the Christian story.
4. Discover creative insights to real world problems by applying theory to practice in various settings.
5. Articulate a sense of vocation through a unique integration of disciplines that embodies their own personal beliefs, values, attitudes, and skills.

ACADEMIC OPPORTUNITIES

The Bachelor of Science and Arts in Interdisciplinary Studies allows students to combine two 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 pre-med, pre-physician assistant, or pre-law.

CAREER OPPORTUNITIES

More than ever, professional employers and many post-baccalaureate academic programs seek graduates who 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.

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 an Application for Admission as well as two teacher recommendations, one from within the science department and one from without the department. These forms are available from the science and mathematics department. An overall minimum GPA of 3.3 must be maintained to remain in the program. See the department chair or administrative assistant for details. Students who are accepted into the pre-med program and graduate with an overall GPA of 3.3 will be eligible to graduate with honors.

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		7
IDS 2103 Introduction to the Arts and Sciences	3	
PHI 3000+ course	3	
IDS 3001 Interdisciplinary Studies and Vocation	1	
PRE-MED CONCENTRATION		52
BIO 1014 Biological Science I (satisfies General Education science)	4	
BIO 1024 Biological Science II	4	
BIO 2013 Intro to Human Anatomy and Physiology	3	
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	4	
PHS 2014 General Physics I/Lab	4	
PHS 2024 General Physics II/Lab	4	
NSC 4712 Senior Seminar in Medical Science	2	
MAT 2513 Elementary Statistics OR PSY 3303 Statistics for Behavioral Sciences (recommended)	3	
SECOND AREA OF CONCENTRATION— Must include at least 12 upper-division hours and be selected from the following options: <ul style="list-style-type: none"> • Art • Bible • Business (BS only) • English • History • Honors Leadership (Honors Students Only) • International Studies • Mass Communication • Mathematics (BS only) • Ministry • Music • Performing Arts • Pre-Law • Professional Writing (BS only) • Psychology (BS only) • Social Entrepreneurship • Strategic Leadership • Theatre 		24
ELECTIVES (MAY NEED MORE UPPER DIVISION)		4
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	7
IDS 2013 Introduction to the Arts and Sciences	3
PHI 3000+ Course	3
IDS 3001 Interdisciplinary Studies and Vocation	1
PRE-PA CONCENTRATION	39
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
NSC 4712 Senior Seminar in Medical Science	2
MAT 2413 Elementary Statistics OR PSY 3303 Statistics for Behavioral Sciences (recommended)	3
*Depending on PA school, a 3000 level Physiology course may also be required.	

*Table continued in following column

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"> • Art • Bible • Business (BS only) • English • Mass Communication • History • Honors Leadership (Honors Students Only) • International Studies • Mathematics (BS only) • Ministry • Music • Performing Arts • Pre-Law • Professional Writing (BS only) • Psychology (BS only) • Social Entrepreneurship • Strategic Leadership • Theatre 	
ELECTIVES (MAY NEED MORE UPPER DIVISION)	16
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 studies core is designed to help students develop an interdisciplinary 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	14
IDS 2103 Introduction to the Arts and Sciences	3
Six hours from the following: BUS 3003, COM 3533, ENG 4873, HIS 3423, HON 3113, HON 3213, IDS 4883, INS 3113, INS 4413, LDR 3653, MED 3003, MED 4893, MIN 3623, MIN 4873, MUS 3533, PHI 3923, PHI 3933, PHI 4413, POS 3013, PSY 3093, or THE 4143, THE 4893, THL 3793 or 4003	6
IDS 3001 Interdisciplinary Studies and Vocation	1
IDS 4813 Senior Project in Interdisciplinary Studies	3
IDS 4601 Senior Seminar in Interdisciplinary Studies	1
INTERDISCIPLINARY STUDIES MAJOR	
CONCENTRATIONS: Two areas of concentration are to be selected from the following options: <ul style="list-style-type: none"> • Art • Bible • Business (BS only) • English • History • Honors Leadership (Honors Students Only) • International Studies • Mass Communication • Mathematics (BS only) • Ministry • Music • Performing Arts • Pre-Law • Professional Writing (BS only) • Psychology (BS only) • Social Entrepreneurship • Strategic Leadership • Theatre 	48
FOREIGN LANGUAGE (BA ONLY)	6-8
ELECTIVES	9-17
TOTAL CREDIT HOURS FOR INTERDISCIPLINARY STUDIES MAJOR	128

MINORS

Courses required for a minor cannot concurrently apply toward courses within the degree core, major, concentration, or track. With department approval, students may use other courses, within the area of study, to substitute duplicate requirements.

At least 50% of a student's minor core requirements must be earned at Rochester College. Rochester College only awards minors listed in this catalog.

Art Minor – Requires 12 hours from ART 1413 or 1423, 2413, 4123 (repeatable), and PHI 4413 and 6 hours selected from the following: JRN 2883, ART 3313, ART 3213 (repeatable), ART 4123 (repeatable)

Honors Leadership Minor – Requires 9 Honors credits in LDR 3653, SEN 2013, and THL 2013; 6 hours from HON 2014, 2113, 2213, 2314, 3113, or 3213; and 3 hours from an honors contract selected from the following courses: BUS 3003, COM 2223, JRN 4333, JRN 4313, LDR 3713, LDR 3633, SEN 3003, or SMG 4253 with a minimum of 9 upper division hours.

Humanities Minor – Requires 6 hours from COM or ENG; 6 hours from ART, FLM, MUS, or THE; 6 hours from GEO, HIS, INS, PHI, or POS with a minimum of 9 upper division hours.

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 IDS core, major core or the general education core) from BIB 4123, BUS 3033, COM 3533, HIS 3313, 3323, 4323; 3 hours (which cannot overlap with one's IDS core, 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

ART CONCENTRATION	
ART 1413 Drawing I	3
ART 2413 Principles of Design	3
ART 4123 Art History (repeatable)	3
PHI/INS 4413 Aesthetics	3
Choose FOUR from: <ul style="list-style-type: none"> • ART 1423 Drawing II • ART 3213 Fine Arts Studio (repeatable) • ART 3313 Painting • ART 4123 Art History (repeatable) • JRN 2883 Digital Photography 	12
TOTAL CREDIT HOURS	24

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

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 1314 AND 1314 Introduction to Chemistry 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 2114 Human Anatomy and Physiology I • BIO 2124 Human Anatomy and Physiology II • BIO 2224 Introductory Botany and Zoology • BIO 3214 General Ecology • BIO 3324 Microbiology • BIO 3334 Exercise Physiology • BIO 3414 Genetics • BIO 3513 Cell Biology • CHE 2514 Organic Chemistry I • CHE 2524 Organic Chemistry II • CHE 3514 Biochemistry I • NSC 1004 Earth Science • NSC 1013 Environmental Science • NSC 2204 Natural Science Field Study • NSC 3114 Earth's Waters • NSC 4901, 4902, OR 4903 Special Topics in Science • NSC 4513 Natural Science internship • PHS 2004 Astronomy • Laboratory Science sequence from above 	14
NSC 4612 Senior Seminar	2
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 FIVE WITH NO MORE THAN 3 HOURS LOWER DIVISION: <ul style="list-style-type: none"> HIS 2113 Michigan History HIS 2213 History of the Early Church HIS 2413 World 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 	15
TOTAL CREDIT HOURS	24

HONORS LEADERSHIP CONCENTRATION	
LDR 3653-HON Strategic Leadership Theory and Practice	3
SEN 2013-HON Social Entrepreneurship	3
THL 2013-HON Spiritual Formation	3
9 HOURS FROM THE FOLLOWING: <ul style="list-style-type: none"> HON 2014 Communication and Critical Thinking HON 2113 The American Experience HON 2213 Global Citizenship HON 2314 Science as Human Enterprise HON 3113 The American Experience: Advanced Studies HON 3213 Global Citizenship: Advanced Studies These courses are repeatable, so the course titles vary. The same course can be taken twice as long as the titles are different.	9
COMPLETE HONORS CONTRACTS IN TWO OF THE FOLLOWING: <ul style="list-style-type: none"> BUS 3003 Business Communication COM 2223 Public Speaking and Debate JRN 4333 Editorial Writing JRN 4313 Feature Writing LDR 3713 Leadership of Teams LDR 3633 Conflict Management and Negotiation SEN 3003 Case Studies in Social Entrepreneurship SMG 4253 Facility and Event Management 	
TOTAL CREDIT HOURS	24

INTERNATIONAL STUDIES CONCENTRATION	
Minimum of six hours of the same 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"> 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

ENGLISH CONCENTRATION	
ENG 3513 Critical Writing and Literary Analysis	3
CHOOSE ONE: • ENG 2413 World Literature Survey OR • ENG 4413 Diversity in American Literature	3
CHOOSE ONE: • ENG 3213 British Literature to 1800 OR • ENG 3223 British Literature since 1800	3
CHOOSE ONE: • ENG 3313 American Literature to 1865 OR • ENG 3323 American Literature since 1865	3
CHOOSE ONE: • ENG 2513 Literature and the Christian faith • ENG 4723 Studies in Genre: Fiction • ENG 4733 Studies in Genre: Poetry • ENG 4743 Studies in Genre: Drama	3
ENG 3613 Grammar and Linguistics	3
ENG 4523 Advanced Composition	3
CHOOSE any upper division ENG	3
TOTAL CREDIT HOURS	24

MASS COMMUNICATION CONCENTRATION	
COM 3013 Communication Theory	3
COM 3533 Intercultural Communication	3
MED 2013 Introduction to Mass Communication	3
MED 2513 Media Writing	3
PRN 2613 Introduction to Public Relations	3
MED 3003 Media and Society	3
MED 3113 New Media Strategies	3
MED 4943 Media Ethics	3
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 1041 Class Piano, MUS 1203 Music Foundations AND MUS 1211/3 Ear Training & Theory I (8 hours) OR MUS 1211/3 AND 1221/3 Ear Training & Theory I & II (8 hours) (must pass theory placement exam)	8
CHOOSE 4 HOURS: • MUS 1101-1171 Music Ensemble • MUS 2101 Worship Ensemble Lab • MUS 10X1-40X1 Private Instruction	4
CHOOSE TWO OF THE FOLLOWING: • MUS 3303 History of Western Music Survey • MUS 3333 World Music • MUS 3343 Music in America • MUS 3353 Handel's <i>Messiah</i> and the Bible • MUS 3363 History of Musical Theatre	6
CHOOSE 6 HOURS MUE/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
TOTAL CREDIT HOURS	24

PERFORMING ARTS CONCENTRATION*	
MUS 1041 Class Piano, MUS 1203 Music Foundations AND MUS 121/3 Ear Training and Theory I OR MUS 1211/3 AND 1221/3 Ear Training and Theory I & II (must pass theory placement exam)	8
THE 2212 Musical Theatre Workshop	2
THE 1081 Dance for the Musical Theatre	1
CHOOSE ONE FROM: <ul style="list-style-type: none"> MUE 3403 Conducting MUE 3603 Technology in Music MUS 3303 History of Western Music Survey MUS 3333 World Music MUS 3343 Music in America MUS 3363 History of Musical Theatre MUS 3423 Production of the School Musical 	3
THE 1103 Acting I	3
THE 2103 Acting II	3
CHOOSE THREE HOURS FROM: <ul style="list-style-type: none"> THE 3001 Theatre as Vocation THE 3102 Advanced Acting THE 3212 Advanced Musical Theatre Workshop THE 3242 Acting Shakespeare THE 3313 History of Western Theatre: Greeks to the Renaissance THE 3323 History of Western Theatre: Renaissance to the Present THE 4102 Audition THE/ENG 4743 Studies in Genre: Drama THE 4113 Directing 	3
CHOOSE TWO FROM: <ul style="list-style-type: none"> MUS 10X1 Applied Private Lessons MUS 1101 A Cappella Chorus MUS 1121 Autumn MUS 1161 Community Choral Ensemble MUS 1171 Community Instrumental Ensemble MUS 2101 Worship Ensemble Lab THE 1011 Production Practicum THE 1011 Production Practicum THE 1021 Performance Practicum THE 1031 Ensemble Acting THE 1061 Unarmed Stage Combat THE 2/3/4081 Musical Theatre Dance THE 1091 Dance Styles 	2
TOTAL CREDIT HOURS	25

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 an additional 3 hours in THE 1011, 1021, 1031, or 1081 as part of the 18-hour block of core courses in the theatre concentration.

PRE-LAW CONCENTRATION	
CHOOSE ONE: HIS 2513 U.S. History to 1877 OR HIS 3533 Early American Republic	3
BUS 3303 Business Law	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

PROFESSIONAL WRITING CONCENTRATION	
ENG 3513 Critical Writing and Literary Analysis	3
ENG 3523 Creative Writing (or three semesters of ENG 3521)	3
ENG 3613 Grammar and Linguistics	3
ENG 4523 Advanced Composition	3
Choose from any upper division JRN	3
JRN 2513 Media Writing	3
PRN 2613 Introduction to Public Relations	3
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 3233 Child and Adolescent Development 	3
PSY 3033 Abnormal Psychology	3
CHOOSE FOUR COURSES FROM THE FOLLOWING (at least three must be PSY; at least two must be upper division): <ul style="list-style-type: none"> Any PSY (9-12 hours) OR Choose one from SOC 2453; SWK 2013, 3003, 3103; MIN 3613 	12
PSY 4921 Directed Readings in Psychology	1
TOTAL CREDIT HOURS	25

SOCIAL ENTREPRENEURSHIP CONCENTRATION	
BUS 4813 Business Internship	3
LDR 3653 Strategic Leadership Theory and Practice	3
MGT 3603 Organizational Behavior	3
MGT 3683 Small Business and Entrepreneurship	3
MGT 3723 Nonprofit Management	3
SEN 2013 Introduction to Social Entrepreneurship	3
SEN 3003 Case Studies in Social Entrepreneurship	3
CHOOSE ONE FROM: <ul style="list-style-type: none"> • COM 3533 Intercultural Communication • HIS 3423 Globalization of Developing World • MIN 2403 Missions Outreach Internship • MIN 3423 Issues in Culture and Evangelism • MIN 3623 The Church and Society • PRN 2613 Introduction to Public Relations • SWK 3003 Human Behavior and Social Environment • SWK 3103 Social Welfare and Public Policy 	3
TOTAL CREDIT HOURS	24

Note: MGT 2603 Principles of Management, PDS 2001, and PDS 3001 are waived for non-business majors.

BIBLE CONCENTRATION	
BIB 3000 or above textual course	9
BIB 2333 Biblical Study Tools	3
BIB 2983 Biblical Interpretation	3
BIB 4394 Contemporary Issues in Hermeneutics	4
CHOOSE ONE: <ul style="list-style-type: none"> • THL 3793 History and Theology of the Christian Tradition I • THL 4003 History and Theology of the Christian Tradition II 	3
MIN 3813 Ministry of the Word	3
TOTAL CREDIT HOURS	25

MINISTRY CONCENTRATION	
BIB 2983 Biblical Interpretation	3
BIB 4394 Contemporary Issues in Hermeneutics	4
MIN 2513 Theology of Ministry	3
MIN 2613 The Congregation	3
CHOOSE ONE: <ul style="list-style-type: none"> • MIN 3613 Pastoral Care • MIN 3333 Intro to Youth Ministry • MIN 3813 Ministry of the Word 	3
MIN 3523 Practical Issues in Ministry	3
THL 2013 Spiritual Formation	3
CHOOSE ONE: <ul style="list-style-type: none"> • THL 3793 History and Theology of the Christian Tradition I • THL 4003 History and Theology of the Christian Tradition II 	3
TOTAL CREDIT HOURS	25

THEATRE CONCENTRATION	
CHOOSE 2 COURSES FROM THE FOLLOWING: <ul style="list-style-type: none"> • THE 1011 Production Practicum • THE 1021 Performance Practicum • THE 1031 Ensemble Acting 	2
THE 2603 Play Analysis	3
CHOOSE 2 COURSES FROM THE FOLLOWING: <ul style="list-style-type: none"> • THE/ENG 4743 Studies in Genre: Drama • THE 4503 Acting Theory • THE 4603 Dramatic Criticism • THE 3313 History of Western Theatre: Greeks to the Renaissance • THE 3323 History of Western Theatre: Renaissance to the Present 	6
Choose 10 hours from any THE courses in acting, musical theatre, technical theatre, directing, or design	10
THE 3143 Theatre Ministry OR THE 4143 Theatre and the Christian Faith	3
TOTAL CREDIT HOURS	24

COURSE DESCRIPTIONS

ART—ART

ART 1413 DRAWING I

Creating convincing images on paper using graphite. Attention given to technique, process, and composition. Instruction in graphite media and paper. Course fee.

ART 1423 DRAWING II

Explores a wide range of various drawing media, including mixed media and collage. Attention given to technique, process, and composition. Instruction in various media and paper. 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 2413 PRINCIPLES OF DESIGN

Application of art elements and design principles in a variety of scenarios. Focus on refining ideas for compositions. Course fee. Also listed as THE 2413. PR: ART 1413 or 1423.

ART 3213 FINE ARTS STUDIO

Offered through Paint Creek Center for the Arts. Options vary by semester and include following: Hand Building and Wheel Throwing, Expiring Fiber Arts, Drawing from Pencil to Pastel, Portrait Drawing and Painting, Figure Drawing and Painting, Exploring Abstract Painting. Course fee \$195.
PR or CR: ART 2413 or PI.

ART 3313 PAINTING

Painterly medium for class rotates between acrylic and watercolor depending on year. Attention given to process and technique. Instruction in materials and history of painting. Course may be repeated with a different medium. Course fee \$20. PR or CR: ART 2413.

ART 4123 ART HISTORY

Study of art-making associated with particular historical periods and locations. Topic varies depending on year. Course may be repeated with a different topic.
PR: ENG 1123.

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, deliver, and evaluate several types of speeches including informative speeches, persuasive speeches, speeches with presentational aids, and debate.
PR: C- or better in COM 1013.

COM 2253 LISTENING

Theory and practice of effective listening in such communication contexts as interpersonal, intercultural, small groups, public, and mass communication.

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 IN COMMUNICATION

Various Communication topics chosen by students or instructor.

COM 4613 SPECIAL TOPICS IN COMMUNICATION

Various Communication topics chosen by students or instructor.

COM 4603 ADMINISTRATION OF SCHOOL PROGRAMS IN SPEECH

Develops appropriate understanding of co-curricular and extra-curricular application of speech experience in forensics, theatre production, and media. This Capstone course includes preparation and presentation of a portfolio specifically designed for the speech minor.
PR: THE 4113

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. Students are placed in ENG 1003 Basic Writing if they:

- Score 22 or below on the new SAT Writing and Language exam OR
- Score 15 or below on the ACT English exam

Students who earn a C or higher in this course progress to ENG 1013 Fundamentals of Composition.

ENG 1013 FUNDAMENTALS OF COMPOSITION

Reviews mechanics and introduces students to the writing process and various forms of essay writing. Students are placed in ENG 1013 Fundamentals of Composition if they:

- Score a 23 or 24 on the new SAT Writing and Language exam OR
- Score 16 or 17 on the ACT English test

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.

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: Grade of C or better in ENG 1013. Students are placed in ENG 1113 Composition A if they:

- Score a 25 or above on the new SAT Writing and Language exam OR
- Score 18 or above on the ACT English Test

Students who earn a C or higher in this course progress to ENG 1123 Composition B.

ENG 1123 COLLEGE COMPOSITION B

Writing critical essays and researched papers. Examines various forms of literature. PR: C or better in ENG 1113. Students are placed in ENG 1123 Composition B if they:

- Score a 32 or above on the new SAT Writing and Language exam OR
- Score of 25 or above on the ACT English Test

Students exempted from ENG 1113 must replace those hours with electives.

ENG 2413 WORLD LITERATURE SURVEY

A comparative study of literature from a variety of world cultures. PR: ENG 1123.

ENG 2513 LITERATURE AND FAITH

A historical and analytical survey of literature that addresses questions of faith and doubt, emphasizing works by Christian authors. PR: ENG 1123.

ENG 3213 BRITISH LITERATURE TO 1800

An analytical study of British writers and literary movements from medieval times to 1800. PR: ENG 1123.

ENG 3223 LITERATURE WRITERS SINCE 1800

An analytical study of British writers and literary movements from 1800 to the present. PR: ENG 1123.

ENG 3313 AMERICAN LITERATURE 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 LITERATURE SINCE 1865

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 3521 CREATIVE WRITING (EX LIBRIS)

Creative writing theory and practice in conjunction with Ex Libris activities, including the compilation of the literary journal, *Blackberry Winter*. The course may be repeated up to a maximum of 6 credit hours for Creative Writing. PR: ENG 1123.

ENG 3523 CREATIVE WRITING

Creative writing theory and practice in a seminar setting; composition of fiction, non-fiction, poetry, and/or drama. Includes sources of creative writing, characteristics of major genres, and processes of revising and editing. PR: ENG 1123.

ENG 3613 GRAMMAR AND LINGUISTICS

Introduction to language structure and use with a focus on the phonetic, phonemic, morphological, syntactic, and semantic aspects of English. Includes a study of the historical development of English along with discussion and application of prescriptive and descriptive approaches to the language. PR: ENG 1123.

ENG 4413 DIVERSITY IN AMERICAN LITERATURE

An analytical study of African, Asian, Middle Eastern, 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 professional writing project approved by the department, assessment of personal learning and program offerings, and preparation of a portfolio. PR: ENG 1123 and 3513; a prerequisite of ENG 3523 or ENG 3521 is required for students desiring to complete a creative writing project.

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. Also listed as THE 4743. PR: ENG 1123.

ENG 4873 ENGLISH INTERNSHIP

Supervised field experience of writing in a professional environment. Includes outside reading and a written report. Prerequisites: Junior or senior status, GPA of 3.0 or higher. Responsibility for obtaining an internship lies with the student. The intern must consult the faculty coordinator for approval of the internship.

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 SINCE 1500

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

Surveys the political, economic, and social development of the state of Michigan from its pre-European history to the present. Identifies and examines significant events, people, places, and institutions in Michigan's past to analyze their meanings and implications.

HIS 2213 HISTORY OF THE EARLY CHURCH

Survey of the earliest centuries of the Christian church. Considers its backgrounds, its first-century origins, and its development and organization through the second and third centuries. PR: PI

HIS 2413 WORLD HISTORY

Surveys the histories of civilizations, cultures, and world regions, and the interactions of peoples and societies over time. In each world region, the development of distinct ways of life, cultural expressions, and basic institutions will be examined to highlight factors which have produced both commonalities and differences in human societies.

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 SINCE 1877

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 the Developing World; the non-Western societies and states located in Africa, Asia, Latin America, and the Middle East. Regional case studies focus on flashpoints within each realm and possible solutions to contemporary issues. 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.

IDS—INTERDISCIPLINARY STUDIES

IDS 2103 INTRODUCTION TO THE ARTS AND SCIENCES

Introduces the aims of a liberal arts education and overviews major academic disciplines. Assists students in identifying how their personal aptitudes and vocational goals may develop into career possibilities.

IDS 3001 INTERDISCIPLINARY STUDIES AND VOCATION

Interdisciplinary Studies majors continue the vocational preparation begun in IDS 2103. Students will integrate their disciplines in a focused way, ultimately leading to a senior project prospectus that considers their vocational, academic, and career goals.

IDS 4813 SENIOR PROJECT IN INTERDISCIPLINARY STUDIES

Capstone course for Interdisciplinary Studies. Preparation of an interdisciplinary research project culminating in a formal paper and presentation at Academic Symposium. PR: Senior Status.

IDS 4893 INTERNSHIP IN INTERDISCIPLINARY STUDIES

Supervised field experience in interdisciplinary studies with application of theoretical knowledge. Includes extensive outside reading and a written report. Responsibility for obtaining an internship lies with the student. The student must first consult the dean of humanities for approval of the internship. PR: Junior status.

IDS 4601 SENIOR SEMINAR IN INTERDISCIPLINARY STUDIES

Develops interviewing, resume and cover letter writing, and networking skills, preparing students for post-graduation life. Students assemble portfolio for personal assessment and career planning. Should be taken the students' final semester. PR: Senior status.

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 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 2133 CROSS-CULTURAL EXPERIENCE

Taken as part of a GEO program, this class helps students to immerse themselves in their cross-cultural experience with informed observations and with personal interactions.

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.

INS 4413 AESTHETICS

Discussion of philosophies about art and beauty, including contemplation of the visual arts in relation Christian worldviews. Also listed as PHI 4413. PR: GEO students only.

MUE—MUSIC EDUCATION

MUE 2403 INTRODUCTION TO MUSIC EDUCATION

Designed to survey the major trends and developments relevant to the field of music education, the course serves as an overview of the nature of music teaching and the beginnings of preparing to become a music educator. Course content will include history, philosophy, competency, and content in music education.

MUE 3412 INSTRUMENTAL TECHNIQUES I (WOODWINDS)

Playing techniques for woodwind instruments found in school settings. PR: "C" or better in MUS 1211 and 1213.

MUE 3422 INSTRUMENTAL TECHNIQUES II (STRINGS)

Playing techniques for string instruments found in school settings. PR: "C" or better in 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. Also listed as THE 3423. PR: "C" or better in MUS 1213 or PI.

MUE 3432 INSTRUMENTAL TECHNIQUES III (BRASS)

Playing techniques for brass instruments found in school settings. PR: "C" or better in MUS 1211 and 1213.

MUE 3442 INSTRUMENTAL TECHNIQUES IV (PERCUSSION)

Playing techniques for percussion instruments in school settings. PR: "C" or better in 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: "C" or better in MUS 1213.

MUE 4403 VOCAL PEDAGOGY

Scientific and imagery-related techniques for teaching vocal production. Includes history of voice teaching. PR: "C" or better in 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: Pre-admission 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: Pre-admission 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 1041 CLASS PIANO

Group instruction in basic keyboarding skills, including scales, basic exercises, and simple sight reading, improvisation, and accompaniment. CR: MUS 1203.

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 registrar and are subject to an add/drop fee.*

MUS 1100 A CAPPELLA CHORUS (NON-CREDIT)

A non-credit enrollment in MUS 1101. 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 provost and are subject to an 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 registrar and are subject to an add/drop fee.*

MUS 1120 AUTUMN (NON-CREDIT)

A non-credit enrollment in MUS 1121. 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 provost/registrar and are subject to an 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 COMMUNITY INSTRUMENTAL ENSEMBLE

Traditional community 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. CR: MUS 1041

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: "C" or better in MUS 1211. CR: MUS 1223.

MUS 1223 THEORY II

Continues MUS 1213. More advanced part-writing and chord progression. PR: "C" or better in 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: "C" or better in MUS 1221. CR: MUS 2213.

MUS 2101 WORSHIP ENSEMBLE LAB

A group lab experience to give opportunities for students to create a worship ensemble, and to practice leading the group in song creation and learning. Some experiences to include practical applications for chapel and other worship opportunities on campus and in local churches. PR: PI

MUS 2213 THEORY III

Advanced theory, including modulation and extended chords. PR: "C" or better in MUS 1223. CR: MUS 2211.

MUS 2303 MUSIC APPRECIATION

This course is a survey of the origins, elements, forms, history, and effects of music with a view towards enhancing the student's understanding and enjoyment.

MUS 2413 MUSICAL LEADERSHIP

Principles of musical leadership for contemporary and traditional worship styles, including leadership personality, group chemistry, physical skills of keeping time, song leading, group leading, and administrative skills.

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: "C" or better in MUS 2213 and four semesters of piano recommended or PI.

MUS 3303 HISTORY OF WESTERN MUSIC SURVEY

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: "C" or better in MUS 2213 and four semesters of piano recommended or PI.

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: "C" or better in 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: "C" or better in MUS 1213.

MUS 3353 HANDEL'S MESSIAH AND THE BIBLE

Examines Handel's *Messiah* within musical and historical contexts. Also explores the work's scriptural text, both in terms of its original meaning and as interpreted to apply to Christ, as well as how the music illustrates the text to enhance our understanding of the Bible. Co-listed with THL 3893.

PR: Sophomore status or PI

MUS 3363 HISTORY OF MUSICAL THEATRE

Survey of the forms, elements, writers, composers, and performers of musical theatre from the Greeks, through Medieval musical plays, and the history of opera, to the 19th-century operettas, and the American musical theatre. PR: "C" or better in MUS 1213.

MUS 3403 CONDUCTING

Basic conducting and rehearsal techniques for directing instrumental and vocal ensembles. PR: "C" or better in MUS 1211 and 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: "C" or better in 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 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 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 2013, and PHI 3923.

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: ENG 1123.

PHI 3933 PHILOSOPHY SEMINAR

A seminar offered with topics from the field of 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 4413 AESTHETICS

Discussion of philosophies about art and beauty, including contemplation of the visual arts in relation Christian worldviews. Also listed as INS 4413. PR: Sophomore status or PI.

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 influence 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 for 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 1001 INTRODUCTION TO THEATRE STUDIES

An overview of the requirements and expectations of theatre and musical theatre majors, including vocational development, portfolio building, and career preparation.

THE 1011/2/3 PRODUCTION PRACTICUM

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 registrar and are subject to an add/drop fee.

THE 1021 PERFORMANCE PRACTICUM

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 registrar and are subject to an add/drop fee.

THE 1031 ENSEMBLE ACTING

Theory and practice in the dynamics of group performance. Requires membership in touring performance ensemble. A Classical ensemble and a Pied Pipers ensemble are offered. 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 registrar and are subject to an add/drop fee.

THE 1061 UNARMED STAGE COMBAT

Explores a variety of aesthetic guidelines, safety principles, and practical techniques utilized in the staging of unarmed sequences of staged combat. Also listed as PED 1011.

THE 1081 DANCE FOR MUSICAL THEATRE

Introduction to basic musical theatre terminology and dance techniques. Numbering accounts for level of study: THE 2081, 3081, 4081.

THE 1091 DANCE STYLES

Students select from the following styles: Jazz, Ballet, Hip Hop, Modern, Irish, Tap offered through Second Street Dance Studio. Course fee \$162-192. PR: Placement Audition

THE 1103 ACTING I

An introduction to acting theory and practice, including script analysis and performance of modern realism.

THE 1112 INTRODUCTION TO TECHNICAL THEATRE

Instruction in the basic skills, tools, techniques required for technical theatre including set construction, lighting, and make-up.

THE 2003 THEATRE APPRECIATION

Significance of the dramatic arts throughout history from ancient Greek to Postmodern theatre; roles of playwright, director, actor, designer, and critic are explored. Fulfills General Education Appreciation requirement for students not majoring in Theatre.

THE 2103 ACTING II

Continuation of the work begun in Acting I. Approaches to characterization for a variety of roles in classical theatre. PR: C or better in THE 1103 or PI.

THE 2212 MUSICAL THEATRE WORKSHOP

Laboratory performance course in which students prepare selections from the musical theatre repertoire. Includes preparation of both solo and ensemble pieces.

THE 2222 VOICE FOR THE ACTOR

An introduction to voice for the stage as a primary instrument of communication, with special emphasis on the Linklater technique. PR: THE 1103.

THE 2232 MOVEMENT FOR THE ACTOR

An introduction to movement for the stage using the body as a primary instrument of communication, with special emphasis on the Lugaring technique. PR: THE 1103.

THE 2603 PLAY ANALYSIS

Introduction to formal analysis of plays for actors, directors, and designers, and instruction in research and writing for the theatre. PR: ENG 1123

THE 2413 PRINCIPLES OF DESIGN

Application of art elements and design principles in a variety of scenarios. Focus on refining ideas for compositions. Course fee \$15. Also listed as ART 2413. PR: ART 1413 or 1423.

THE 3001 THEATRE AS VOCATION

A seminar targeting the practical skills needed to pursue a career in or related to theatre. Students will explore specific career paths and identify means to attaining them.

THE 3102 ADVANCED ACTING

Explores advanced actor training methodologies, relying heavily on the Meisner Technique and Practical Aesthetics. PR: THE 2103 and PI.

THE 3113 THEATRE FOR YOUNG PEOPLE

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 3143 THEATRE MINISTRY

Explores intersections of theology and theatre and includes practical application of theatre arts to formal worship service planning, outreach programs, children's ministry, missions, and play production. PR: Sophomore status.

THE 3613 ORAL INTERPRETATION OF LITERATURE

Instruction and practice in analysis and oral presentation of various literary genres. Includes oral interpretation of such forms as poetry, prose, children's literature, drama, and scripture. PR: COM 1013.

THE 3212 ADVANCED MUSICAL THEATRE WORKSHOP

Advanced laboratory performance course in which students prepare selections from the musical theatre repertoire and includes preparation for professional musical theatre auditions. PR: THE 2212.

THE 3242 ACTING SHAKESPEARE

An introduction to Shakespearean acting with emphasis on scansion, poetic devices, builds, playing through lines and finding a physical and emotional life in the language. PR: THE 2103.

THE 3303 HISTORY OF WESTERN THEATRE SURVEY

A one-semester survey of major historical periods of the theatre from the Greeks to the present. PR: ENG 1123.

**THE 3313 HISTORY OF WESTERN THEATRE:
GREEKS TO THE RENAISSANCE**

Exploration of major historical periods of theatre practice from the Fifth Century BCE until 1642. PR: ENG 1123.

**THE 3323 HISTORY OF WESTERN THEATRE:
RENAISSANCE TO THE PRESENT**

Exploration of major historical periods of theatre practice from 1642 until the present.

THE 3412 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. PR: THE 1112 or 2112.

THE 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. Also listed as MUE 3423. PR: MUS 1213 or PI.

THE 4102 AUDITION

Instruction in audition techniques for monologues and cold reads with strong emphasis on Michael Schurtleff's "guideposts." PR: THE 2103 and PI.

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: 6 credit hours in THE.

THE 42123 ADVANCED DIRECTING

Practical directing project for Rochester College theatre production. Students work closely under faculty guidance. Course is offered on demand. PI.

THE 4143 THEATRE AND THE CHRISTIAN FAITH

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 and ENG 1123.

THE 4412 ADVANCED DESIGN

Practical design project for a Rochester College theatre production. Students work closely under faculty guidance in one of the following: scenery, costumes, lighting, properties, or sound. Course is offered on demand. PI.

THE 4601 SENIOR SEMINAR IN THEATRE

Develops interviewing, resume, cover letter writing, and networking skills to prepare students for post-graduation life. Includes theatre program assessment and development of the portfolio. Should be taken the students' final semester. PR: Senior status.

THE 4603 DRAMATIC THEORY

Theoretical approaches to the actors craft from antiquity to the present. PR: Any THE course and ENG 1123.

THE 4603 DRAMATIC CRITICISM

Critical writing approaches used to analyze both theatre performance and dramatic literature. PR: Any THE course and ENG 1123.

THE 4743 STUDIES IN GENRE: DRAMA

Survey of ancient to contemporary drama with a focus on literary and formal analysis. Also listed as ENG 4743. PR: ENG 1123.

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 in Theatre or Musical Theatre Major. Capstone course in theatre.

THE 4893 THEATRE INTERNSHIP

Supervised field experience in a theatre context with application of theoretical knowledge. Includes extensive outside reading and a written report. Responsibility for obtaining an internship lies with the student. The intern must consult the faculty coordinator for approval of the internship. Capstone course in theatre. PR: Junior status.

THE 4613 SPECIAL TOPICS IN THEATRE

Special topics in theatre based on faculty or student interest such as a focus on a writer, a theatrical period in history, or a style of performance or design. Offered on demand.



DEPARTMENT OF
 PSYCHOLOGY AND
 BEHAVIORAL SCIENCES
 (PSY, SOC, SWK)

The Department of Psychology and Behavioral Sciences prepares students for the study of human behavior in psychology and other related fields. The department is committed to providing students with a strong foundation in the study of psychology and related fields. The department offers a variety of courses and programs that are designed to provide students with a strong foundation in the study of psychology and related fields. The department is committed to providing students with a strong foundation in the study of psychology and related fields.

PSY ON INTERNATIONAL HONOR SOCIETY IN PSYCHOLOGY

The Psychology Department is proud to announce the formation of Psi Chi, an international honor society for psychology students. This organization is dedicated to promoting the highest standards of scholarship and research in the field of psychology. Students who are accepted into Psi Chi will receive a variety of benefits, including access to exclusive resources and the opportunity to participate in a variety of activities.

ACADEMIC OPPORTUNITIES

Psychology offers the student a variety of academic opportunities. The department offers a variety of courses and programs that are designed to provide students with a strong foundation in the study of psychology and related fields. The department is committed to providing students with a strong foundation in the study of psychology and related fields.

School of NATURAL & BEHAVIORAL SCIENCES

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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. Psychology and social work students have also been employed in entry level positions at various agencies within the field. 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.

PSI CHI INTERNATIONAL HONOR SOCIETY IN PSYCHOLOGY

The Psychology and Behavioral Sciences Department is a sponsor for Psi Chi, the International Honor Society in Psychology (www.psichi.org), which offers opportunities for students who excel in their academic coursework in their respective behavioral sciences programs.

Those 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.

DEPARTMENTAL GOALS AND OBJECTIVES: PSYCHOLOGY AND BEHAVIORAL SCIENCES

GOAL 1: KNOWLEDGE, THEORY, AND CONTENT IN PSYCHOLOGY

Students should show familiarity and fundamental knowledge with the major concepts, theoretical perspectives, empirical findings and historical trends in psychology and social work and to demonstrate how psychological principles are applied to behavioral problems.

GOAL 2: SCIENTIFIC INQUIRY, METHODOLOGY, AND CRITICAL THINKING

Students should utilize scientific reasoning, theory, and problem-solving, respecting and using critical and creative thinking, and skeptical inquiry related to behavior and mental processes. Students should understand and apply basic and effective research methods in psychology, including research design, data analysis and interpreting with the goal of drawing scientific conclusions about behavior and psychological phenomena. Students should demonstrate information competence and the ability to use computers and other technology for many purposes.

GOAL 3: ETHICS, VALUES AND SOCIAL RESPONSIBILITY IN A DIVERSE WORLD

Students should be able to evaluate scientific evidence, tolerate ambiguity, act ethically and socially responsible, and reflect other values that are the underpinnings of psychology and social work as disciplines. Students should recognize, understand and respect the complexity of sociocultural and international diversity. Students should embrace and demonstrate the values that will contribute to positive outcomes in work settings and in building a society responsive to multicultural and global concerns.

GOAL 4: COMMUNICATION SKILLS

Students should be able to communicate effectively in oral, written, and interpersonal communication. Students should demonstrate skills in writing a clear and precise scientific argument, present information using a scientific approach, engage in discussion of psychological concepts, explain the ideas of others, and express their own ideas with clarity in different formats. Students will engage in scientific research study, explain the ideas of others and scientific results as well as presenting information to an audience.

GOAL 5: PERSONAL AND PROFESSIONAL DEVELOPMENT

Students should develop insight into their own and others' behavior and mental processes and apply effective strategies for self-management, teamwork, self-improvement and vocational preparation. Students should develop personal and professional values that strengthen community relationships and contributions. This goal is designed to assist students in preparing for employment opportunities, graduate studies, or professional school. At the academic level, the program of study is to optimize the competitiveness of graduates for securing a future position in the workforce. Students will be exposed to issues of faith and science and how to live a life of service to others in the community and the world.

*Adapted from American Psychological Association. (2013). APA guidelines for the undergraduate psychology major: Version 2.0. Retrieved from <http://www.apa.org/ed/precollege/undergrad/index.aspx>.

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 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 3053 Health Psychology PSY 3093 History and Systems of Psychology 	9
LABORATORY CORE: CHOOSE 7 HOURS <ul style="list-style-type: none"> PSY 3043 Brain and Behavior PSY 3504 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 3413 Substance Abuse and Addictive Behavior PSY 3423 Diversity and Cross-Cultural Psychology PSY 4423 Psychology of Group Processes 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 2453 recommended (Human Institutions/Behavior)	3
BEHAVIORAL SCIENCE MAJOR	27
PSY 2013 General Psychology	3
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 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	18
PSY 3413 Substance Abuse and Addictive Behaviors OR PSY 4423 Psychology of Group Processes	3
SWK 2013 Introduction to Social Work	3
SWK 3003 Human Behavior and the Social Environment	3
SWK 3103 Social Welfare and Public Policy	3
SWK 4403 Social Work Practice I	3
SWK 4413 Social Work Practice II	3
MINOR (RECOMMENDED)	18
ELECTIVES	16
TOTAL CREDIT HOURS FOR BEHAVIORAL SCIENCE MAJOR	128

REQUIREMENTS FOR THE BS IN PSYCHOLOGY (ACCELERATED PROGRAM ONLY)	
GENERAL EDUCATION CORE	25
PRE-REQUISITES: <ul style="list-style-type: none"> • PSY 2013 General Psychology • PSY 3013 Psychology of Personality • PSY 3303 Statistics for the Behavioral Sciences • PSY 3033 Abnormal Psychology 	12
PSYCHOLOGY MAJOR	46
PSY 3213 Adolescent Development	3
PSY 3043 Brain and Behavior	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 3503 Cognitive Psychology	3
PSY 3514 Learning & Memory	4
PSY 4413 Introduction to Marital and Family Systems	3
PSY 4423 Psychology of Group Processes	3
PSY 4893 Psychology Seminar (Capstone course)	3
PSY 4943 Ethics in Behavioral Sciences	3
REL 1003 Introduction to the Christian Faith	3
ELECTIVES	37
TOTAL CREDIT HOURS FOR 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 PSY 3403, 3413, 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.

Courses required for a minor cannot concurrently apply toward courses within the degree core, major, concentration, or track. With departmental approval, students may use other courses, within the area of study, to substitute duplicate requirements.

COURSE DESCRIPTIONS

PSY—PSYCHOLOGY

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 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, psychological, and social change as it is affected by the child's parents, 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 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 3504 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 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 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 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), and Biology. 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, 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 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.

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 biology related fields such as laboratory technician, agriculture/park services, food safety inspector, science writing, environmental science/remediation, and water treatment and for science related graduate work to prepare for professions in the medical, research, veterinary medicine or specific environmental fields.

REQUIREMENTS FOR THE BS IN BIOLOGY	
GENERAL EDUCATION CORE	50
BIOLOGICAL SCIENCE CORE	31
IDS 2103 Introduction to the Arts and Sciences	3
BIO 1014 Biological Science I	4
BIO 1024 Biological Science II	4
BIO 3214 General Ecology	4
BIO 3324 Microbiology	4
CHE 3514 Biochemistry I (may be included in the Chemistry Minor)	0/4
MAT 2413 Elementary Statistics	3
NSC 4513 Natural Science Internship	3
NSC 4612 Senior Seminar	2
CELLULAR/MOLECULAR BIOLOGY TRACK	18/19
BIO 2114 and 2124 Human Anatomy and Physiology I and II	8
BIO 2224 Introduction to Botany and Zoology, BIO 2313 Nutrition, OR BIO 3334 Exercise Physiology	3/4
BIO 3414 Genetics	4
BIO 3513 Cell Biology	3
ENVIRONMENTAL BIOLOGY TRACK	11/12
NSC 1013 Environmental Science OR NSC 2204 Natural Science Field Study	3/4
PHS 2014 Physics I	4
NSC 3114 Earth's Waters	4
MINOR (CHEMISTRY MINOR RECOMMENDED)	18-20
ADDITIONAL REQUIRED SUPPORT COURSES ¹ (0 IF CHEM MINOR ELECTED)	0-12
ELECTIVES (DEPENDING ON TRACK CHOSEN)	5-16
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. Eight hours of the support courses can satisfy General Education requirements.

MINORS

Courses required for a minor cannot be concurrently applied toward courses within the degree core, major, concentration, or track. With departmental approval, students may use other courses, within the area of study, to substitute duplicate requirements.

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, and 3324. Choice of any two additional BIO courses one of which must be Upper Division.

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 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.)		27
IDS 2103 Introduction to the Arts and Sciences	3	
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 AND 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	
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	
BIO 3334 Exercise Physiology	4	
MINOR		18
ELECTIVES (DEPENDING ON TRACK CHOSEN)		3-16
TOTAL FOR HEALTH SCIENCES MAJOR		128

COURSE DESCRIPTIONS

BIO—BIOLOGY

BIO 1014 BIOLOGICAL SCIENCE I WITH LAB

Cellular structure and function, cell division and reproduction, genetics, metabolism, and development. For beginning majors. Includes a laboratory component. Course fee.

BIO 1024 BIOLOGICAL SCIENCE II WITH LAB

Plant and animal anatomy and physiology, ecology, and evolution. Includes a laboratory component. Course fee.

BIO 1113 TOPICS IN MODERN BIOLOGY

An issues-based examination of the basic concepts of biology, covering the core content of a college biology course at a level appropriate for non-majors. Topics to be discussed include science ethics, human genetics, classification of organisms, variation and diversity, nutrition and health, infectious diseases, and others. Credit cannot be given for BIO 1113 and BIO 1014 or BIO 1024.

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. Includes a laboratory component. 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. Includes a laboratory component. 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. Includes a laboratory component. Course fee.

BIO 2313 NUTRITION

Principles of nutrition, metabolism, food values, and dietary requirements for healthy body maintenance and growth.

BIO 3214 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. Includes a laboratory component. Course fee. PR: BIO 1014 and BIO 1024.

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. Includes a laboratory component. PR: Grade of C or higher in BIO 1014 or BIO 1124 or PI. Course fee.

BIO 3334 EXERCISE PHYSIOLOGY

Basic physiological concepts as they relate to exercise and human performance, with emphasis on cardio-respiratory systems. Includes muscle contraction mechanisms, circulatory and respiratory adjustment during exercise, and nutrition for physical activity. Includes a laboratory component. Course fee. PR: BIO 1014 and BIO 2124.

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.

BIO 3413 CELL BIOLOGY

This course will focus on the chemistry and biology of cellular life at the sub-cellular level, focusing on the eukaryotic cell. Includes review the basic chemical interactions that underlie life, the cell membrane and processes associated with the membrane, the cytoskeleton, protein transport, cell signaling and the cell division cycle. May also include the details of transcription and translation. PR: BIO 1014 and BIO 3324.

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. Course fee. PR/CR: MAT 1103 or 1203 or Math 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. Course fee. 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 Math ACT of 24 or above or math SAT of 580 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. 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 0101 PRE-ALGEBRA WORKSHOP

Students who have a Math ACT score of 15 or below, new SAT Math score of 20 or below, or an Accuplacer score of 47 or below will be required to successfully complete a Pre-Algebra Workshop in the Fall semester or must enroll in a pre-algebra course from an accredited college or university to enrich their math skills prior to enrolling in Beginning Algebra.

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; 2×2 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, new SAT Math score is 27 or below, or Accuplacer math score is 108 or below.

MAT 1103 INTERMEDIATE ALGEBRA

Continuation of MAT 1003. Rational expressions, equations, and functions; absolute value equations and inequalities; 2×2 and 3×3 systems of linear equations; radical expressions and equations; 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 new Math SAT score of 27.5 or minimum Accuplacer math score of 109 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): Math ACT of 22 or minimum new Math SAT score of 27.5 or minimum Accuplacer math score of 109 or C- or above in MAT 1003.

MAT 1334 PRE-CALCULUS

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. 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 new Math SAT of 30 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 1103 or Math ACT of 25 or above or new SAT math of 30 or above. Course Fee.

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 of C or better in MAT 2213. Course Fee.

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: Minimum math ACT of 22 or minimum new SAT math of 27.5 or minimum grade of C- 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, minimum new SAT of 27.5 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 or Math SAT of 640 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 3213 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 3334 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. Course fee.

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, atmosphere and weather, history of astronomy, the solar system, classification and formation of stars and galaxies, and cosmology. These topics will be investigated by applying fundamental concepts of physical science including properties of matter, energy, electricity and magnetism, motion, light and sound. 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.

PHS—PHYSICS

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 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 4513 NATURAL SCIENCE 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; completion of work journal; internship reports; and reading related professional materials. Graded on a pass/fail basis. PR: Completion of 75 credit hours, including 30 hours of the student's specific major/concentration.

NSC 4612 SENIOR SEMINAR IN NATURAL SCIENCE

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 4712 SENIOR SEMINAR IN MEDICAL SCIENCE

Capstone course for students in Pre-Med or Pre-PA concentrations for Interdisciplinary Studies. Includes formation of a personal statement, preparation and presentation of a paper, and may include experience placements in a variety of health care settings. PR: Jr. status, PI.

NSC 4901/4902/4903/4904 TOPICS IN SCIENCE

Presentation of paper or project. Four credits maximum. PR: PI.

PHS 2003/4 ASTRONOMY

History of astronomy, the solar system, classification and formation of stars, galaxies, and cosmology. PHS 2004 Includes laboratory and observational investigations. Course fee. PHS 2003 is offered for accelerated programs only. PR: MAT 1103.

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.



ROCHESTER ALLEN
School of Nursing
RN

SCHOOL OF NURSING (NUR)

The mission of the Rochester School of Nursing is to prepare professional nurses in an academically challenging, Christian environment to provide excellent patient care. The program is designed to provide a high quality education for students who are committed to the study of nursing and the service of a Christian community.

The Rochester School of Nursing is an approved program of the American College of Nursing, is accredited by the Commission on Colleges, and is a member of the National Association of Christian Schools.

ADMISSION TO THE PROGRAM

Applicants should have a high school diploma or GED and be at least 18 years of age. A minimum grade point average of 2.5 is required. Applicants should also have completed the application and entrance exam. The application fee is \$25.00. The entrance exam is a written test in English and nursing. The exam is given on the first day of the program. Applicants who are accepted to the program will receive a letter of admission and a copy of the program manual. The program manual contains information about the program, including a list of courses and a description of the program. The program manual is available on the program website.

School of NURSING

ACADEMIC OPPORTUNITIES

The Rochester School of Nursing offers a variety of academic opportunities for students. The program includes a Bachelor of Science in Nursing (BSN) and a Master of Science in Nursing (MSN). The BSN program is a four-year program that prepares students for entry-level nursing practice. The MSN program is a two-year program that prepares students for advanced nursing practice. The program also offers a variety of certificate programs, including a Certificate in Pediatric Nursing and a Certificate in Geriatric Nursing. The program is accredited by the Commission on Colleges and the American College of Nursing.

CAREER OPPORTUNITIES

The Rochester School of Nursing provides many career opportunities for graduates. The program is accredited by the Commission on Colleges and the American College of Nursing, which ensures that graduates are prepared for entry-level nursing practice. The program also offers a variety of career development opportunities, including internships and job placement services. The program is committed to providing excellent career support for its students.

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.

The Baccalaureate in Nursing program at Rochester College School of Nursing is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791.

ACADEMIC OPPORTUNITIES

Rochester College offers the Bachelor of Science in Nursing degree. As a 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. 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 THE PROGRAM

Application deadline for Fall entry into Rochester College School of Nursing is the last Friday in May. Complete application includes full acceptance to Rochester College and receipt of all transcripts by the application deadline. Rochester College School of Nursing applicants are evaluated on their potential for academic success and their ability to contribute to an enriching educational environment while in school. Grade point average (cumulative and prerequisite) is an important factor in evaluating that potential. To be eligible to apply, applicants must have a minimum GPA of 3.2 in cumulative coursework and a minimum GPA of 3.0 in prerequisite coursework. GPA is considered along with all other factors in deciding which students, from a very talented and qualified pool, will be admitted to the School of Nursing. Along with GPA, Rochester College School of Nursing applicants will also take the Kaplan Pre-Admission Test. The Pre-Admission Test is a three-hour, online, multiple choice exam, which evaluates critical thinking, reading, math, writing, and science skills of students seeking entry into the nursing program. This exam will be proctored in the Rochester College computer lab. In order to know our applicants better, potential Rochester College School of Nursing candidates will be invited to a group interview as part of the application review process. Qualifying applicants

will be notified individually of their interview time and date. Important documents in this evaluation also include the academic transcript and the personal information provided on the Rochester College application form. Decisions regarding acceptance to Rochester College School of Nursing are made by the Admissions Committee. The Admissions Committee utilizes collective judgment, which provides for fair and balanced decisions concerning the selection of candidates. The Admissions Committee reviews all applications that meet minimum requirements.

DEGREE REQUIREMENTS

REQUIREMENTS FOR PRE-LICENSURE BSN	
GENERAL EDUCATION CORE ¹	43
REQUIRED SUPPORT COURSES ²	19
NURSING MAJOR	64
NUR 2102 Introduction to Professional Nursing	2
NUR 2203 Integrated Pathophysiology	3
NUR 2304 Health Assessment	4
NUR 2402 Fundamentals of Nursing with Clinical	2
NUR 2503 Nursing Skills Acquisitions	3
NUR 2604 Innovative Pharmacology	4
NUR 2705 Medical Surgical Nursing I with Clinical	5
NUR 3215 Medical Surgical Nursing II with Clinical	5
NUR 3314 Mental Health Nursing with Clinical	4
NUR 3412 Applied Nursing Research I	2
NUR 3422 Applied Nursing Research II	2
NUR 3514 Maternal-Infant Nursing with Clinical	4
NUR 3614 Pediatric Nursing with Clinical	4
NUR 4115 Medical Surgical Nursing III with Clinical	5
NUR 4214 Population Based Nursing with Clinical	4
NUR 4311 Nursing Empowerment	1
NUR 4414 Pre-Licensure Capstone Practicum	4
NUR 4512 Leadership and Informatics	2
NUR 4614 Comprehensive Nursing	4
TOTAL CREDIT HOURS FOR BACHELOR OF SCIENCE IN NURSING	126

¹ HIS 1313, HIS 1323, HIS 4323, PHI 2013, or THE 3323 satisfies Western Heritage; American Experience must be a Political Science course; SOC 2453, COM 3533, GEO 1013, HIS 3423, or HON 2213 satisfies Diversity; PSY 2013 and PHI 2943 are required courses.

² CHE 1314 and 1324, BIO 1014, 2011, 2013, and 3324, and PSY 2223. Four (4) hours of these required support courses can satisfy General Education lab science requirements.

COURSE DESCRIPTIONS

PRE-LICENSURE BSN

NUR 2102 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 2203 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 FUNDAMENTALS OF NURSING WITH CLINICAL

Explores the unique methods, tools, and settings that the BSN nurse applies and interacts with in the community. Foundational health assessment techniques utilized with community groups. Analysis of the integral role of nutrition in maintaining and promoting community health. PR: Admission to the BSN program.

NUR 2503 NURSING SKILLS ACQUISITIONS

Advanced nursing skills such as assessment of vital signs and assisting with selfcare in various health care settings. Application of infection control principles, medication administration, and wound care across the wellness spectrum. PR: Admission to BSN program.

NUR 2604 INNOVATIVE PHARMACOLOGY

Investigation and examination of holistic, over-the-counter, and prescriptive medications. Current pharmacology trends will be analyzed. PR: NUR 2102, NUR 2203.

NUR 2705 MEDICAL SURGICAL NURSING I WITH CLINICAL

Assessment of data within the community and medical-surgical areas with subsequent development of nursing interventions to promote community wellness in the extended care facility and in-patient population. Analysis of the integral role of nutrition in maintaining and promoting health. PR: NUR 2102, NUR 2203, NUR 2304, NUR 2402.

NUR 3215 MEDICAL SURGICAL NURSING II WITH CLINICAL

Assessment and supportive measures (including nutrition) provided to adults experiencing various illnesses. PR: NUR 2604, NUR 2705.

NUR 3314 MENTAL HEALTH NURSING WITH CLINICAL

Foundations of mental health with emphasis on illness prevention and nutritional analysis within various community settings. PR: NUR 2604, NUR 2705.

NUR 3412 APPLIED NURSING RESEARCH I

Foundations of nursing research with application to various health care issues and settings. PR: NUR 2102, NUR 2203, NUR 2304, NUR 2402.

NUR 3422 APPLIED NURSING RESEARCH II

Exposure to and use of online databases to survey nursing research that guides evidence based practice. PR: NUR 3412.

NUR 3514 MATERNAL-INFANT NURSING WITH CLINICAL

Health assessment, nutrition integration, and health promotion of mother and baby in various community settings. PR: NUR 3215.

NUR 3614 PEDIATRIC NURSING WITH CLINICAL

Addresses health assessment, nutrition, and health promotion of children in various community settings. PR: NUR 3215.

NUR 4115 MEDICAL SURGICAL NURSING III WITH CLINICAL

Advanced assessment, nutritional support, and health teaching for adults experiencing various acute illnesses and chronic health challenges. PR: NUR 3215, NUR 3614, NUR 3514, NUR 3314.

NUR 4214 POPULATION BASED NURSING WITH CLINICAL

Community health issues addressed in partnerships with residents in various communities. Focus on health promotion (including nutrition), disease prevention, and care of the chronically ill. PR: NUR 3215, NUR 3614, NUR 3514, NUR 3314.

NUR 4311 NURSING EMPOWERMENT

Exploration of the legal and professional issues/trends in nursing. Identification of challenges and opportunities within a professional setting. PR: NUR 3614, NUR 3514, NUR 3422.

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: NUR 4115, NUR 4214, NUR 4311.

NUR 4512 LEADERSHIP AND INFORMATICS

Assessment of various nursing leadership roles in complementary, spiritual, business, health care, finance, regulatory, and governmental environments. PR: NUR 4115, NUR 4214, NUR 4311.

NUR 4614 COMPREHENSIVE NURSING

Synthesis of assessment, nursing process, leadership, and management skills in health care. PR: NUR 4115, NUR 4214, NUR 4311.



School of
THEOLOGY &
MINISTRY

DEPARTMENT OF BIBLE & MINISTRY

(BIB, GRE, HEB, MIN, REL, THL)

The Department of Bible and Ministry provides formal instruction in biblical and theological 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 in Missional Leadership degree, a program described in a separate graduate catalog. Undergraduate degrees are available in biblical studies, Christian ministry, urban ministry, worship ministry, and youth and family ministry. Concentrations in either biblical studies or ministry are available under the interdisciplinary studies program for those who are interested in vocational ministry. Minors are offered in biblical studies, biblical languages, Greek, theology, or youth and family ministry.

CAREER OPPORTUNITIES

Graduates are well prepared for several roles in Christian ministry. Common ministerial opportunities include preaching, congregational ministry, youth and family ministry, missions, and teaching. Graduates also find jobs in parachurch organizations in fields such as community renewal, chaplaincy, and youth services. The degree also provides a foundation for graduate studies in ministry and theology.

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
BIB 2983 Biblical Interpretation	3
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
BIB 4394 Contemporary Issues in Hermeneutics (Capstone)	4
GRE 1214 Elementary Greek I	4
GRE 1224 Elementary Greek II	4
MIN 3323 Introduction to Preaching	3
THL 3793 History and Theology of the Christian Tradition I	3
THL 3893 Special Topics in Historical Theology	3
THL 4003 History and Theology of the Christian Tradition II	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, Bible/ministry 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: • GRE 3413 Advanced Greek Readings I • GRE 3423 Advanced Greek Readings II	3

HEBREW LANGUAGE TRACK	
HEB 1214 Elementary Hebrew I	4
HEB 1224 Elementary Hebrew II	4

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	52
BIB 3000 OR 4000 level textual courses, with both Old and New Testament courses included (3 hours must be 4000 level)	9
BIB 2333 Biblical Studies Tools	3
BIB 2983 Biblical Interpretation	3
BIB 4394 Contemporary Issues in Hermeneutics (Capstone)	4
MIN 1333 The Ministry Life	3
MIN 2613 The Congregation	3
MIN 3333 Introduction to Youth Ministry	3
MIN 3353 Religion, Media, and Youth Culture	3
MIN 3613 Family Life Ministry	3
MIN 3813 Ministry of the Word	3
MIN 4873 Internship	3
PSY 3213 Adolescent Development	3
THL 2013 Spiritual Formation	3
THL 3793 History and Theology of the Christian Tradition I	3
THL 4003 History and Theology of the Christian Tradition II	3
MINOR (RECOMMENDED)	18
ELECTIVES	9
TOTAL FOR YOUTH AND FAMILY MINISTRY MAJOR	128

¹ In the Christian values unit of general education, Bible/ministry 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 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	52
BIB 3000 OR 4000 level textual courses, including both Old and New Testament courses (3 hours must be 4000 level)	12
BIB 2333 Biblical Studies Tools	3
BIB 2983 Biblical Interpretation	3
BIB 4394 Contemporary Issues in Hermeneutics (Capstone)	4
MIN 1333 Ministry Life	3
MIN 2613 The Congregation	3
MIN 3523 Practical Issues in Ministry	3
MIN 3613 Pastoral Care	3
MIN 3813 Ministry of the Word	3
MIN 4873 Internship	3
THL 2013 Spiritual Formation	3
THL 3793 History and Theology of the Christian Tradition I	3
THL 3893 Special Topics in Historical Theology	3
THL 4003 History and Theology of the Christian Tradition II	3
MINOR (RECOMMENDED)	18
ELECTIVES	9
TOTAL CREDIT HOURS FOR CHRISTIAN MINISTRY MAJOR	128

¹ In the Christian Values unit of General Education, Bible/Ministry 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 CHRISTIAN MINISTRY (ACCELERATED PROGRAM)	
GENERAL EDUCATION CORE	25
PRE-REQUISITES	6
<ul style="list-style-type: none"> • REL 1003 Intro to Christian Faith • REL 1013 Survey of Biblical Literature 	
CHRISTIAN MINISTRY MAJOR	46
BIB 3000 or 4000 level text	9
BIB 2983 Biblical Interpretation	3
BIB 2333 Biblical Studies Tools	3
BIB 4394 Contemporary Issues in Hermeneutics (Capstone)	4
MIN 1333 Ministry Life	3
MIN 2613 The Congregation	3
MIN 3813 Ministry of the Word	3
MIN 3523 Practical Issues in Ministry	3
MIN 3613 Pastoral Care	3
THL 2013 Spiritual Formation	3
THL 3793 History and Theology I	3
THL 4003 History and Theology II	3
PHI 3923 World Religions	3
ELECTIVES	43
TOTAL FOR BIBLICAL STUDIES MAJOR	120

BS WITH URBAN MINISTRY MAJOR

A degree in urban ministry prepares graduates to participate in God's work of new creation within urban contexts, which are alternately places of energy, vibrancy, cultural expression, neglect, fragmentation, and exploitation. The unique opportunities and challenges of urban ministry life require particular training that is at once theological, sociological, and social entrepreneurial. Outcomes for graduates with this degree include ministry in urban congregations, working in para-church organizations, participation in intentional, incarnational communities, or community organizing.

REQUIREMENTS FOR THE BS IN URBAN MINISTRY	
GENERAL EDUCATION CORE ¹	49
CHRISTIAN MINISTRY MAJOR	64
2000 or 3000 Level Biblical Text Course	3
BIB textual courses, including both Old and New Testament courses (3 hours may be 2000; 3 hours must be 4000 level)	12
BIB 3323 Urban Ministry in the New Testament	3
BIB 4213 Luke and Acts	3
BIB 4394 Contemporary Issues in Hermeneutics	4
MGT 3723 Non Profit Management	3
MIN 1333 The Ministry Life	3
MIN 2613 The Congregation	3
MIN 3523 Practical Issues in Ministry	3
MIN 4873 Internship	3
THL 2013 Spiritual Formation	3
THL 3793 History and Theology of the Christian Tradition I	3
THL 4003 History and Theology of the Christian Tradition II	3
SEN 2013 Introduction to Social Entrepreneurship	3
PSY 3413 Substance Abuse and Addictive Behaviors	3
SWK 2013 Introduction to Social Work	3
SWK 4403 Social Work Practice I	3
SWK 4413 Social Work Practice II	3
ELECTIVES	15
TOTAL FOR URBAN MINISTRY MAJOR	128

¹ In the Christian Values unit of General Education Urban Ministry majors must take REL 1003, REL 1013, BIB 2333, and PHI 2013 or 2933. PSY 2013 is required in the Human Institutions and Behavior section.

WORSHIP MINISTRY DEGREE

The Worship Ministry degree prepares students to serve God's people in the planning and leading of worship. Theology, ministry, music, and theatre come together in this interdisciplinary degree to equip leaders for the broad demands of contemporary worship. Proficiency in ministry arts (music and theatre) serves the theological commitment that worship is a primary place where Christian belief and practice is formed. Outcomes for those who pursue this degree include worship ministry in a local congregation and/or para-church ministries that emphasize music or theatre.

REQUIREMENTS FOR THE BS IN WORSHIP MINISTRY		
GENERAL EDUCATION CORE¹		49
WORSHIP MINISTRY CORE		40
BIB 2983 Biblical Interpretation	3	
BIB 4384 Contemporary Issues in Hermeneutics	4	
MIN 1333 Ministry Life	3	
MIN 2613 The Congregation	3	
MIN 3523 Practical Issues in Ministry	3	
MIN 3613 Pastoral Care or THE 3413 Theatre Ministry	3	
MIN 3813 Ministry of the Word	3	
MIN 4873 Ministry Internship	3	
THL 2013 Spiritual Formation	3	
THL 2023 Theology of Worship	3	
THL 3623 Hymnology and Worship Music	3	
THL 3793 History and Theology of the Christian Tradition I	3	
THL 4003 History and Theology of the Christian Tradition II	3	
ARTS CORE²		25
MUS 1203 Music Foundations (co-req = MUS 1041)	3	
MUS 1041 Class Piano	1	
MUS 1211 Ear Training I	1	
MUS 1213 Theory I	3	
MUS 1221 Ear Training II	1	
MUS 1223 Theory II	3	
MUS 2101 Worship Ensemble Lab (must take twice for credit)	2	
MUS 2413 Musical Leadership	3	
MUS 4213 Arranging and Scoring	3	
MUE 3603 Technology in Music	3	
THE 1112 Introduction to Technical Theatre	2	
ELECTIVES (strong suggestion to take lessons on a major instrument and include ensemble participation in Chorus and Autumn, as appropriate for the student)		14
TOTAL FOR WORSHIP MINISTRY MAJOR		128

¹ In general education, music ministry majors must take **BIB 3153 Old Testament Poetic Literature** as their third course in the Christian values requirement.

² Students who wish to pursue this degree plan must audition to show sufficient musical talent and aptitude for leading worship. Requirements include above-average skill in singing and/or leading while playing a keyboard or guitar.

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 THL coursework to substitute for duplicate requirements.

Biblical Studies Minor - Requires BIB 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 THL coursework to substitute for duplicate requirements.

Theology Minor - Requires BIB 2983 and 15 hours of upper-division religion courses (BIB, GRE, HEB, MIN, PHI, THL).

Youth and Family Ministry Minor - Requires MIN 3333, 3353, 3363, 3613; PSY 2013, 3213.

COURSE DESCRIPTIONS

BIB — BIBLE

BIB 2113 GENESIS

An entry-level, discussion based, study 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 2333 BIBLICAL STUDIES TOOLS

Introduces students to basic Greek and Hebrew concepts necessary for effectively using critical resources in interpreting Scripture. PR: REL 1013.

BIB 2983 BIBLICAL INTERPRETATION

Combines textual, historical, and linguistic knowledge and skills with sound hermeneutical principles to develop proficiency for logical interpretation of the scriptures.

BIB 3113 PENTATEUCH

Historical, literary, cultural, and theological analysis of Genesis through Deuteronomy. 4000-level credit comes with additional requirements. PR: Junior status.

BIB 3123 OLD TESTAMENT PROPHETS

Historical, literary, cultural, and theological analysis of the entire Old Testament prophetic books, Isaiah through Malachi, excluding Daniel. 4000-level credit comes with additional requirements. PR: Junior status.

BIB 3153 OLD TESTAMENT POETIC LITERATURE

Literary, cultural, and theological analysis of Psalms, Song of Songs, and Lamentations. PR: Junior status.

BIB 3163 OLD TESTAMENT WISDOM LITERATURE

Literary, cultural, and theological analysis of Proverbs, Ecclesiastes, and Job. PR: Junior status.

BIB 3203 SYNOPTIC GOSPELS

Contextual study of the life and teachings of Jesus Christ, stressing the history, text, theology, and interrelationship of Matthew, Mark, and Luke. 4000-level credit comes with additional requirements. 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 3323 URBAN MINISTRY IN THE NEW TESTAMENT

This course explores the growth and development of early Christianity within urban environments of the Roman Empire and the implications of that for contemporary ministry. Some topics explored are the importance of the city in the Roman Empire and in biblical theology, issues of economics and social status, and Christian conflict with and engagement of Greco-Roman urban culture.

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 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 AND 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 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 4394 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: BIB 2983 and senior status.

BIB 4893 ADVANCED TEXTUAL STUDIES

Advanced exegetical work in biblical textual study, ordinarily cross-listed with a 3000-level textual class. Explores historical context and literary function of the chosen text, with reading and written assignments that are appropriate for 4000-level coursework. PR: Senior status or permission of instructor.

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 Bible. PR: HEB 1224.

HEB 3423 ADVANCED HEBREW READINGS II

Selected Readings from the Hebrew Bible. PR: HEB 1224.

MIN—MINISTRY

MIN 1333 THE MINISTRY LIFE

Explores the sources of a minister's calling and how that relates to the actual demands and opportunities of 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 GEO program. Credit is granted in proportion to length of the internship.

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 2613 THE CONGREGATION

Views life of the congregation from a variety of perspectives: theological, cultural, organizational. Provides tools for understanding and engaging congregations.

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 influences (and is influenced 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: MIN 2613 and junior status.

MIN 3613 PASTORAL CARE

Biblical, psychological, and practical guidelines for counseling in a church setting. PR: Sophomore 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 3813 MINISTRY OF THE WORD

Develops an understanding of the active Word of God as a basis for ministry. Various dimensions of ministry of the Word, including preaching, teaching, discerning and confessing are explored. PR: BIB 2983.

MIN 3873 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: MIN 2613, senior status, 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.

THL—THEOLOGY

THL 2013 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.

THL 2023 THEOLOGY OF WORSHIP

A theological introduction to both the content and purpose of worship through examination of the biblical narrative, the study of other historical and contemporary texts, and experience participating in Christian worship.

THL 3613 SPECIAL TOPICS IN RELIGION

Various topics in the field of religion, as chosen by the instructor. PR: Junior status.

THL 3623 HYMNOLOGY AND CHURCH MUSIC

Examines congregational song, including hymnody and contemporary church music. Course will examine biblical foundations, historical development, and cultural influences regarding the role of music in the worship and life of the church. Co-taught with music faculty.

THL 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.

THL 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.

THL 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: Junior status.



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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.

The ACE Lab 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.

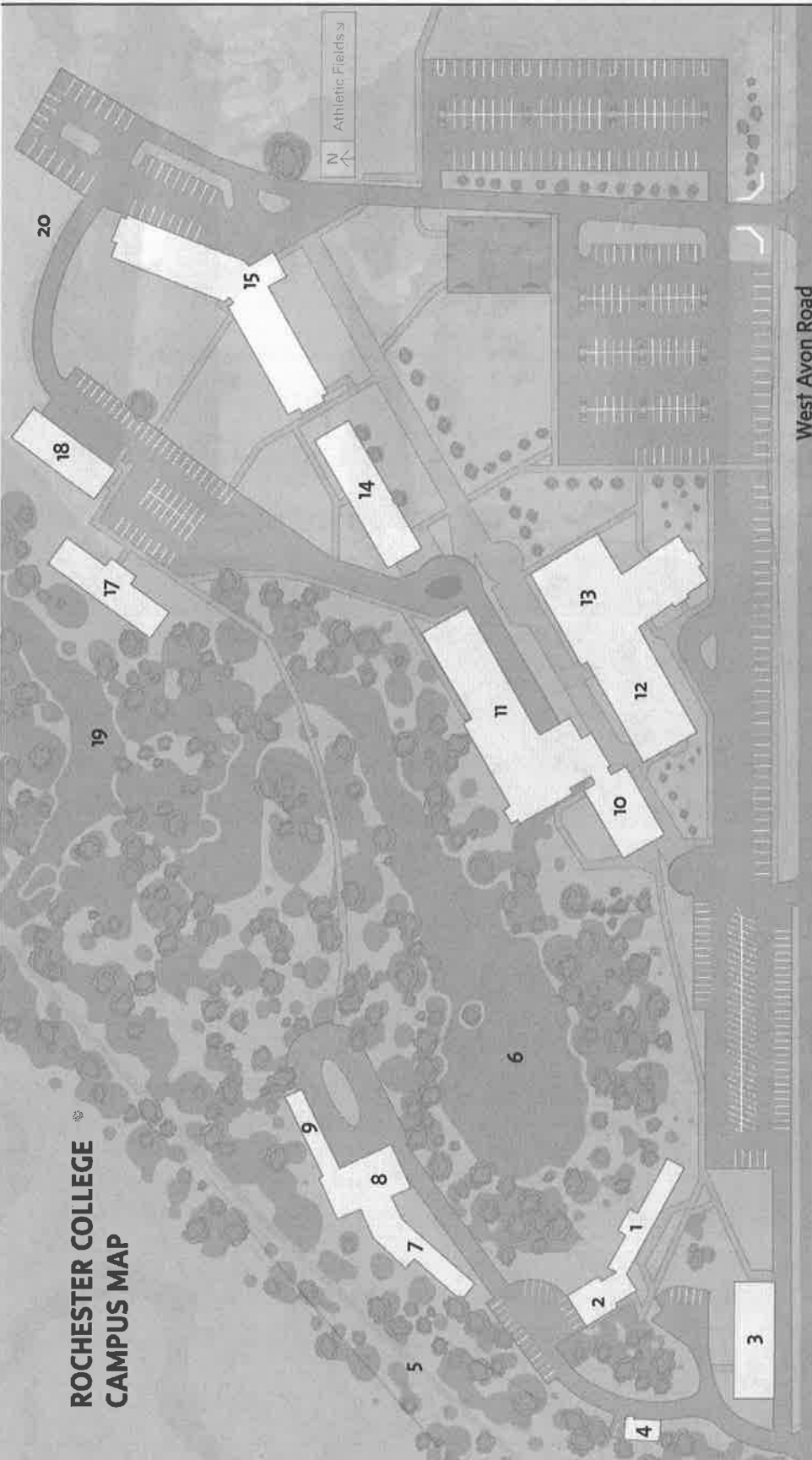
CATALOG INFORMATION

Rochester College attempts to maintain the highest standards of accuracy with regard to the policies and degree programs outlined in this catalog. The college makes every reasonable effort to ensure that catalog changes are made known to students whose educational careers may be affected by such changes. Final responsibility for awareness of and compliance with codes of academic, social, spiritual, and moral conduct is the responsibility of the student. This document does not constitute a legal contract between potential employees, prospective students, or degree candidates. All persons who become members of the Rochester College community, either by enrollment or employment, should familiarize themselves with institutional regulations and abide by those regulations at all times.

Rochester College welcomes your feedback regarding this catalog. Please e-mail comments or suggestions to registrar@rc.edu or call 248.218.2091.



ROCHESTER COLLEGE CAMPUS MAP



- | | | | |
|---|---|--|---|
| 1 GALLAHER CENTER
Campus Post Office
Campus Store
Admissions/Enrollment Services | 8 GYMNASIUM | 12 ENNIS AND NANCY HAM LIBRARY (HL)
Classrooms (Lower Level)
Library (Upper Level) | 15 FERNDALE / HOGGATT HALL
Residence Hall
Dearborn Commons (DC) |
| 2 GALLAHER CENTER
Classrooms
Music Center
Faculty Offices | 9 MAINTENANCE | 13 RICHARDSON ACADEMIC CENTER (RAC)
Career Resource Center/Academic Testing Center (Upper Level)
Center for Extended Learning (CEL)
Executive Offices
Faculty Offices
Gardner Science Center
RC Theatre
Utley-McCauley Student Center | 16 WHITE HOUSE
Alumni Relations
Development |
| 3 MUIRHEAD CENTER
Faculty Offices
Psychology & Counseling Clinic | 10 ASSOCIATES CAMPUS CENTER (CC)
Academic Services
Business Office
Campus Ministry
Classrooms
Faculty Offices
Information Technology (IT)
Student Development
Student Financial Services
Student Government
Teacher Education | 14 GATEWOOD HALL (AG)
Communication Services
Residence Hall
Shield Offices | 17 PALMER HALL
Married Housing
Housekeeping
Security Office |
| 4 GATEHOUSE
Athletic Study Lounge
Coaches' Office | 11 WESTSIDE CENTRAL
Academic Center for Excellence (ACE)
Auditorium (AUD; Chapel)
The CHILL (Study Lounge)
Fletcher Center Cafeteria
Isom Atrium (Café) | | 18 BARBIER HALL |
| 5 CLINTON RIVER TRAIL | | | 19 CLINTON RIVER |
| 6 LAKE NORCENTRA | | | 20 RIVERSIDE PARK |
| 7 WARRIOR CENTER
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