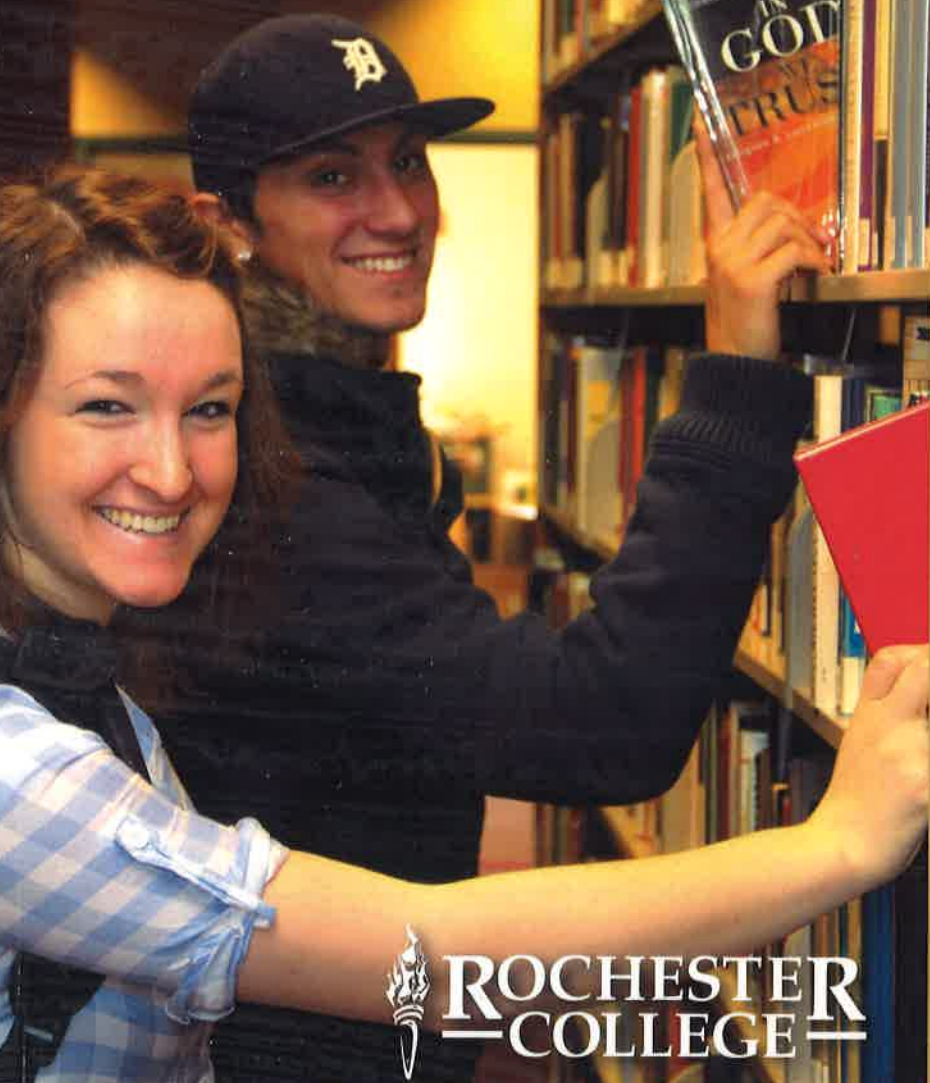


Course Catalog

2011-12



ROCHESTER
COLLEGE



ROCHESTER —COLLEGE—

Course Catalog 2011-2012

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

COLLEGE CALENDAR

FALL SEMESTER 2011

CEL Fall Session A Begins	August 19
New Student Orientation.....	July 11, August 8, or August 19
Residence Halls Open - Returning Students	August 28
Classes Begin, Traditional Program	August 30
Convocation	August 30
Labor Day (no classes).....	September 5
Late Registration Deadline, Traditional Program	September 9
Last Day for Class Withdrawal, CEL Session A.....	September 23
CEL Fall Session A Ends.....	October 13
CEL Fall Session B Begins	October 14
Registration Opens for Spring 2012 (Traditional & CEL).....	October 17
Mid-Term Examinations, Traditional Program	October 18-24
Last Day for Class Withdrawal, Traditional Program	November 7
Homecoming.....	November 12
Last Day for Class Withdrawal, CEL Session B.....	November 18
Thanksgiving Break	November 21-25
Winter Banquet	December 10
Classes End, Traditional Program	December 12
Final Examinations, Traditional Program	December 13-16
CEL Fall Session B Ends.....	December 15
Dean's Breakfast.....	December 17
Winter Commencement	December 17
Residence Halls Close.....	December 17
Grades Due, Traditional & CEL Programs.....	December 20

SPRING SEMESTER 2012

CEL Spring Session A Begins	January 6
New Student Orientation.....	January 7
Residence Halls Open	January 8
Classes Begin, Traditional Program	January 9
Martin Luther King Day (no classes, Traditional Program)	January 16
Late Registration Deadline (Traditional Program)	January 20
Last Day for Class Withdrawal, CEL Session A.....	February 10
Mid-Term Examinations, Traditional Program	February 27-March 2
CEL Spring Session A Ends	March 1
CEL Spring Session B Begins	March 2
Spring Break, Traditional Program (Residence Halls Closed).....	March 5-9
Last Day for Class Withdrawal, CEL Session B.....	March 6
Registration Opens for Summer 2012 (CEL).....	March 12
Last Day for Class Withdrawal, Traditional Program	March 19
Registration Opens for Summer & Fall 2012 (Traditional Program)	March 19
Celebration.....	March 24-26

Easter Holiday (no classes, Traditional Program)	April 6
Academic Symposium (trad classes suspended April 19)	April 17-18
Classes End, Traditional Program	April 23
Final Examinations, Traditional Program	April 24-27
CEL Spring Session B Ends	April 26
RC/CEL Summer Session A Begins	April 27
Dean's Breakfast	April 28
Spring Commencement	April 28
Residence Halls Close	April 28
Grades Due, Traditional Program	May 1

SUMMER SEMESTER 2012

RC/CEL Summer Session A Begins	April 27
Maymester	April 30-May 11
Memorial Day (no classes)	May 28
Last Day for Class Withdrawal, CEL Session A	June 1
RC/CEL Summer Session A Ends	June 21
RC/CEL Summer Session B Begins	June 22
Independence Day (observed)	July 4
Last Day for Class Withdrawal, CEL Session B	July 27
RC/CEL Summer Session B Ends	August 16

These dates are subject to change. Please refer to the Rochester College website (www.rc.edu) for the latest event information.

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INTRODUCTION TO ROCHESTER COLLEGE

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:

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

ACADEMIC VISION

Rochester College is committed to *academic excellence*. The College is accredited by The Higher Learning Commission of the North Central Association. Undergraduate concentrations in its Integrated Learning Model emphasize the importance of a liberal arts curriculum that models and teaches scholarly research, critical thinking, and effective communication skills in all fields of study.

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

Rochester College cultivates the *moral and spiritual development of its students*. The college affirms this commitment to all students and in all programs through its curricular requirements for ethical and religious studies as well as through the commitment to hire faculty who are committed to an inclusive Christian orientation. In addition, the residential traditional program also operates within an inclusive Christian culture which promotes a holistic education through Integrated Learning Models and unique opportunities for faculty-student mentoring. The small-college residential environment provides opportunities to be involved in theater,

athletics, music, student government, community cultural events, and a variety of other activities that contribute to the development of mental, ethical, and social skills.

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

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

HERITAGE

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

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

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

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

DEGREE OFFERINGS (see page 61 for listing of majors)

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

Associate of Arts (AA)

Associate of Science (AS)

Bachelor of Arts (BA)

Bachelor of Business Administration (BBA)

Bachelor of Science (BS)

Bachelor of Science in Nursing (BSN)

Master of Religious Education (MRE)

GRADUATE SCHOOL OF RELIGION

The Graduate School of Religion at Rochester College provides an excellent opportunity for men and women called to professional or lay ministry to pursue quality graduate education integrated with real life ministry that prepares students for a lifetime of faithful service and vibrant discipleship. The Master of Religious Education in Missional Leadership (MRE) is built upon a solid biblical, theological, and pastoral foundation, and is an ideal degree for anyone committed to leading within the church who is wrestling with the implications of a practical and living gospel and its relationship to and with dynamic cultures.

The MRE is a 36-hour, cohort-based, full-time integrated program combining 24 online hours with 12 intensive onsite hours. While the majority of the coursework will be completed online, students will be required to travel to the RC campus or other designated sites two times per year to participate in one-week retreat seminars and intensive courses.

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

ADMINISTRATIVE AND ACADEMIC FACILITIES

Associates Campus Center

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

Gallaher Center

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

White House

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

Ennis and Nancy Ham Library

In 2003 the library was named in honor of Ennis and Nancy Ham. The library offers electronic, print and audio-visual materials to all students and guests. Users have

remote and on-campus access to indexing and full-text articles in over 60 electronic periodical databases. The library's holdings can be found through the online catalog at www.rc.edu/pages/library. The library home page contains information on electronic resources, Internet resources, contact information, interlibrary loan services and library news.

The librarians, support staff, and student library assistants work cooperatively to select, acquire, process, and organize the library's materials. Librarians are available to help individual students in research in the library as well as assist faculty in classroom instruction. The library is open and staffed by librarians 70+ hours per week.

Computers, study carrels, study rooms, and lounge furniture create a comfortable and friendly environment in which students study, collaborate, and research. 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 (ALA) American Library Association, (CCL) Christian College Librarians, (DALNET) Detroit Area Library Network, and (MCLS) Midwest Collaborative for Library Services

Muirhead Center

The Muirhead Center accommodates faculty, business, and Student Financial Services offices.

Richardson Center

This is the newest addition to the campus. This building features the Utley-McCauley student center, classrooms, 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 classrooms, an athletic training room, and administrative offices.

RESIDENCE HALLS

Barbier Hall

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

Ferndale Hall

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

Gatewood Hall

This student residence hall offers suite-style living with private baths and Internet access in each room. All rooms are furnished with beds, wardrobes or closets, dressers, desks with hutches or shelves, and chairs. Phone hookups and cable are

also available. Both men and women have access to a laundry room and kitchenette.

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 Dearborn Commons for laundry.

Palmer Hall

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

OTHER COLLEGE FACILITIES

Dearborn Commons

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

Fletcher Center

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

Gymnasium

Housing a regulation college basketball court, the gymnasium is the site of physical education classes and intramural athletics competition.

Isom Atrium

Home of the Solid Rock Cafe, the Atrium is a place where students and faculty can grab a cup of coffee or a bite to eat, sit and chat, connect to wireless Internet, or meet with friends.

Utley Center

The Utley center is home to the CHILL Center and ACE Lab. Located adjacent to Isom Atrium, Westside-Central Auditorium, and the Fletcher Center (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 where students, whether residential or commuters, can meet. The student center houses three different sections. One section has tables and chairs for students to study, read, and relax. The middle section has a large screen TV with DVD/VCR capability, while the last section is a game area.

Westside Central Auditorium

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

Theatre

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

Computer Labs

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

STUDENT LIFE

Rochester College offers a wealth of co-curricular activities that appeal to a variety of interests. The intimate size of the student body makes it easy for anyone to participate in leadership or social activities.

EVENTS

Student Programming

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

Homecoming

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

Celebration

A centerpiece on campus each spring, *Celebration* is led by a director and presented as a student collaboration and features student groups, including our campus 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 selected senior students. Diverse arrays 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 a series of opportunities for students to participate in community chapels, convocations, and service initiatives, 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" under "Academics."

STUDENT GROUPS

Student Government

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

Residence Life

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

Music Ensembles

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

Theatre

Students may audition for campus theatre productions or get involved backstage. The theatre department typically produces three or four plays per academic year, including a musical in the fall as part of Homecoming activities. Additionally, there are opportunities for students to learn to direct, stage manage, or design for the theatre. Students may also take a production on tour to local schools and/or perform for elementary or high school students on our campus. Finally, students may audition for Pied Pipers, an improvisational children's theatre troupe that performs at local schools, churches, camps, and other community venues.

Student Publications

Students may join the staff of *The Shield*, RC's student publication's team, to report on the pulse of Rochester College campus life. A student magazine, web site and broadcast program offer students the opportunity to use their creative talents while also helping them gain valuable media experience. Students from all majors are welcome to participate. Students can enroll in MED 1101 Print Journalism, MED 1201 Digital Journalism, or MED 1301 Broadcast Journalism, which are hands-on workshop classes devoted to publishing *The Shield*, or they can serve as volunteers. Scholarships are available to students who work as editors or producers.

Social Clubs

Students may pledge 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*.

Departmental Organizations and Honor Societies

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

ATHLETIC ACTIVITIES

Intercollegiate

Rochester College competes in both the National Association of Intercollegiate Athletics (NAIA) and the United States Collegiate Athletic Association (USCAA). Men's sports include JV and varsity basketball, JV and varsity baseball, golf, and soccer. Women's varsity sports include JV and varsity basketball, volleyball, JV and varsity softball, golf, and soccer.

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

Intramural

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

CAMPUS MINISTRY

Campus Ministry exists to call for and empower the Rochester College community to a more faithful practice and reflection of Jesus Christ.

Campus Ministry seeks to engage the Rochester College community by:

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

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

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

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

The richness of the Christian faith is not best expressed as an intellectual knowledge of certain concepts and prescripts; rather, faith should inform, transform, and empower daily living. It should be the practice of a daily walk of a life that values Christ-likeness, service, integrity, and community.

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

The Spiritual Life theme for the 2011-12 year is “The God of Life.”

“I have come that they may have life, and have it abundantly.”

John 10:10

COMMUNICATION METHODS

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

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

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

SNOW DAYS AND CLASS CANCELLATIONS

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

The administration will adhere 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 will be implemented in the case of a severe weather event that results in a campus closure:

1. It will be determined which classes the cancellation applies to; traditional day-time classes only, CEL evening classes only, or both. Decisions about traditional day-time classes are typically made before 7:00 a.m. and decisions about CEL evening classes are typically made after 3:00 p.m. of the afternoon of the weather event.

Note: A weather cancellation on one campus does not automatically mean that all RC site classes are canceled. Classes at the Macomb and Mott University Centers and Specs Howard School will be canceled only if the host site/institution closes.

2. A weather emergency text message will be the first cancellation notification released to users who have signed up for this service. (To sign up please go to <https://www.e2campus.net/my/rc/>. RC login information is required).
3. Local media will be notified (Fox Channel 2; WWJ 950 Radio; WXYZ Channel 7; and WDIV Channel 4).
4. Announcements will be posted on the student portal (my.rc.edu - student login is not required); the homepage of RC's website (rc.edu); and RC's weather and class cancellation hotline (248.218.2003).

SOCIAL REGULATIONS

Rochester College is committed to building a campus culture that harmonizes with Christian values. Students are personally responsible for campus and community conduct. 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 at student orientation, from the Student Development Office, or on the student portal at my.rc.edu describes additional policies. Violation of college regulations or civil law may lead to dismissal. 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 are nonetheless expected to demonstrate responsibility as well as character through honorable adherence to the policies. All students are expected to observe common courtesy and cooperation with others in the Rochester College student body.

RESIDENCE HALLS

Rochester College provides room and board for its single traditional-age students (generally 18 – 25) who are enrolled and taking at least nine credit hours from a

traditional undergraduate program. Residential space is limited and policies promote a close-knit campus culture that features social and spiritual aspects that are structured toward the targeted 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 a kitchenette must obtain cafeteria meal services. Each resident is financially responsible for room damages. Off-campus housing is allowed for students who are at least 21 years old and of junior status, or for married students, or for students who live with relatives over the age of 25. Institutional Aid may not be available to students who live off-campus. Exceptions may be considered at the end of the academic year in which the student turns 23 years old or when residence halls are at capacity.

PSYCHOLOGY AND COUNSELING CLINIC

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

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

HEALTH INSURANCE AND SERVICES

All residential students and full-time commuter students are required to provide proof of health insurance coverage and sign an exemption form declining the College's policy because of such coverage. Students with no coverage or failure to provide proof of coverage must purchase a non-refundable policy. The health insurance waiver deadline is September 2, 2011 for fall 2011 and January 13, 2012 for spring 2012. Brochures outlining coverage details are available in the Student Development Office. Specific coverage questions should be addressed to the insurance provider, Niagara National, directly at 877-794-6908. See the Student Development Office for more details.

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

CAREER SERVICES

The Career Services Office is here to assist students at every stage of college life in relating personal interest, skills, and values to academic pursuits and career

goals. They are then given the tools to begin a career planning process that will take them through graduation and into either job search assistance or graduate school. Another resource for freshmen is guidance in selecting a major and learning about its career options. For students further along in college who may be trying to make their goals a reality, Career Services can 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 maintaining a job database available on the college web site.

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

ADMISSIONS

A benefit of attending Rochester College is its commitment to focus on 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 those areas.

ADMISSIONS PROCEDURE

Complete each of the following steps to apply for the traditional undergraduate program at Rochester College. For those who seek financial aid, it is important to complete these steps as early as possible. See the Center for Extended Learning section for enrollment procedures for CEL programs (page 136).

1. Submit a completed application for undergraduate admission to the Admissions Office. A non-refundable application fee of \$35 (\$100 USD for international students) is required when submitting a paper application. The application fee for domestic applicants is waived if the application for admission is submitted online. Application forms may be downloaded or submitted online at www.rc.edu/apply. Applications are also available from the Admissions Office upon request.
2. Request delivery of your official transcripts to Rochester College from your high school guidance counselor or registrar. For students who have completed some college coursework and desire to transfer to Rochester College, official college transcripts must be submitted. A Transcript Request Form is available for download online at www.rc.edu/apply or in the application packet. Transcripts are required before an admissions decision will be made. All students graduating from high school must make arrangements to have a final transcript sent to Rochester College after graduation. Students who have completed college work must submit a final high school transcript and an official college transcript. GED graduates must submit an official copy of their GED scores to the Admissions Office.
3. Students who are entering college for the first time and students who are transferring less than 15 semester hours from an accredited college or university are required to submit ACT or SAT scores to Rochester College. Scores noted on a high school transcript are acceptable. You may request your scores be submitted to Rochester College at these websites: www.actstudent.org (ACT) and www.collegeboard.com (SAT). Rochester College's ACT code is 2072 and our SAT code is 1516.
4. Campus residence is required of all students (unless married) who are under the age of 21 and junior status, or who are not living with a parent or relative over the age of 25. Students planning to live on campus must submit a Room Reservation form. This form can be downloaded from our website at www.rc.edu/apply or is part of 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 an interest to do so.

HOME-SCHOOLED STUDENTS

Rochester College recognizes and values the educational experience of home-schooled students. These students are welcomed and encouraged to apply for admission through the same process as any other student. The admissions criteria for home-schooled students are the same as a student who graduates from a traditional high school.

The following information will be required from home-schooled students who wish to take courses at Rochester College:

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



RESIDENCE REQUIREMENT

Campus residence is required of all traditional students (unless married) who are under the age of 21 and junior status. Students who are living with a parent or with a relative over the age of 25 are exempt from this policy.

FIRST TIME IN COLLEGE (FTIAC)

High school graduates with less than 15 semester hours of college credit are required to meet the following criteria for unconditional admission to Rochester College: a minimum 2.25 cumulative high school GPA and a minimum ACT composite score of 18 (or a minimum combined score of 880 on the SAT Critical Reading and Math sections). Additional consideration may be given to component scores on each test. Students who did not graduate from high school may be admitted unconditionally if they earned a minimum GED score of 550 and meet the minimum ACT or SAT score. Home-schooled students are required to meet the minimum ACT or SAT score and must have completed their home school requirements or have attained the minimum GED score.

TRANSFER STUDENT

Transfer students from other colleges or universities must provide official transcripts from each institution and complete the steps listed under Admissions Procedure on the previous page. ACT or SAT scores are not required of students who have earned 15 or more college semester hours. Transfer students must have earned a minimum 2.25 cumulative GPA in their college course work for admission

to Rochester College. Rochester College grants credit for courses completed with a grade of C- (1.7 on a four-point scale) or higher at regionally accredited colleges, schools accredited by The Association of Biblical Higher Education, or a select list of voluntarily unaccredited institutions (standards within individual majors may be higher). Up to 30 hours of lower division credit might also be transferred from other unaccredited programs; these are subject to validation by the relevant academic department(s) at Rochester College and by a probationary semester of full-time, C (2.0 on a four-point scale) or higher coursework. Acceptance of transfer course credit is subject to a transcript evaluation by Rochester College.

Students whose prior academic experience includes coursework completed outside the United States or Canada must provide a transcript evaluation from a third-party evaluation company. For more information about evaluation of international transcripts, see International Students – Transferring Credits on page 23. 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 junior college is considered lower-level credit except for 300-level courses taken in the third year of an approved third-year program.

Transfer credit may apply toward a traditional degree, but is limited to no more than 34 semester hours toward the Associate's degree and 98 hours toward the Bachelor's degree. At least 50% of a student's major core requirements must be earned at Rochester College. Transfer credit is not applied to Rochester College GPA.

Under the MACRAO Transfer Agreement, transferees from participating Michigan colleges or universities usually meet all general education requirements for the Bachelor's degree at Rochester College, except the Christian Values Requirement and general education courses or pre-requisites required for a major. However, if the transfer credits do not include a literature course, information literacy course (INF 1011), or math course equal to MAT 1103 Intermediate Algebra (or higher), the student must complete these courses before a degree will be awarded. Transcripts must specifically confirm that all MACRAO requirements are met. For more information, contact the Academic Services Office.

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

EARLY ADMISSION

High school students are eligible for early admission as full-time students at Rochester College based on the following criteria: completion of junior year of high school with a CGPA of 3.00 or higher, and an ACT score of 21 or higher. Early admission students must make arrangements with their school district to earn their high school diploma, or earn 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 students (sophomore to senior) may dual-enroll at Rochester College and may enroll in lower division general education courses or, with permission of the appropriate department chair, other lower division core courses. This 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 counselor to determine how college credits may apply toward their high school diploma requirements. Students who dual-enroll are granted a fifty percent (50%) tuition discount, are not required to pay the student support fee, and are not eligible for financial aid. This tuition discount is available for up to four semesters prior to the time the student completes the requirements for the high school diploma. Dual-enrolled students may enroll for no more than 11 credit hours of course work per semester.

RE-ENROLLMENT

To return to Rochester College after an absence of two or more semesters, students must notify the Academic Services Office. Students suspended or dismissed for academic reasons must appeal to the Academic Committee for readmittance. Students dismissed or suspended for social reasons must request re-enrollment through the Student Development Office. Students who are re-admitted following academic suspension or dismissal may be required to receive tutoring and related learning resources through the Academic Center for Excellence. Students who reenroll 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.

INTERNATIONAL STUDENTS

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

Required Items

1. Submit the Admissions Application and \$100.00 application fee (U.S. currency). You can complete the application online at rc.edu/apply. Application deadline is June 1 for the fall semester, and November 1 for the spring semester.
2. Submit **official original** transcripts 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. These transcripts must be in English. If not in English, your official transcripts must be evaluated and certified by a third party evaluation company such as World Education Services, Inc. or Educational Credentials Evaluators, Inc. 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 that you attended. See the section "**Transferring Credits**" 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:
 - Student Visa Applicants residing outside of the United States and Canada will need to take the "Test of English as a Foreign Language" (TOEFL) and score at least:
 - 520 on the paper based
 - 190 on the computer based
 - 68 on the internet based
 - 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.
 - Student Visa applicants already residing in the United States or in Canada should take the Michigan English Language Assessment Battery (MELAB) and score 70.
 - Successfully complete Level 112 at an ELS Language Center in the US or one of eighteen other countries. The ELS Language Center website (www.els.com) has information on registration and center locations.

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

All students who were educated outside the U.S. or Canada will automatically enter Rochester College on Academic Alert. This may limit the number of hours you are permitted to enroll in. Once Rochester College receives all required items

mentioned above, we will evaluate your application and make an admission decision. If you are accepted, we will send you an official letter of acceptance.

Transferring Credit

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 who is a member of the National association of Credential Evaluation Services (NACES), such as World Education Services, Inc. or Educational Credentials Evaluators, Inc. The expense for transcript evaluation is the responsibility of the applicant.

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

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

Educational Credentials Evaluators, Inc.
P O Box 9297
Milwaukee WI 53202E
USA

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

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

Verification of Financial Resources and Student Account Payment

You must take steps to receive your SEVIS Form I-20 from Rochester College, which is used to apply for your student visa (F-1) by verifying your ability to pay for your education at Rochester College. 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 financial security has been established, and the deposit is received by the Admissions Office, we will issue a SEVIS Form I-20 to you.

Financial Aid for International Students

No state or federal aid is available to international students who are in the United States on a student visa. 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. called the ACT or SAT and high school grade point average. Since international students do not automatically take these tests we do not require either for admission. However, if you decide to take either the ACT or SAT and have the scores sent to Rochester College you will be considered for academic scholarships. Information on the ACT or SAT and the nearest testing center can be found at www.act.org or www.collegeboard.com. No other standardized academic test will be accepted for consideration.

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

Immigration Procedures

When you have been accepted into Rochester College, and any required financial statement or deposit has been received, the college will issue an I-20. The I-20 is a Certificate of Eligibility for Nonimmigrant (F-1) Students that is used to show reason for entry into the United States and in effect an invitation to attend school. When you have received the I-20 from Rochester College you must make an appointment at the US 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 they process 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 it takes several attempts to receive an F-1 student visa so be prepared to try again if your application is initially denied. When you have been granted an F-1 student visa by the Embassy or Consulate, please contact us to confirm when you will be starting school and if you need assistance with travel plans to Michigan.

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

GUEST STUDENTS

A student is classified as a guest student if:

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

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

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

Guest students should be aware of the following:

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

COMPUTERS

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

It is one of the goals of Rochester College to ensure that students learn to work with the latest technology. The College continues to implement educational technology that is on par with the more progressive colleges in the country. The campus-wide wireless environment creates possibilities for laptop use in the classroom, library, residence halls, and grounds – virtually anywhere. Rochester

College will continue to enhance the laptop program as the technology becomes more tailored for faculty and student interaction.



The MacBook is the student's laptop. The warranty is in the student's name, and it will not need to be returned after graduation. Each student will be required to sign a laptop program agreement. If the student remains enrolled full-time at Rochester College for at least six consecutive full-time semesters (excluding summer semesters), no charge will be made for the laptop. If the student leaves before completing six consecutive full-time semesters, the student will pay a prorated charge for the MacBook.

The specifications are as follows:

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

STUDENT FINANCIAL SERVICES - BILLING

Rochester College strives to limit its costs and to provide generous financial aid for each eligible student. Tuition only covers about 70% of the overall educational services provided at the College; the balance is provided by other sources of income.

BASIC EXPENSES

The following charges are for traditional students. See page 145 for CEL-specific charges.

Basic expenses for a full-time student for the 2011-2012 year:

Tuition Traditional Program	1 semester	2 semesters
Block rate (12-18 hours)	\$8,697	\$17,394
Hourly rate (under 12 or over 18 hours)	\$564 per hour	

Tuition – Graduate Program – see Graduate Catalog

Tuition – Center for Extended Learning - see page 145

Student Support Fees (Traditional) ¹	1 semester	2 semesters
Boarding Student	\$864	\$1728
Commuting Student (full time 12 hours or more)	\$491	\$982
Commuting Student (part time 5-11 hours)	\$275	\$550
Summer (all traditional students, 2+ hours)	\$111 per session	

Refund Policy on student support fees: If a student drops below full-time or withdraws completely, the refund percentage will be the same as for the withdrawn course(s). If the change does not affect full-time status, the student support fee will remain unchanged.

1 Covers admission evaluation, academic advising, library services, student activities, telecommunication service, use of the campus computer network, security and parking, intramural athletics, and student publications, including a magazine, website and podcast. Full-time residential students receive a membership to Lifetime Fitness.

SCHEDULE OF CHARGES

Traditional Program, Tuition and Special Fees (refundable)

Full-time Block (per semester, 12-18 hours)	\$8,697
Outside Block (per semester hour over 18 or under 12)	\$564
RN-BSN Tuition (per semester hour)	\$496
Summer Session (per semester hour)	\$401
Audit Fee (per hour, Traditional or CEL)	\$48

Course Fees (refundable, charged per course unless otherwise noted)

All science lab courses, ENG 4203	\$45
ART 1413, 1423, 2443	\$90
EDU 4503	\$75
BUS 4823	\$25
EDU 2201, 2241, 3221, MUS 2403, PSY 3313	\$50

EDU 2303	\$60
EDU 3271, 4728, 4828	\$135
MUS 1100, 1101	\$100 per year
PED courses	various
PHI 3923	\$80
Private Music Lesson Fee (all levels, per credit hour)	\$400
SMG 4253	\$30

RESIDENTIAL FEES AND DEPOSITS

Housing and Meal Plans

Room Options

Ferndale, Hoggatt, Barbier, Gatewood, or Palmer	\$1597
Palmer Studio Apartments ² (as available, first year, per month)	\$400

Board Options

Option A: 19 meals/week (\$100 on swipe card)	\$1,510
Option B: 10 meals/week ¹	\$1,118
Summer Session Room Rates (weekly)	\$75
Room Security Deposit (any residential location)	\$170
Mailbox Key Deposit	\$5
Private Room Fee (nonrefundable, as available, per semester)	\$462
Palmer Studio Apartment Private Room fee ³ (per month)	\$115
Residential Student Support Fee	\$373

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

2 To ease transition into the local housing market, student housing is provided, as space is available, for married students and traditional students over the age of 26 without children. Incoming students have priority over continuing students. If space continues to be available for a consecutive year, a rental arrangement may be continued at an additional \$50/month.

3 For single students, as available

Other Charges and Fees (nonrefundable)

CLEP and DANTES Administrative Fee	\$35
CLEP and DANTES Testing Fee (per examination)	\$77
CLEP and DANTES Credit Recording Fee (per credit hour)	\$25
Course Change Fee (per change form)	\$25
Graduation Application fee - Bachelor's or Master's degree	\$125
Graduation Application fee - Associate's degree	\$50
Health Insurance (minimal secondary coverage, per year)	\$471
Late Registration Fee (returning students)	\$35
Late Payment Fee	\$35
Lifetime Fitness (Commuters, per semester – price subject to change)	\$243
Lock Replacement Fee	\$75
New Student Orientation Fee (FA-11)	\$175
New Student Orientation Fee (SP-12)	\$75
Online Course Fee	\$30
Payment Plan Fee (per semester)	\$60
Returned Check Fee (NSF, per check)	\$35
Room Change Fee (per room change)	\$60
Room Reservation Fee	\$25
Student Identification Card Replacement	\$30

Transcript Fee (per copy)	\$5
Vehicle Violation Fines (each violation).....	\$30

GENERAL PAYMENT INFORMATION

Rochester College’s continued success in its mission and growth depends on the timeliness of the student’s payment. 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 US 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 may be established for the semester payment plan by completing a form and submitting it to the Student Financial Services Office. Students with access to their student portal may view their billing statement online. Students may log in at www.my.rc.edu and click on Billing>My Billing/Ledger.

Online Payment *NEW*

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

PAYMENT OPTIONS

Payment at Registration

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

	Fall Semester	Spring Semester	Summer Semester
Initial Payment	August 26	January 5	April 30
Installment 2	September 15	February 15	May 15
Installment 3	October 15	March 15	June 15
Installment 4	November 15	April 15	July 15

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 cost (minus financial aid credits) must be paid on the payment due date, and the remaining two-thirds are paid in three equal monthly payments due on or before the dates listed above. There is a \$60 fee per semester for use of the payment plan. Students may be charged a \$35 late fee if payments arrive after the due date. The payment plan

may be unavailable to students with a history of late payments or a previous Rochester College account passed to a collection agency.

Past Due Accounts

The College will not release transcripts if there is any hold pertaining to past due payments, missing financial aid documents, and/or Perkins loan payments are not current. Students with delinquent accounts (past due 30 days or more) may not be allowed to register for subsequent semesters. A finance charge of 1.5% (18% APR) is applied monthly to delinquent accounts. Nonpayment of delinquent accounts may result in placement of the account with a collection agency.

REFUNDS AND CREDITS

Withdrawal from College

In case of voluntary withdrawal, refunds for tuition, room, board, and certain fees are calculated according to academic, housing, and federal refund policies. Tuition refunds will not be granted if a student withdraws after 5 weeks into the semester. Students who withdraw early may be responsible for remaining charges on their account even though the semester was not completed. Consult the Student Financial Services Office for more information about the possible consequences of withdrawal.

Refund Schedule 2011-2012 – Full Semester Courses		
Fall Semester	Spring Semester	
September 9	January 20	100%
September 10-16	January 21-27	90%
September 17-23	January 28-February 3	80%
September 24-30	February 4-10	60%
October 1-7	February 11-17	40%
October 8-14	February 18-25	20%
October 15 to the last day to withdraw	February 26 to the last day to withdraw	0%

Refunds for 8-Week Online Courses	
On or before the designated start date of the course (as stated on the schedule in the registration packet)	100%
1-6 calendar days following the course start date	90%
7-13 calendar days following the course start date	50%
14-20 calendar days following the course start date	25%
21+ calendar days following the course start date	0%

Course Refunds

The traditional program has a census date marked at the second Friday of each semester. Students may receive 100% refund on or before that census date. Financial aid and billing will be processed based on enrollment hours after the census date.

Traditional students who withdraw from a course after the census date will receive a refund for the course(s) based on the chart above. Students will not receive a refund if a withdrawn class does not result in a change in the tuition block (12 to 19 hours). Any drop or add that does not result in a net change in course load also will not be subject to a refund. Changes in course load may adversely affect a student's financial aid awards. Students should consult the Student Financial Services Office prior to dropping or withdrawing from a course. Refund policies for the Center for Extended Learning are described on 147.

General Refund Policies

Students who choose to commute or completely withdraw before the last day to withdraw for the semester may receive a refund of room and board charges calculated on a prorated basis. No refunds are granted for previous unused meals. Special fees may not be refunded. Room security deposits are refunded only when checkout procedures are completed within seven days of the date that residence halls close and keys have been returned.

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

Refunds may require up to 30 days for processing. Financial aid funds refunded to issuing programs are allocated in the following order: Stafford Loan, PLUS Loan, Perkins Loan, Pell Grant, Supplemental Educational Opportunity Grant, and institutional aid.

Residential students receive a \$100.00 credit on their swipe card for 19-meal board plan. This credit can be used for cafeteria and café purchases, campus store, laundry expenses and making copies in the library. This credit carries over each

semester a student is enrolled. This is a use it or lose it plan; students will lose this credit at the time they are no longer enrolled at the college. Any funds added to the card by the student may be returned to the student at the end of the semester upon request.

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

WITHDRAWAL PROCESS

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

1. A resident must turn in their room and mailbox keys, ID card, and leave a forwarding mail address with Student Development.
2. All Students must return outstanding materials to the Ham Library and check their student record for fines and lost items.
3. Direct Loan borrowers are required to complete an exit interview online at www.dl.ed.gov.
4. Perkins Loan borrowers are required to complete exit counseling. Please visit the UAS website at www.uaservice.com for further information.

FINANCIAL AID WITHDRAWAL POLICY

Summary of the Requirements of 34 CFR 668.22

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

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

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

additional funds. If you received more assistance than you earned, the excess funds must be returned by the school and/or you.

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

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

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

There are some Title IV funds that you were scheduled to receive that cannot be disbursed to you once you withdraw because of other eligibility requirements. For example, if you are a first-time, first-year undergraduate student and you have not completed the first 30 days of your program before you withdraw, you will not receive any Direct loan funds that you would have received had you remained enrolled past the 30th day.

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

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

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

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

Any amount of unearned grant funds that you must return is called an overpayment. The amount of a grant overpayment that you must repay is half of the grant funds you received or were scheduled to receive. You must make arrangements with your school or the Department of Education to return the unearned grant funds.

The requirements for Title IV program funds when you withdraw are separate from any refund policy that your school may have. Therefore, you may still owe funds to

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

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

STUDENT FINANCIAL SERVICES – FINANCIAL AID

There are many resources available to help meet the challenge of paying for college. Financial assistance is available from government, institutional, and many third-party sources. Our commitment is to assist students in obtaining all 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 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 accepted and approved, and all necessary documentation completed before the financial aid can be applied towards tuition and fees. Financial aid is awarded on an academic year basis; therefore, it is necessary to re-apply for financial aid for each academic year. Students may have to apply for financial aid more than once a year, depending on their date of enrollment. Students who need additional information and guidance should contact the Student Financial Services Office.

Rochester College awards some institutional aid to qualified applicants enrolled full-time in the traditional program, regardless of family income. Institutional aid will be adjusted according to the amount of Federal or State aid a student receives. Recipients of the Trustee Scholarship are not eligible to receive additional institutional aid. Failure to comply with minimum grade requirements or College regulations may result in a loss of institutional awards.

The Student Financial Services Office provides detailed descriptions of programs, qualifications, and minimum renewal requirements for institutional and government aid. The Student Financial Service Office also designs financial aid packages which combine scholarships, grants, loans, and part-time employment to meet students' financial needs. Some institutional aid may not be available to students who live off-campus. See page 19 for residency requirements that affect financial aid. Exceptions may be considered when the residence halls are at capacity.

HOW TO APPLY FOR MAXIMUM AID (TRADITIONAL PROGRAM)

1. Apply for a Federal PIN number at www.pin.ed.gov. Submit an email address to receive a pin within 72 hours. Parents of dependent students must also apply for a pin.

2. After receipt of the appropriate pin numbers, complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov. The FAFSA may be completed as early as January 1 of the senior year in high school. To ensure qualification for the maximum amount of financial aid, complete your FAFSA by March 1. Please be sure to list Rochester College as your first school choice. Our federal school code is 002288.
3. Shortly after the FAFSA has been processed, the student will receive a Student Aid Report (SAR) in the mail. Please read it carefully. If everything is correct, simply retain the SAR for your records. If there are any errors or corrections that need to be made, please make them online at www.fafsa.ed.gov and then click the "Make Corrections to a Processed FAFSA" link. The Federal Pin number is necessary in order to make any corrections.
4. Once Rochester College receives the SAR from the government, if selected for verification, Student Financial Services will contact and inform the student of the proper course of action. If not selected for verification the student will be sent an "offered" award letter listing all scholarships, state grants (if applicable) and federal aid (grants, work-study, and loans) for which the student qualifies. Students' with access to their student portal may accept/deny aid online.
5. Upon receiving the financial aid award letter, review the information carefully. Please initial the awards where indicated to "accept" or "deny" and return it to the Student Financial Service Office by the deadline (a postage-paid envelope will be included for this purpose). If additional information has been requested please submit it at this time also.
6. For the traditional program, an "Application for Undergraduate Admissions" must be submitted before any consideration for RC scholarships.

**Please note that award letters are based on information supplied by the student; so are subject to change and require a response within 30 days, as Rochester College is continually seeking eligible students. A renewal FAFSA application must be completed for subsequent years.*

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

ROCHESTER COLLEGE SATISFACTORY ACADEMIC PROGRESS POLICY

Federal regulations require that financial aid recipients maintain satisfactory academic progress in a program of study that leads to a degree, certification or transfer program.

The Academic and Financial Aid SAP policies at Rochester College are one and the same. Students may be labeled with Financial Aid actions, regardless of whether or not they are financial aid recipients.

The following minimum requirements are used to measure a student's Satisfactory Academic Progress (SAP) towards the completion of a degree or certificate. These minimum requirements are:

- A. Cumulative Grade Point Average (CGPA) consistent with graduation requirements: 2.0
- B. Cumulative Completion Rate (CCR) of 67%, determined as follows:

Cumulative Credits Completed
Cumulative Credits Attempted

Cumulative Credits Completed does not include: hours with "F" Failing, "W" Withdrawal, or "I" Incomplete grade reports.

Cumulative Attempted Hours includes: successfully completed hours, accepted transfer hours, courses previously taken and repeated, hours with a grade of "W", "F", or "I" in grade reports.

Courses not considered hours attempted or completed when calculating SAP include: audited and remedial courses.

- C. 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, they are no longer eligible for financial aid.

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

CEL 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 Office will review the student's file to determine if the student is meeting Satisfactory Academic Progress requirements.

Note: Students will be notified in writing that a financial aid action has been taken. Financial Aid action notices will be distributed after final grades are reported for the semester.

A. Cumulative Grade Point Average (CGPA)

Failing to maintain the required minimum 2.0 CGPA will result in the actions described below.

B. Cumulative Completion Rate (CCR)

In addition to maintaining the required minimum CGPA of 2.0 a student must also maintain a minimum completion rate of hours attempted at 67%. At the end of each semester (including summer), the Student Financial Services Office will determine the CCR for each student. Attempted credits are defined as credits the student is enrolled in at the end of the official drop/add period.

C. Duration of Eligibility—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, they are no longer eligible for financial aid. However, if there are extenuating circumstances, the student may file an appeal.

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

CEL Student Example: 120 semester hours required for a degree X 150% = 180 semester hours a student may attempt while working on the degree.

Academic Alert

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

To achieve a status of “good standing,” students must earn a CGPA of 2.0 or higher. Students who do not meet the minimum CGPA requirement of 2.0 during the first semester after being admitted on Academic Alert are placed on **Financial Aid Warning**.

Financial Aid Actions :

1. **Financial Aid Warning:** Students on Academic Alert and all other students who do not meet the Satisfactory Academic Progress standards are placed on **Financial Aid Warning**.

Traditional students on **Financial Aid Warning** must spend an average of two hours per week in the ACE lab working with an ACE lab tutor on a designated assignment and take no more than 12 credit hours per semester, and, if employed by Rochester College, will not be eligible for on-campus work until cleared of all actions.

To be reinstated to a status of “good standing,” students must meet Satisfactory Academic Progress standards.

2. **Financial Aid Probation:** Students who do not meet Satisfactory Academic Progress Standards the semester after they were placed on **Financial Aid Warning** will be ineligible for financial aid. The student may appeal and go on an “academic plan” and be granted **Financial Aid Probation**. Traditional students on **Financial Aid Probation** must spend an average of two hours per week in the ACE lab working with an ACE lab tutor on a designated assignment and take no more than 12 credit hours per semester, and, if employed by Rochester College, will not be eligible for on-campus work until cleared of all actions.

Students will be eligible for financial aid while on **Financial Aid Probation**.

3. **Financial Aid Suspension:** Students who do not meet the minimum Satisfactory Academic Progress Standards the semester after being placed on **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 **Financial Aid Probation** are placed on **Financial Aid Suspension**.

Students who are on **Financial Aid Suspension** may enroll for up to 6 hours of credits during the suspension semester; however, they are not eligible for financial aid from government or college sources.

To be reinstated to “good standing” status, students must meet all three minimum requirements (GPA, CCR, Duration).

4. **Good Standing:** Student meets 2.0 CGPA, 67% CCR, 150% duration requirements.

PROGRAMS AFFECTED

Students on 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

APPEAL PROCESS

To be placed on **Financial Aid Probation**, students must appeal, explain their failure to meet SAP, and describe what has changed to allow them now to regain SAP. They must submit documentation from their academic adviser supporting the appeal. An academic plan must be agreed to by the student and an academic official. **Students should be prepared to seek other options if the appeal is not approved.** Students who have faced extraordinary circumstances may appeal if placed on **Financial Aid Suspension**. Documentation of circumstances is required.

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

Students wishing to change their degree plan should notify the Student Financial Services Office about making a determination of 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 Academic Services Office and then notify the Student Financial Services Office to make a determination of eligibility for the additional program of study. The SAP determination for the degree will include the credits attempted/earned that can be transferred into the additional degree.

TRANSFER CREDITS

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

Transfer credit may apply toward a traditional degree but is limited to no more than 34 semester hours toward the Associate's degree and 98 hours toward the Bachelor's degree. In the Center for Extended Learning, up to 47 semester hours may transfer toward an Associate's degree and up to 90 semester hours may be transferred toward the Bachelor's degree completion program. For any degree, at least 50% of a student's major core must be earned at Rochester College.

LOANS

Federal Perkins Loan

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

Federal Direct Stafford Loan

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

Federal Direct PLUS Loan

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

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.

Veteran's Benefits

Military veterans or immediate family of veterans, deceased or permanently disabled as the result of service, may qualify for assistance. For information, contact a Veterans Administration Office. Students may receive credit for training in the armed services or 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 to the college's Veterans Administration Representative within Student Financial Services, his or her Certificate of Eligibility Letter showing which benefit he or she qualifies for. 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 even stops attending a class, this information must be reported to Veterans Affairs. This could cause interruption of benefits or an overpayment that must be repaid directly to Veterans Affairs before receiving future benefits. Schedules changes are monitored monthly by the college's Representative but it is helpful to alert the representative by email at kmiller@rc.edu when a class is added, changed sections, dropped/withdrawn, or registered for a subsequent semester to help ensure timely reporting.

Students who are certified for Veterans Administration benefits but who fail to obtain the minimum cumulative GPA within one semester after being placed on Financial Aid alert may not be recertified until their cumulative GPA meets the minimum standards identified in the Financial Aid Alert requirements. Rochester College informs the Veterans Administration when students are not recertified due to not being in good standing with regards to the institutions' 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's degrees. The above policies regarding certification for veteran's benefits supersede any and all previous statements of these policies.

EMPLOYMENT

Federal Work Study

This Federal aid program provides campus work for students with financial need. Students are encouraged to sign a form to apply all earnings directly to their student account. Student Payroll Deduction forms are located in the Business Office.

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. Students on financial aid probation or financial aid alert are restricted to working a maximum of 12 hours per week.

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) and a maximum of 18 hours per semester, unless otherwise indicated.

SCHOLARSHIP INFORMATION

Please check with Student Financial Services for scholarship availability and requirements. All financial aid awarded will be based on available funding. Rochester College reserves the right to revise awards according to government regulations.

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

For a complete listing of current institutional scholarships, please visit the www.rc.edu/getfinancialaid.

BUSINESS OFFICE

Current Students

Students have access to their account activity and balance on the student portal at my.rc.edu, >My Billing >Ledger. Credit card payments on account may be made online. Check and cash payments are received by the Business Office Cashier located adjacent to Student Financial Services. To expedite receipt of payment, please know the amount due before arriving at the Business Office.

Alumni

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

Collection Agency Placements

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

Perkins Loan Administration

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

ACADEMICS

Rochester College is dedicated to the encouragement, support, and patronage of learning through academic research, excellent teaching, and definitive scholarship in the liberal arts and in line with 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 expanding and enabling 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 this and other Michigan institutions.

A CHRISTIAN INTEGRATED LEARNING COMMUNITY

Beginning in the fall of 2009, Rochester College embodies 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 of life, and when it is offered in creative formats. In other words, an education should not merely be a series of classes strung together on paper for a degree plan. A true education “integrates” classroom experiences with the rest of life. It 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 not just 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,” the Academic Center for Excellence (ACE—see more below), and is a central location for unique classroom opportunities, special ILC activities, and Campus Ministry.

Academic Center for Excellence (ACE)

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

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

Chapel/Convocation Series

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

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

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

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



A schedule of RCC events will be published every semester, but will always include Chapel and Convocation events which occur every Tuesday and Thursday morning

throughout the fall and spring semesters. Attendance at these events is recorded by card readers which require students to have their student ID cards. Credit will only be given 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 will not be enrolled in the RCC program. Otherwise, there are only three exemptions that will be 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, Nursing majors on clinical rotations, and Mass Communication majors during the semester(s) of Specs Howard attendance requirements; and (3) Commuter students with less than nine traditional face-to-face credit hours in a semester All such inquiries should be directed to the Dean of Students.

ACADEMIC STATUS :

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. **Satisfactory academic progress** is defined as: the student meets 2.0 cumulative grade point average (GPA), maintains at least a 67% cumulative completion rate (CCR), and has not taken more than 150% of the courses required to attain their degree.

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. For the full text of the financial aid and academic SAP policies, please refer to 36.

Academic Alert

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

To achieve a status of "good standing," students must earn a CGPA of 2.0 or higher. Students who do not meet the minimum CGPA requirement of 2.0 during the first semester after being admitted on Academic Alert are placed on Financial Aid Warning.

Financial Aid Warning

Students on Academic Alert and all other students who do not meet the Satisfactory Academic Progress standards are placed on Financial Aid Warning.

Traditional students on Financial Aid Warning must spend an average of two hours per week in the ACE lab working with an ACE lab tutor on a designated assignment and take no more than 12 credit hours per semester, and, if employed by Rochester College, will not be eligible for on-campus work until cleared of all actions.

To be reinstated to a status of “good standing,” students must meet Satisfactory Academic Progress standards.

Financial Aid Probation

Students who do not meet Satisfactory Academic Progress Standards the semester after they were placed on Financial Aid Warning will be ineligible for financial aid. The student may appeal and go on an “academic plan” and be granted Financial Aid Probation. Traditional students on Financial Aid Probation must spend an average of two hours per week in the ACE lab working with an ACE lab tutor on a designated assignment and take no more than 12 credit hours per semester, and, if employed by Rochester College, will not be eligible for on-campus work until cleared of all actions.

Students will be eligible for financial aid while on Financial Aid Probation.

Financial Aid Suspension

Students who do not meet the minimum Satisfactory Academic Progress Standards the semester after being placed on 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 Financial Aid Probation are placed on Financial Aid Suspension.

Students who are on Financial Aid Suspension may enroll for up to 6 hours of credits during the suspension semester; however, they are not eligible for financial aid from government or college sources.

To be reinstated to “good standing” status, students must meet all three minimum requirements (GPA, CCR, Duration).

Good Standing

Student meets 2.0 CGPA, 67% CCR, 150% duration requirements.

APPEAL PROCESS

To be placed on Financial Aid Probation, students must appeal, explain their failure to meet SAP, and describe what has changed to allow them now to regain SAP. They must submit documentation from their academic adviser supporting the appeal. An academic plan must be agreed to by the student and an academic official. Students should be prepared to seek other options if the appeal is not approved. Students who have faced extraordinary circumstances may appeal if placed on Financial Aid Suspension. Documentation of circumstances is required.

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.

ADDITIONAL DEGREE

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

TRANSFER CREDITS

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

Transfer credit may apply toward a traditional degree but is limited to no more than 47 semester hours toward the Associate's degree and 98 hours toward the Bachelor's degree. For any degree, at least 50% of a student's major core must be earned at Rochester College.

COURSE INFORMATION

ACADEMIC CALENDAR

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

1. one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks; or
2. at least an equivalent amount of work as required in number 1 for other academic activities as established by the institution including laboratory work, internships, practice, studio work, 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 can 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 life/career goals and develop educational plans for completion of these goals.

Upon declaring a major, students are assigned a faculty adviser in that discipline to serve as their major academic adviser. Students are encouraged to make contact with their major adviser early in their academic career, and should consult the adviser in planning course selection sequence, semester schedules, and in outlining the degree plan.

For questions concerning adviser assignments and academic advising information contact the Academic Services Office at 248.218.2091.

APPEALS

Disputes regarding course grades, class policies, or other issues should be discussed with the appropriate instructor. If the instructor does not resolve the matter, complaints should be directed to the Department Chair, the Academic Dean, and the Faculty Affairs Committee (in that order). Appeals to the Faculty Affairs Committee must be in writing, must contain all supporting documentation, and must be submitted within one semester of the incident or grade report. The written appeal must be submitted to the Academic Dean who will forward it to the committee. The decision of the Faculty Affairs Committee is final.

ATTENDANCE POLICY

Rochester College expects regular and punctual attendance, which is checked by each instructor and may affect 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 will not be able to pass the course.

Institutionally approved absences for athletics, performances, or other activities for which advanced notification is given by the appropriate authority should be 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. The total of absences granted in conjunction with those granted for institutionally-approved absences may not exceed the 30% rule. Athletes, performers, and others engaged in activities that take them out of class are responsible to manage their attendance so that their academic performance is not compromised. Students are expected to make up work missed due to these absences.

If a student misses more class meetings than allowed by the attendance requirement as stated in the course syllabus, and does not withdraw by the last day to withdraw, the student will 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** (November 7th for fall 2011 semester, March 19th for spring 2012 semester).

Note: Students who do not attend the first three weeks of any class will be administratively dropped from the class, and charged a \$25 drop fee.

Instructors do not have to allow make-up of daily in-class work. Major assignments and examinations may be made up for doctor-documented illnesses and institutionally-approved absences granted by the Academic Services Office. 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.

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

Students may request an incomplete grade from the instructor and the Registrar if absences result from unavoidable reasons such as extended illness that is

documented by a doctor. Minor illnesses and other personal needs are to be covered by the number of personal absences allowed by the instructor. Incompletes must be requested within two weeks of the end of the semester. Please see the Registrar to request an Incomplete form.

To withdraw from a class, students must submit a drop form (available in Academic Services) to the Registrar prior to the class drop deadline, or send an email from the student's RC email account to registrar@rc.edu. Each drop request incurs a \$25 drop fee.

AUDITING COURSES

For a reduced fee, students may take a specific course without being responsible for class assignments and tests. Faculty may choose not to grade assignments completed on an audit basis. Traditional and nontraditional students may take advantage of the audit option. If space in a particular class is limited, matriculating students have enrollment priority over students auditing the course. 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 refund will be given.

CAREER AND TESTING SERVICES

Career Services assists students in developing, evaluating, and initiating an effective career plan through self-assessment and exploration of occupational and educational opportunities. The Career Services Office assists students in relating personal interest, skills, and values to academic pursuits, selection of a major, and establishing career goals. Students are given the tools to begin a career planning process that will take them through graduation and into job placement or graduate school. Career Services also handles all CLEP and DANTES testing for students. Contact the Career Services Office in Campus Center for more information.

CHRISTIAN VALUES REQUIREMENT

The Christian Values Requirement (CVR) of the general education core (see page 62) consists of nine semester hours for students pursuing the Bachelor's degree and six hours for those pursuing the Associate's degree. 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	Religion Requirement
1-29	9
30+	6

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

CLASSIFICATION

Classification is based on total semester hours completed by the end of the semester. Transfer students are unclassified until prior credits are posted to their Rochester College transcript. 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 to read, understand, and adhere to the Code of Academic Integrity. This document presents important definitions, levels of violation, potential sanctions, disciplinary processes, student rights and responsibilities, and appeal processes. The latest version of the Code of Academic Integrity can be found on the college's website or in the Academic Services Office.

CONCURRENT ENROLLMENT

Certain courses offered by other local colleges and universities are available to Rochester College students who make use of the guest enrollment option. Students are responsible for tuition and fees at other institutions. See the Academic Services Office for details and an application. Students receiving financial aid should also confer with Student Financial Services, since guest enrollment at another institution may affect financial aid eligibility. Students who wish to take courses from both the Center for Extended Learning and one of the traditional programs should refer to the policies outlined on page 142.

COURSE CHANGES

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

COURSE LOAD

A full-time load is considered to be 12 or more semester hours per semester, and an average load is 16 hours. Heavy loads of 19 or more hours must be approved by the Academic Dean. Nine to 11 hours constitute a three-quarters-time load; six to eight hours constitute a half-time load.

DISABILITY ACCOMMODATIONS

It is the policy of Rochester College 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. The College also regards these accommodations to be an essential and logical consequence of its stated 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 or without reasonable accommodation, can perform the essential functions of the program or course requirements.

Human Resources facilitates reasonable accommodations and support services for any qualified student with a properly documented disability. A disability is a physical or mental impairment that substantially limits one or more major life

activities. Written documentation from an appropriate professional is required. For a complete description of the policies and procedures associated with disability accommodations, please refer to the Human Resources Office.

ENNIS & NANCY HAM LIBRARY

The library offers electronic, print and audio-visual materials to traditional students, CEL students, faculty and guests. Users have remote and on-campus access to indexing and full-text articles in over 60 electronic periodical databases. 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 will need a Rochester College ID to borrow library materials.

WRITING PROFICIENCY REQUIREMENT

The objective of the writing proficiency requirement is to aid student success in college coursework at Rochester College. To meet this objective, students are required to take Composition A& B during their first academic year at Rochester College. (Extra semesters may be required if preparatory coursework is needed or in the event the student fails to successfully complete a basic writing or composition course.) Various methods of meeting this requirement are as follows:

- **Transfer of Composition A and/or B:**

Composition A and/or B with a grade of "C" or higher may be transferred from another accredited institution.

- **Advanced Placement (AP) Credit for Composition A and/or B:**

An AP score of 3 or 4 will result in the assignment of 3 semester hours for Composition A.

An AP score of 5 will result in the assignment of 3 semester hours each for Composition A& B.

- **CLEP for Composition A and B**

Current Exams:

College Composition (with or without essay) score of 50 – Comp A and B
Freshman College Composition score of 50 = Comp A and B

Exams as of July 2010:

College Comp with Modular score of 50 = Comp A
College Comp with Essay (30 days) score of 50 = Comp A and B

- **Placement for Basic Writing, Fundamentals of Composition, and Composition A & B**

A score of 15 or below on the ACT English/Writing test will result in placement in ENG 1003 Basic Writing. Students who earn a C or higher in this course will progress to ENG 1013.

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

A score of 18 or above on the ACT English/Writing Test will result in a placement in ENG 1113 Composition A.

A score of 25 or above on the ACT Writing Test or a score of 570 or above on the writing portion of the SAT Reasoning Test will waive ENG 1113 Composition A and allow placement directly into ENG 1123 Composition B. The English section of the ACT test will not be used for placement into ENG 1123.

- **The COMPASS** test may also be used to determine placement for Composition. See adviser for details.

A score of 2-5 results in placement in ENG 1003

A score of 6-7 results in placement in ENG 1013

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

A score of 12 or higher results in placement in ENG 1123

Preparatory Coursework for Composition A and/or B:

Preparatory Coursework is required of any admitted student who earned a score of 17 or below on the ACT English/Writing Test. Students who meet these standards but who struggle with composition skills should take ENG 1013 prior to taking Composition A.

Students who are placed in ENG 1003 or ENG 1013 must earn a grade of "C" or above or the student will be required to repeat the course and be restricted to 15 credit hours during their next semester and 12 credit hours for each subsequent semester until successfully completed.

Grade Requirement for Composition A and/or B:

A grade of "C" or above must be earned in Composition A and Composition B or the student will be required to repeat the course and be restricted to 15 credit hours during their next semester and 12 credit hours for each subsequent semester until successfully completed.

INFORMATION LITERACY REQUIREMENT

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

INDEPENDENT STUDY COURSES

Instructors may sometimes offer courses through independent study. These courses do not meet on a structured basis but do include regular meetings with the instructor. These courses do not fulfill general education requirements unless approved by the Academic Dean. Eligible students for independent study courses

must not be on academic alert or probation, must not be enrolled in their first term, and must receive permission from the instructor and the Academic Dean.

INCOMPLETE COURSES

Students are eligible for incomplete grades only when they cannot complete a course for unavoidable reasons such as extended illness - a physician's note is required. To qualify for an incomplete, a student must fulfill the 70% attendance policy. Application forms can be obtained by emailing registrar@rc.edu, but are not accepted sooner than two weeks before the end of the term. Applications must be submitted to the instructor(s) and the Registrar within two weeks of the end of the term in which the incomplete(s) are requested. The instructor(s) will specify the requirements needed to complete the course and students will be notified of approval or disapproval by the Registrar. An incomplete grade (I) is changed to F if the student does not complete the coursework within three months of the end of the semester.

DUAL DEGREE

Students are permitted to earn a second Bachelor's degree (BA, BS, BSN, BBA) by completing at least 32 hours beyond the first degree. Students must meet all requirements for both degrees.

DUAL MAJOR

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

In a world rapidly shrinking through expanding telecommunications and inter-continental travel, an important component of post-secondary education involves studying in other countries and cultures. Rochester College students are offered numerous opportunities for such experiential learning. They may participate in a fifteen-week fall study-abroad program in Europe with the base site located in Vienna, Austria. Between 12 and 18 hours of general education core credits in language, literature, art, history, religion and culture may be taken. Other short-term (two- to four-week) programs are offered over the winter break and in the summer. Sites may include the Middle East and Far East. For more information about GEO, contact program director Dr. Keith Huey at khuey@rc.edu.

GRADES

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

Grade	Percentage	Quality Points
A	93-100%	4.0
A-	90-92.9%	3.7
B+	87-89.9%	3.3

B	83-86.9%	3.0
B-	80-82.9%	2.7
C+	77-79.9%	2.3
C	73-76.9%	2.0
C-	70-72.9%	1.7
D+	67-69.9%	1.3
D	63-66.9%	1.0
D-	60-62.9%	0.7
F	59.9% and below	0.0

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

- I** (Incomplete)—must be completed within three months of the end of the semester, or grade will be changed to F
- P** (Passing)—not calculated in GPA
- R** (Repeat)—most recent grade is calculated in GPA, all entries remain part of permanent record
- W** (Withdrawn)¹—not calculated in GPA, but does count against completion rate for financial aid purposes
- AU** (Audit)—not calculated in GPA

Grades will be available on the student portal (<https://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.

¹ Withdrawals are noted as W on transcripts after the first week of classes.

GRADUATION

Rochester College holds commencement ceremonies in December and May. Attendance is recommended but not required to graduate. A student may not participate in the commencement ceremony if any degree requirements remain outstanding. If a student is uncertain about meeting graduation requirements, he or she should contact the Registrar the semester preceding his or her final semester. Students may not participate in commencement ceremonies if they are taking courses at other colleges during the semester prior to graduation, but must wait until the next commencement ceremony to participate.

Each semester, students review their academic progress with their academic adviser. Students starting their final semester must submit a graduation application to Academic Services and pay the graduation fee. Application deadlines for December and May commencement are October 1 and February 1, respectively. Summer graduates should apply by July 1. The Registrar must receive transcripts from other institutions by the application deadline. If they 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 Academic Dean prior to the last semester of classes. **All financial obligations to the college must be fulfilled prior to receipt of transcript or diploma.**

ACADEMIC HONORS

Dean's List requirements per semester are at least 12 semester hours, a minimum 3.30 GPA, no grade below a C, and no incompletes. Rochester College graduation honors are: Summa Cum Laude (at least 3.85 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 semester hours of course work at Rochester College are required for honors at graduation. Honors are not available for Associate of Arts or Associate of Science graduates.

NONTRADITIONAL CREDIT

Some students may take advantage of nontraditional opportunities to receive credit for prior training that equates to college-level learning. Testing services (30 hours maximum) and professional schools and training (30 hours maximum) may be counted toward college credit, but not toward the 30-hour residency requirement. A combined maximum of 30 hours toward the Associate's 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.

Advanced Placement

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

College Level Examination Program (CLEP) and DANTES Subject Standardized Testing Program (DSST)

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

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

REGISTRATION

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

REPEATING COURSES

Students may improve final course grades by repeating courses. All grades appear on a permanent academic record but only the last grade for a repeated course is counted toward graduation requirements and cumulative GPA. Repeated courses incur a regular tuition charge; however, courses that are repeated for which the student previously received a passing grade will not count toward determining financial aid eligibility. Students who have successfully completed advanced course

work in mathematics or 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 Academic Dean and the appropriate division chair, instructors may offer special courses not listed in the College catalog. These courses meet regular hours and carry requirements similar to courses in the regular curriculum. Qualified students may enroll without normal independent study limitations.

TRANSCRIPTS

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

HONORS PROGRAM

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.

Admission: Incoming students with an ACT of 27 or an SAT of 1210 are invited to join the Honors Program. Students with slightly lower test scores are encouraged to apply for probationary membership. Transfer students and existing students with a GPA of 3.3 or higher are also encouraged to apply for membership.

Curriculum: Honors credit can be earned in three ways: through taking courses that are a part of the honors core (course titles begin with "HON"), by taking honors sections of existing courses (designated by adding "honors" to the course name), and through honors contract work. The Honors Core meets and exceeds the general education learning objectives through interdisciplinary approaches. Students must complete the honors core before pursuing honors contract work. Honors students must maintain a GPA of 3.3 or higher to enroll in honors courses.

Distinctions: Students who complete the 14-credit Honors Core and earn a cumulative GPA of 3.3 will earn the distinction of "Honors Scholar" upon graduation. Students who complete 20 honors credits (including the Honors Core) and earn a cumulative GPA of 3.3 will earn the distinction of "Distinguished Honors Scholar" upon graduation.

DEGREE INFORMATION

Each student is personally responsible for understanding and completing the requirements listed in his or her degree plan. Academic advisers 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 their academic adviser with a catalog from the other institution. This should be done early in the advising process. 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 128 semester hours (or 120 hours in CEL), including at least 36 semester hours of upper-division (3000 and 4000 level course numbers).
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. Complete at least 24 of the last 36 hours at Rochester College (12 of the last 18 for an Associate's degree).
5. Demonstrate college-level writing proficiency by completing Composition A and B (or their equivalent) with a grade C or above. Refer to page 52 for complete Rochester College Writing Proficiency policy.

CHANGING MAJORS

If a student starts with one major at Rochester College, then decides to change majors in a later semester, they must meet the requirements in the current year's catalog. For example, if a student started RC in fall 2009, and changed majors in fall 2011, that student would be required to satisfy all the requirements of the 2011-12 degree plan, including general education requirements. See the Registrar for any questions on this policy.

DEGREE OPTIONS – TRADITIONAL PROGRAM

For CEL degree options, please see page 136. For graduate (MRE) options, please see the graduate catalog.

Bachelor of Arts (BA)

English

Tracks available in Literature and Professional Writing

Humanities

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

Interdisciplinary Studies

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

Interdisciplinary Studies with Honors

Concentrations that are self-designed and approved by committee

Music

Bachelor of Business Administration (BBA)

Accounting

Business Management

Sports Management

Bachelor of Science (BS)

Behavioral Science

Concentration in Social Work

Biblical Studies

Biology

Christian Ministry

Education, Elementary

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

Education, Secondary

Majors available in Biology, English, Social Studies, and Mathematics Education

Health Sciences

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

Interdisciplinary Studies

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

Mass Communication

Tracks available in Broadcasting, Graphic Design, Public Relations and Media & Communication Arts

Psychology

Technical and Professional Studies

Incorporates into a BS degree a qualified certificate program in a technical field from another institution

Youth and Family Ministry

Bachelor of Science in Nursing (BSN)

Nursing

RN-BSN

Associate of Arts (AA)

Associate of Science (AS)

The General Education Program

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

Note: Courses listed below are from the RC offering. Other courses may satisfy the requirements, subject to the approval of the Division Chair.

Skill Development: (for Reading Comprehension, Writing, Reasoning, and Communication)

***Information Literacy* (1)**

Develops the students' ability to access, evaluate, assimilate, and use information effectively to accomplish specific academic and personal tasks.

Course fulfilling this requirement: INF 1011 or HON 2014

***English Composition* (6)**

Develops a students' ability to read critically and comprehensively, and to write clearly and effectively for a variety of purposes.

Courses fulfilling this requirement: Required sequence of ENG 1113 & ENG 1123 or HON 2014. ENG 1003 and ENG 1013 may be required as a pre-requisite for international students or those with an English ACT score of 17 or below. Students exempted from ENG 1113 and/or 1123 may replace those hours with electives.

***Communication and Speech* (3)**

Introduces students to theory and practice in a variety of communication contexts, with special attention to verbal communication and speech.

Courses fulfilling this requirement: COM 1013 or HON 2014

***Critical Thinking and Mathematical Competency* (3)**

Develops a student's appreciation of the value of mathematics and logic in history and contemporary society. It enhances reasoning ability and the grasp of logical principles, improves problem solving skills, and develops an understanding of numerical data and statistical methods.

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

***Moral and Philosophic Reasoning* (3)**

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

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

Foreign Language (for the BA only)

(6-8)

Supports the global worldview of the liberal arts and helps students attain functional competency in listening, speaking, reading, and writing at an intermediate level in a foreign language of their choice.

Knowledge Enhancement: (of Self, Others, and God)

Christian Values

(9)

These three courses give a college-level, introductory overview of the Christian faith, and to the world and 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)

Gives historical, sequential, and/or thematic introductions to the major events, people, institutions, and ideas from different periods in the development of Western civilizations.

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

American Experience

(3)

This requirement introduces students to the historical and political issues critical for an understanding of American society and life in the United States.

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

Non-Western Studies and Diversity

(3)

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

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

Literature

(3)

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

Courses fulfilling this requirement: ENG 2413, 3213, 3223, 3313, 3323; HON 2113

Fine Arts Appreciation

(3)

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

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

Laboratory Science**(4)**

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

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

Human Institutions and Behavior**(3)**

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

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

Health and Fitness**(2)**

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

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

GENERAL EDUCATION REQUIREMENTS

To receive the BA or BS degree, students must complete the General Education core. Alternate standards are listed on page 20 for transfer students holding the Associate's degree. Transfer student variations in the Christian Values Requirement are listed on page 50.

REQUIREMENTS FOR THE GENERAL EDUCATION CORE		
Skill Development		
Information Literacy: INF 1011 or HON 2014		1
English Composition ENG 1113 Composition A, HON 2014, ACT 25+, SAT 570+, or AP 3 or 4 ENG 1123 Composition B, HON 2014, or AP 5 (Comp A&B)		6
Communication and Speech: COM 1013 or HON 2014		3
Critical Thinking / Mathematical Competency: MAT 1103 Int. Algebra or above, ACT 25+; HON 2314, or PHI 2023		3
Moral & Philosophical Reasoning: HON 2213; PHI 2013, 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; INS 3113; PHI 2013		3
American Experience: Any POS; HIS 2113, 2513, 2523, 3503, 3513, 3523, 3533, 3543, 3553, 4513, 4523; HON 2113; MED 4113		3
Non-Western Studies and Diversity: ANTH; BIB 4123; COM 3533; ENG 2413, 4413; GEO 1013, 3113; HIS 3423; HON 2213; INS 2123; MUS 3333; PHI 3043, 3923; PSY 3423, SOC 2013		3
Literature: ENG 2413, 3213, 3223, 3313, 3323, HON 2113		3
Fine Arts Appreciation: FLM 2013, 2423; HON 2113; HUM 2003; INS 2113; MUS 3333; ART 2003		3
Laboratory Science: BIO, CHE, NSC, or PHS; HON 2314		4
Human Institutions and Behavior: BUS 2403, 2413; HON 2213; any PSY; any SOC; SWK 2013		3
Health and Fitness ¹ : Any PED activity course		2
TOTAL GENERAL EDUCATION CORE (55-57 hours for BA)		49

¹ Veterans may satisfy this requirement through Basic Training.

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 at least 64 hours (with at least 15 hours taken at Rochester College), and a 2.00 minimum cumulative GPA.

REQUIREMENTS FOR THE ASSOCIATE OF ARTS DEGREE		
Skill Development		
Information Literacy: INF 1011 or HON 2014		1
English Composition ENG 1113 Composition A, HON 2014, ACT 25+, SAT 570+, or AP 3 or 4 ENG 1123 Composition B, HON 2014, or AP 5 (Comp A&B)		6
Communication and Speech: COM 1013 or HON 2014		3
Critical Thinking / Mathematical Competency: MAT 1103 Int. Algebra or above, ACT 25+; HON 2314, or PHI 2023		3
Moral & Philosophical Reasoning: HON 2213; PHI 2013, 2933, 2943, 3023		3
Knowledge Enhancement		
Christian Values: REL 1003, 1013, and BIB 2000+		9
Western Heritage: HIS 1313, 1323, 3313, 3323, 4323; HON 2113; INS 3113; PHI 2013		3
American Experience: Any POS; HIS 2113, 2513, 2523, 3503, 3513, 3523, 3533, 3543, 3553, 4513, 4523; HON 2113; MED 4113		3
Non-Western Studies and Diversity: ANTH; BIB 4123; COM 3533; ENG 2413, 4413; GEO 1013, 3113; HIS 3423; HON 2213; INS 2123; MUS 3333; PHI 3043, 3923; PSY 3423, SOC 2013		3
Literature: ENG 2413, 3213, 3223, 3313, 3323, HON 2113		3
Fine Arts Appreciation: FLM 2013, 2423; HON 2113; HUM 2003; INS 2113; MUS 3333; ART 2003		3
Laboratory Science: BIO, CHE, NSC, or PHS; HON 2314		4
Human Institutions and Behavior: BUS 2403, 2413; HON 2213; any PSY; any SOC; SWK 2013		3
Health and Fitness ¹ : Any PED activity course		2
Electives		15
TOTAL FOR ASSOCIATE OF ARTS DEGREE		64

¹ Veterans may satisfy this requirement through Basic Training.

ASSOCIATE OF SCIENCE DEGREE

The Associate of Science (AS) degree requires completion of at least 64 hours (at least 15 taken at Rochester College), and a 2.00 minimum cumulative GPA.

REQUIREMENTS FOR THE ASSOCIATE OF SCIENCE DEGREE		
Skill Development		
Information Literacy: INF 1011 or HON 2014		1
English Composition ENG 1113 Composition A, HON 2014, ACT 25+, SAT 570+, or AP 3 or 4 ENG 1123 Composition B, HON 2014, or AP 5 (Comp A&B)		6
Communication and Speech: COM 1013 or HON 2014		3
Critical Thinking / Mathematical Competency: MAT 1103 Int. Algebra or above, ACT 25+; HON 2314, or PHI 2023		3
Moral & Philosophical Reasoning: HON 2213; PHI 2013, 2933, 2943, 3023		3
Knowledge Enhancement		
Christian Values: REL 1003, 1013		6
Western Heritage: HIS 1313, 1323, 3313, 3323, 4323; HON 2113; INS 3113; PHI 2013		3
American Experience: Any POS; HIS 2113, 2513, 2523, 3503, 3513, 3523, 3533, 3543, 3553, 4513, 4523; HON 2113; MED 4113		3
Non-Western Studies and Diversity: ANTH; BIB 4123; COM 3533; ENG 2413, 4413; GEO 1013, 3113; HIS 3423; HON 2213; INS 2123; MUS 3333; PHI 3043, 3923; PSY 3423, SOC 2013		3
Literature: ENG 2413, 3213, 3223, 3313, 3323, HON 2113		3
Fine Arts Appreciation: FLM 2013, 2423; HON 2113; HUM 2003; INS 2113; MUS 3333; ART 2003		3
Laboratory Science Sequence: BIO, CHE, NSC, or PHS		8
Human Institutions and Behavior: BUS 2403, 2413; HON 2213; any PSY; any SOC; SWK 2013		3
Health and Fitness ¹ : Any PED activity course		2
Additional Science: From BIO; CHE; MAT 1334 or above; and/or NSC; PHS		11
Electives		3
TOTAL FOR ASSOCIATE OF SCIENCE DEGREE		64

¹ Veterans may satisfy this requirement through Basic Training.

DIVISION OF ARTS AND SCIENCES



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

MISSION STATEMENT

The Department of Behavioral Sciences supports majors designed for the student planning for graduate work in psychology and other related fields. The curriculum is designed to develop strong skills in the theory and practice of the science of psychology, with an emphasis on dealing with the emotional, mental, social, and spiritual needs of others. Courses in social work are designed to prepare students for graduate work in the field of social services. Courses place an emphasis on the Christian model of service.

ACADEMIC OPPORTUNITIES

Rochester College offers the Bachelor of Science degree in Psychology or a Behavioral Science degree with a concentration in Social Work. Interdisciplinary studies majors may choose a psychology concentration as part of the Bachelor of Arts or Bachelor of Science degree. Minors are available in behavioral science and psychology.

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 employees in sales, public relations, or other human services and resources.

ADMISSION TO THE BEHAVIORAL SCIENCES PROGRAM

All students seeking a degree with a major in Psychology or Behavioral Science must apply for and be admitted to the Behavioral Science Program or the Psychology Program. This process is in addition to the general admittance to Rochester College.

ADMISSION CRITERIA

The following must be documented at the time of application:

- Minimum cumulative GPA of 2.50.
- Completion of 30 hours, including the following core courses:
 - ENG 1113 English Comp A
 - ENG 1123 English Comp B
 - MAT 1103 Intermediate Algebra (or higher level MAT) with a C- or higher
 - PSY 2013 General Psychology
 - PSY 2223 Lifespan Development / PSY 2113 Psych. of Adjustment

- Must complete lower level Psychology/Social Work Core courses with a grade of C or higher.
- Complete the Autobiographical and Professional/Career Goals Statement for the Behavioral Sciences Department. This should be approximately 3-5 pages in length and address your interest in psychology or social work and present your short and long-term goals for your career.

APPLICATION PROCESS

1. Obtain from the Chair of the Department of Behavioral Sciences and complete an Application for Admission to the Department of Behavioral Sciences for either Psychology or Behavioral Science–Social Work.
2. Return the application to the Chair of the Department of Behavioral Sciences prior to the established deadlines for application:
Fall - Monday after Thanksgiving; **Spring** - Second Monday of April
3. The Department of Behavioral Sciences will review applications of all candidates for both Psychology and Social Work. All applicants will be notified of their admission status by letter from the Department of Behavioral Sciences.

National Honor Society in Psychology – Psi Chi

The Behavioral Sciences Department is a sponsor for Psi Chi, The National Honor Society in Psychology, which offers opportunities for students who excel in their academic coursework in their respective Behavioral Sciences programs.

Students invited to join Psi Chi have shown a significant interest in Psychology and must meet the minimum requirements for undergraduate students:

- Must be enrolled as a student at Rochester College
- Must have established a GPA at Rochester College
- Must be enrolled in the final semester prior to graduation
- Must be enrolled as a major or minor in a psychology program or a program psychological in nature that is equivalent to a psychology major
- Must have completed at least 9 semester hours or 14 quarter hours of psychology courses
- Must have an overall GPA that is in the top 35% of the senior class (90+ credit hours earned; if the cut-off for the top 35% is below 3.00, the applicant must have an overall GPA of at least 3.00 on a 4-point scale)
- Must have a psychology GPA (in PSY course work) that is at least 3.00 on a 4-point scale

Students who meet all the criteria for induction will be sent an invitation packet during their final semester of enrollment.

DEGREE REQUIREMENTS

BS with Psychology Major. Presents a broad study of human behavior and insight into psychology as a scientific discipline and professional career. Graduate work is required to certify for practice in most agencies and for licensure as a private therapist.

REQUIREMENTS FOR THE BS IN PSYCHOLOGY		
General Education Core		49
SOC 2023 or SOC 2453 recommended (Human Inst/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 PSY 2113 Psychology of Adjustment PSY 2223 Life Span Development PSY 3013 Psychology of Personality PSY 3033 Abnormal Psychology PSY 3043 Brain and Behavior PSY 3053 Health Psychology PSY 3093 History and Systems of Psychology PSY 3123 Social Psychology PSY 3143 Psychology of Religion	9	
Laboratory Core: choose 7 hours PSY 3503 Cognitive Psychology PSY 3514 Learning and Memory PSY 3524 Sensation and Perception	7	
Advanced Core: choose 8 hours PSY 3203 Child Development PSY 3213 Adolescent Development PSY 3223 Psychology of Adulthood and Aging PSY 3313 Introduction to Psychological Assessment PSY 3403 Introduction to Psychotherapy and Counseling PSY 3423 Diversity and Cross-Cultural Psychology PSY 3433 Industrial/Organizational Psychology PSY 4423 Psychology of Group Processes PSY 4534 Advanced Seminar in Applied Statistics & Research PSY 4911, 4912, or 4913 Directed Research PSY 4921, 4922, or 4923 Directed Readings Other PSY approved by Department Chair	8	
Minor (recommended)		18
Electives		22
TOTAL FOR PSYCHOLOGY MAJOR		128

BS with Behavioral Science Major. Features a track in social work. It includes a practicum in the student's chosen field of study. Graduate studies normally are required to certify for practice in most agencies and for licensure as a private therapist.

REQUIREMENTS FOR THE BS IN BEHAVIORAL SCIENCE			
General Education Core		49	
SOC 2023 or SOC 2453 recommended (Human Inst/Behavior)	3		
Behavioral Science Major		27	
PSY 2013 General Psychology	3		
PSY 2223 Life Span Development	3		
Choose one: PSY 3013 Psychology of Personality PSY 3093 History and Systems of Psychology	3		
PSY 3303 Statistics for the Behavioral Sciences	3		
PSY 3323 Research Methods in the Social Sciences	3		
PSY 3403 Introduction to Psychotherapy and Counseling	3		
PSY 3423 Diversity and Cross-Cultural Psychology	3		
SWK 4893 Field Practicum	3		
PSY 4943 Ethics in Behavioral Science	3		
Track: Social Work			18
PSY 3413 Substance Abuse and Addictive Behaviors or PSY 4423 Psychology of Group Processes SWK 2013 Introduction to Social Work SWK 3003 Human Behavior and the Social Environment SWK 3103 Social Welfare and Public Policy SWK 4403 Social Work Practice I SWK 4413 Social Work Practice II			
Minor (recommended)			18
Electives		16	
TOTAL FOR BEHAVIORAL SCIENCE MAJOR		128	

MINORS

Behavioral Science Minor – Requires 18 hours of PSY, SOC, SWK 2000 level or above, including six upper-division hours.

Counseling Minor – Requires 12 hours of PSY or SOC and six hours from MIN 3613; PSY 3403, 3413, 4403, 4413, 4423, 4493; or SWK 3003.

Psychology Minor – Requires 18 hours of PSY, including six upper-division hours, for a psychology minor, and/or SWK 3003.

Social Work Minor – Requires six hours of PSY and/or SOC and 12 hours of SWK, including six upper-division hours.

DEPARTMENT OF HUMANITIES (ART, COM, ENG, FLM, GEO, GER, HIS, HUM, INF, INS, MUS, PHI, POS, SPA, THE)

MISSION STATEMENT

The faculty in the Humanities Department 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 will 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 will grow in the intellectual skills of thinking, communicating, and problem solving. The entire range of these academic challenges will be explored in the context of constructing a Christian worldview, through which the student's individual vocation may be discovered and refined. The graduate of the Humanities programs will be, in the best sense of the phrase, an educated person.

ACADEMIC OPPORTUNITIES

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

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

CAREER OPPORTUNITIES

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

sections related to the individual concentrations available to the humanities and interdisciplinary studies majors.

REQUIREMENTS FOR THE BA IN HUMANITIES	
General Education Core	49
Foreign Language	8
Humanities Major	27
HUM 2103 Introduction to the Arts and Sciences	3
3000+ Western/American Heritage	6
3000+ Non-Western Studies/Diversity	3
3000+ Western/American Heritage or Non-Western Studies/Diversity	3
3000+ Literature	6
3000+ Performing Arts	6
Humanities Concentration (see list on page 83)	24
Minor (recommended)	18
Electives	2
TOTAL FOR HUMANITIES MAJOR	128

ENGLISH AND FOREIGN LANGUAGE (ENG, FLM, GER, SPA)

MISSION STATEMENT

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

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

ACADEMIC OPPORTUNITIES

The Bachelor of Arts degree in English may include tracks in professional writing or literature. The interdisciplinary studies and humanities majors also feature concentrations in literature and professional writing.

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

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

CAREER OPPORTUNITIES

Careers available to graduates with a degree in English writing include education, journalism, technical writing, business, law, library science, and government service. Many employers value a liberal arts 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.

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. Multilingual communicators may find jobs as translators or teachers.

DEGREE REQUIREMENTS

BA with English Major

REQUIREMENTS FOR THE BA IN ENGLISH		
General Education Core		57
Foreign Language (required)	8	
English Major		30
ENG 2000 level or above	3	
ENG 3000 level or above	3	
ENG 2413 World Literature	3	
ENG 3213 or 3223 British Writers to 1800 or British Writers 1800-Present	3	
ENG 3313 or 3323 American Writers to 1865 or American Writers 1865-Present	3	
ENG 3513 Critical Writing and Literary Analysis	3	
ENG 4413 Diversity in American Literature	3	
ENG 4523 Advanced Composition	3	
ENG 4533 Senior Writing Project	3	
Choose one: ENG 4203 Shakespeare ENG 4723 Studies in Genre: Fiction ENG 4733 Studies in Genre: Poetry ENG 4743 Studies in Genre: Drama	3	
Track: Literature or Professional Writing		9
Literature Track		
ENG 3000 level or above		9
Professional Writing Track		
Choose 9 hours: ENG 2113 Aspects of the English Language ENG 3523 Creative Writing ENG 3613 Introduction to Linguistics MED 1101 Print Journalism (max of 3 hrs.) MED 1201 Digital Journalism (max of 3 hrs.) MED 2513 Media Writing		9
Minor (recommended)		18
Electives		14
TOTAL FOR ENGLISH MAJOR		128

MINORS

English Minor – Requires 12 hours of ENG above the 2000 level, and six hours of upper-division ENG.

Foreign Language Minor – A minor in a foreign language may be transferred in, but decisions on accepting transferred work to be counted toward a minor will be handled by the Humanities Department. Requires at least six hours in college-level intermediate language; and 12 hours of literature or culture (beyond intermediate level in that same language), at least nine of which need to be 3000+ level.

Humanities Minor – Requires six hours from ENG 2413, 3213, 3223, 3313, 3323; six hours from ART 2003, FLM 2013, HUM 2003 or 2103; and six upper-division hours of either COM or ENG.

Professional Writing Minor – Requires ENG 1123, 2113, 3523, 3613, 4533, and 4523.

HISTORY AND POLITICAL SCIENCE (GEO, HIS, POS)

MISSION STATEMENT

The faculty in the area of history and political science strive to provide a deeper understanding of the world in which we now 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 the American government. Legal courses stress the powers of common law courts to make law.

ACADEMIC OPPORTUNITIES

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

CAREER OPPORTUNITIES

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

MINORS

History Minor – 18 hours of HIS, including six hours of upper-division.

American Studies Minor – Requires BUS 3303; two courses from HIS 3523, 3533, 3543, or 3553; and POS 2023, 2043, and 4013 or 4213.

Pre-Law Minor – Requires BUS 3303; MED 4113; plus 12 hours from POS.

Social Science Minor – Requires 18 hours, including six hours of upper division credit. Must include at least two of the following: geography, history, political science, psychology, or sociology.

MUSIC, THEATRE, AND VISUAL ARTS (ART, MUS, THE)

MISSION STATEMENT

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

ACADEMIC OPPORTUNITIES

Students may pursue a major in music leading to a BA in Music. The degree allows for 27 hours of electives, which gives students an opportunity to pursue a concentration or minor in a supporting field. Options include Theatre, Business, Ministry, Religion, and Psychology.

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

Students may pursue a theatre concentration for the humanities or interdisciplinary studies major, or a minor in theatre which may be elected to complement any Bachelor's degree.

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

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

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

MINOR

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

REQUIREMENTS IN MUSIC

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

REQUIREMENTS IN THEATRE

See pages 92 and 95 for information regarding the performing arts and theatre concentrations for the degree in humanities or interdisciplinary studies.

Theatre Minor—Students may select 18 hours from the following courses to complete the minor:

No more than 3 total hours in any combination from the following:

THE 1011 Stagecraft, THE 1021 Theatre Workshop, THE 1031 Ensemble Acting, THE 4601 Senior Seminar in Theatre

Additional courses:

THE 1103 Beginning Acting, THE 2113 Technical Theatre, THE 3113 Theatre for Young Audiences, THE 3213 Dramaturgy, THE 3303 History of Western Theatre, THE 3313 Oral Interpretation of Literature, THE 3603 Dramatic Criticism, THE 4113 Directing, THE 4143 Theatre and Religion, THE 4813 Senior Writing Project, THE 4893 Internship

REQUIREMENTS IN VISUAL ART

Visual Art Courses

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

DEGREE REQUIREMENTS

BA with Music Major

REQUIREMENTS FOR THE BA IN MUSIC		
General Education Core		51
Foreign Language (required)	8	
Music Major		50
Choose four hours: MUS 1101 A Cappella Chorus MUS 1121 Autumn MUS 1161 Community Choral Ensemble MUS 1171 Concert Band	4	
MUS 1203 Music Fundamentals	3	
MUS 1211 Ear Training I	1	
MUS 1213 Theory I	3	
MUS 1221 Ear Training II	1	
MUS 1223 Theory II	3	
MUS 2211 Ear Training III	1	
MUS 2213 Theory III	3	
MUS 3202 Keyboard Harmony	2	
MUS 3303 History of Western Music Survey	3	
MUS 3333 World Music	3	
MUS 3343 Music in America	3	
MUS 3403 Conducting	3	
MUS 3603 Technology in Music	3	
MUS 4213 Arranging/Scoring	3	
MUS 4601 Senior Seminar in Music	1	
Major Instrument or Voice (6 semesters)	6	
Minor Instrument or Voice (4 semesters)	4	
Electives	27	
TOTAL FOR MUSIC MAJOR		128

PHILOSOPHY AND INTERDISCIPLINARY STUDIES (INS, PHI)

MISSION STATEMENT

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 it clear that the boundaries between the traditional disciplines are not as distinct as once thought. It is now widely acknowledged that higher education must prepare students to think critically and creatively across traditional boundaries, to operate effectively in cross-cultural environments, and to navigate the interrelationships of different disciplines. Toward this end, the Department of Philosophy and Interdisciplinary Studies includes opportunities to study in more than one academic field within the same degree, and opportunities to develop a philosophical foundation through an "Interdisciplinary Core" designed to explore the relationships between the disciplines chosen. The department also provides opportunities for students to experience and explore diverse cultures through their academic programs.

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

ACADEMIC OPPORTUNITIES

The Bachelor of Science and Arts in Interdisciplinary Studies allows students to combine two or more areas of study into one degree. The different areas of study are tied together by a specifically designed Interdisciplinary Core. The Interdisciplinary options also include a specifically designed degree plan for students interested in preparing for medical school, law school or pursuing options in other disciplines in the liberal arts. There is also an option for a self-designed Honors Program for qualifying students.

CAREER OPPORTUNITIES

More than ever, professional employers and many post-baccalaureate academic programs seek graduates that have a diverse background in the liberal arts and the skills to think critically, communicate effectively, and develop broadly. For this reason, the diversity of a degree in Interdisciplinary Studies uniquely prepares a student 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 art fields.

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

DEGREE REQUIREMENTS

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

BS IN INTERDISCIPLINARY STUDIES WITH A CONCENTRATION IN PRE-MED			
General Education Core		42	
Interdisciplinary Studies Core		6	
PHI 2013 Introduction to Philosophy	3		
Any Upper-Division PHI course	3		
Pre-Med Concentration		48	
BIO 1014 Biological Science I (satisfies gen. ed. science)	4		
BIO 1024 Biological Science II	4		
BIO 3324 Microbiology	4		
BIO 3414 Genetics	4		
CHE 1514 College Chemistry I	4		
CHE 1524 College Chemistry II	4		
CHE 2514 Organic Chemistry I	4		
CHE 2524 Organic Chemistry II	4		
CHE 3514 Biochemistry I	4		
PHS 2014 General Physics I/Lab	4		
PHS 2024 General Physics II/Lab	4		
MAT 2514 Calculus and Analytic Geometry I (recommended)	4		
Second Area of Concentration—must include at least 12 upper-division hours, and be selected from the following options:			24
Business (BS only)	Mathematics (BS only)		Psychology (BS only)
Communication	Music	Religion	
History	Performing Arts	Theatre	
International Studies	Pre-Law	Literature & Writing	
Literature	Professional Writing (BS only)		
Electives (May need more upper division)		8	
TOTAL FOR INTERDISCIPLINARY STUDIES MAJOR		128	

BS with Interdisciplinary Studies Major with a concentration in Pre-Physician Assistant. Allows students to incorporate a concentration specifically designed for PA programs into an Interdisciplinary degree.

REQUIREMENTS FOR THE BS IN INTERDISCIPLINARY STUDIES WITH A CONCENTRATION IN PRE-PHYSICIAN'S ASSISTANT			
General Education Core		42	
Interdisciplinary Studies Core		6	
PHI 2013 Introduction to Philosophy	3		
PHI 3000+ Course	3		
Pre-PA Concentration		38	
BIO 1014 Biological Science I (satisfies gen. ed. 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 or PSY 2223	3		
MAT 1334 Pre-Calculus (Calc I suggested)	4		
*Depending on PA school a 3000 level Physiology course may also be required.			
Second Area of Concentration—must include at least 9 upper-division hours, and be selected from the following options:			24
Business (BS only)	Mathematics (BS only)		Psychology (BS only)
Communication	Music		Religion
History	Performing Arts	Theatre	
International Studies	Pre-Law	Literature & Writing	
Literature	Professional Writing (BS only)		
Electives (May need more upper division)		18	
TOTAL FOR INTERDISCIPLINARY STUDIES MAJOR		128	

BA/BS with Interdisciplinary Studies Major

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

REQUIREMENTS FOR THE BA/BS IN INTERDISCIPLINARY STUDIES		
General Education Core		49
Interdisciplinary Studies Core		15
PHI 2013 Introduction to Philosophy	3	
Six hours of upper-division PHI courses	6	
Any upper-division course from another liberal arts area not including courses from the first and second concentration. General education hours may not be used to meet this requirement.	3	
PHI 4813 Senior Project in Interdisciplinary Studies (If one of the selected concentrations has a capstone course, an additional liberal arts course may be substituted.)	3	
Interdisciplinary Studies Major		
First Area of Concentration. Must include at least 8 upper-division hours, and be selected from the following options:		24
General Science (BS only)	*Literature & Writing	Professional Writing (BS only)
*History	Mathematics (BS only)	*Religion
International Studies	*Music	*Theatre
*Literature	*Pre-Law	
Second Area of Concentration. Must include at least 8 upper-division hours, and be selected from the following options. Note: Pre-med has a specialized first concentration. The second concentration should be taken from this list.		24
Business (BS only)	*Literature & Writing	*Pre-Law
General Science (BS only)	Mass Communication (BS only)	Professional Writing (BS only)
*History	Mathematics (BS only)	Psychology (BS only)
International Studies	*Music	*Religion
*Literature	*Performing Arts	*Theatre
Foreign Language (BA only)		8
Electives		8-16
TOTAL FOR INTERDISCIPLINARY STUDIES MAJOR		128

* Can be used for Humanities Concentrations

BA in Interdisciplinary Studies with Honors

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

1. New students must have a minimum ACT score of 27 or a minimum SAT score of 1200, and must have graduated from high school with a GPA of 3.5 or higher and/or be in the top ten percent of their graduating class.
2. Transfer students or continuing Rochester students who wish to enroll in this degree can use their college performances as criteria. They must have completed at least 30 hours of college credit with a minimum GPA of 3.2, with at least two faculty recommendations.
3. In order to receive this Honors degree, students must graduate with a minimum GPA of 3.4. If the student's final GPA is below 3.4, then the "Honors" distinction will be dropped from the degree, and the student's program will be considered under the normal Rochester College academic guidelines, and count as a normal BA in Interdisciplinary Studies. Once the above criteria are met, the student must submit a proposal for his/ her self-designed program, meeting the requirements outlined below. Proposals must be outlined on the "Proposal/Rationale Form" (available in the Department of Interdisciplinary Studies), and must be submitted to and approved by a committee consisting of: the Head of the Department of Interdisciplinary Studies, the vice president of academic affairs and/or academic dean, and one other appropriate faculty member that the committee will select. This process must be completed before 60 hours of credit is completed.

REQUIREMENTS FOR THE BA IN INTERDISCIPLINARY STUDIES WITH HONORS		
General Education Core		49
Honors students are encouraged to choose as many upper-division classes in the general education categories as possible.		
Interdisciplinary Studies Core		15
PHI 2013 Introduction to Philosophy	3	
Any upper-division PHI courses	6	
Any upper-division course from another liberal arts area not including courses from the first and second concentration. General education hours may not be used to meet the requirement.	3	
PHI 4813 Senior Project in Interdisciplinary Studies	3	
Foreign Language		6-8
Self-Designed Program (At least 42 hours of the self-designed program must be upper-division hours.)		56
TOTAL FOR INTERDISCIPLINARY STUDIES WITH HONORS		128

MINORS

Philosophy Minor – Requires 18 hours of PHI coursework, including PHI 2013.

International Studies Minor – Requires participation in one of Rochester College's international programs through Global Educational Opportunities (GEO); at least six hours of the same foreign language; at least six hours of liberal arts courses taken in a GEO international program; three hours (cannot overlap with one's major core or Gen Ed) from BIB 4013, 4123; BUS 3033; COM 3533; HIS 3313, 3323, 4323; three hours (cannot overlap with one's major core or Gen Ed) from ENG 2413, 4413; GEO 3113; HIS 3423; MIN 2401/2/3; MUS 3333; PHI 3043,3923.

INTERDISCIPLINARY CONCENTRATIONS

Business Concentration		24
ACC 2113 Accounting I	3	
ACC 2123 Accounting II	3	
Choose one: 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	

I.S. students choosing the business concentration must take their capstone experience in their other concentration of in the I.S. core.

General Science Concentration		24
Select one Laboratory Science sequence (another sequence must be included in the General Education core): BIO 1014 and 1024 Biological Science I and II CHE 1514 and 1524 College Chemistry I and II PHS 2014 and 2024 General Physics I and II	8	
Choose 16 hours: BIO 1124 Zoology BIO 2114 Human Anatomy and Physiology I BIO 2124 Human Anatomy and Physiology II BIO 2224 Introductory Botany and Zoology BIO 3114 Botany BIO 3213 General Ecology BIO 3324 Microbiology BIO 3414 Genetics CHE 2514 Organic Chemistry I CHE 2524 Organic Chemistry II CHE 3514 Biochemistry I NSC 2204 Natural Science Field Study PHS 3004 Astronomy NSC 3114 Earth's Waters NSC 4612 Senior Seminar NSC 4901, 4902, or 4903 Special Topics in Science Laboratory Science sequence from above	16	

History Concentration		24
Choose three: HIS 1313 Western Civilization to 1500 HIS 1323 Western Civilization, 1500 to Present HIS 2513 United States History to 1877 HIS 2523 United States History, 1877 to Present	9	
Choose four: HIS 2113 Michigan History HIS 3313 The French Revolution and Napoleonic Era HIS 3323 Nineteenth-Century Europe HIS 3423 Globalization and the Developing World HIS 3503 Women in American History HIS 3513 History of American Foreign Relations HIS 3523 Colonial and Revolutionary America HIS 3533 The Early American Republic HIS 3543 The Rise of Industrial America HIS 3553 America in World Crises HIS 3813 Historical Research and Writing HIS 4323 Europe in the Age of World Wars HIS 4333 Europe since 1945 HIS 4513 The American Civil War Era HIS 4523 Recent America, 1952 to Present HIS 4613 Selected Topics in History	12	
HIS 4813 Senior Project in History	3	

International Studies Concentration*		24
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: BIB 4013 Biblical Archaeology BIB 4123 Archaeology of Biblical Tamar in Israel 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: ENG 2413 World Literature ENG 4413 Pluralism 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 African Philosophy & the African-American Exp. PHI 3923 World Religions	6	

*The capstone course must be a part of the second concentration or the I.S. core.

Literature Concentration		24
ENG 3513 Critical Writing and Literary Analysis	3	
Choose one: ENG 2413 World Literature Survey ENG 4413 Diversity in American Literature	3	
Choose two: ENG 3213 or 3223 British Writers to 1800 or 1800 to Present ENG 4203 Shakespeare	6	
Choose one: ENG 3313 or 3323 American Writers to 1865 OR 1865 to Present	3	
Choose two: ENG 4723 Studies in Genre: Fiction ENG 4733 Studies in Genre: Poetry ENG 4743 Studies in Genre: Drama	6	
ENG 4533 Senior Writing Project	3	

Literature and Writing Concentration		24
ENG 3513 Critical Writing and Literary Analysis	3	
Choose one: ENG 2413 World Literature Survey ENG 4413 Diversity in American Literature	3	
Choose one: ENG 3213 or 3223 British Writers to 1800 OR 1800 to Present ENG 4203 Shakespeare	3	
Choose one: ENG 3313 or 3323 American Writers to 1865 OR 1865 to Present	3	
Choose one: ENG 4723 Studies in Genre: Fiction ENG 4733 Studies in Genre: Poetry ENG 4743 Studies in Genre: Drama	3	
Choose one: ENG 2113 Aspects of the English Language ENG 3613 Introduction to Linguistics	3	
Choose one: ENG 3523 Creative Writing ENG 4523 Advanced Composition	3	
ENG 4533 Senior Writing Project	3	

Mass Communication Concentration		24
COM 3013 Communication Theory	3	
COM 3513 Small Group Communication	3	
COM 3533 Intercultural Communication	3	
MED 2013 Introduction to Mass Communication	3	
MED 2613 Introduction to Public Relations	3	
MED 3003 Media and Society	3	
Choose 6 hours of MED courses	6	

Mathematics Concentration		24
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	
Students with AP credit in Calculus must take six hours of the following: MAT 2233, 2413, 3303, or 4653.		

Music Concentration		24
MUS 1203 Music Foundations <u>and</u> MUS 1211/3 Ear Training & Theory I (7 hours) OR MUS 1211/3 <u>and</u> 1221/3 Ear Training & Theory I & II (8 hours)	7-8	
Choose 3-4 hours: MUS 1101-1171 Music Ensemble MUS 10x1-40x1 Private Instruction	3-4	
MUS 3333 World Music	3	
MUS 3343 Music in America	3	
Choose 6 hours MUS at the 3000 or 4000 level: Any musicology courses listed above MUE 3403 Conducting MUE 3423 Production of the School Musical MUE 3603 Technology in Music MUS 4213 Arranging and Scoring	6	
MUS 4601 Senior Seminar in Music	1	

Performing Arts Concentration ¹		24
MUS 1203 Music Foundations <u>and</u> MUS 1213 Theory I OR MUS 1213 Theory I <u>and</u> MUS 1223 Theory II	6	
MUE 3423 Production of the School Musical	3	
Choose one from: MUE 3403 Conducting MUE 3603 Technology in Music MUS 3333 World Music MUS 3343 Music in America	3	
THE 1103 Acting I	3	
THE 2103 Acting II	3	
Choose one from: THE 3213 Dramaturgy THE 3303 History of Western Theatre THE 3313 Oral Interpretation of Literature THE 4603 Dramatic Criticism THE 4113 Directing	3	
Choose one from: MUS 4601 Seminar in Music THE 4601 Seminar in Theatre	1	
Chose two from: MUS 10X1 Applied Private Lessons MUS 1101 A Cappella Chorus MUS 1121 Autumn MUS 1161 Community Choral Ensemble MUS 1171 Concert Band THE 1011 Stagecraft THE 1021 Theatre Workshop THE 1031 Ensemble Acting THE 1041 Theatre Practicum	2	

1 If Music is the student's other concentration in the Interdisciplinary Studies program, the student must take 3 additional hours of ensemble and/or applied music and 3 additional hours in upper division music courses to complete the music concentration.

If Theatre is the student's other concentration in the Interdisciplinary Studies program, the student may elect to take ENG 4203 Shakespeare and/or an additional 3 hours in THE 1011, 1021, 1031, or 1041 as part of the 18-hour block of core courses in the theatre concentration.

Pre-Law Concentration		24
BUS 3303 Business Law	3	
HIS 3533 Early American Republic	3	
MED 4113 Media Law	3	
POS 2023 Introduction to the American Legal System	3	
POS 2043 Criminal Law and Procedure	3	
POS 4013 American Constitutional Law	3	
POS 4213 Substantive Criminal Law	3	
POS 4913 Directed Legal Research	3	

Pre-Med Concentration		48
BIO 1014/1024 Biological Science I& II	8	
BIO 3324 Microbiology	4	
BIO 3414 Genetics	4	
CHE 1514/1524 College Chemistry I& II	8	
CHE 2514/2524 Organic Chemistry I& II	8	
CHE 3514 Biochemistry I	4	
PHS 2014/2024 General Physics I& II	8	
MAT 1334 Pre-Calculus or MAT 2514 Calc I (recommended)	4	

Pre-Physician's Assistant Concentration		38
BIO 1014 Biological Science I	4	
BIO 2114/2124 Human Anatomy and Physiology I & II	8	
BIO 2313 Nutrition	3	
BIO 3324 Microbiology	4	
CHE 1514/1524 College Chemistry I& II	8	
CHE 2514 Organic Chemistry I	4	
PSY 2013 or PSY 2223 Gen. Psych or Life Span Development	3	
MAT 1334 Pre-Calculus (MAT 2514 Calc I suggested)	4	
*Depending on PA school a 3000 level Physiology course may also be required.		

Professional Writing Concentration		24
ENG 2113 Aspects of the English Language	3	
ENG 3513 Critical Writing and Literary Analysis	3	
ENG 3523 Creative Writing	3	
ENG 3613 Introduction to Linguistics	3	
ENG 4523 Advanced Composition	3	
ENG 4533 Senior Writing Project	3	
MED 2513 Media Writing	3	
Choose one from: MED 2613 Introduction to Public Relations MED 3513 Public Relations Writing and Visual Design	3	

Psychology Concentration		24
PSY 2013 General Psychology	3	
Choose one: PSY 2113 Psychology of Adjustment PSY 2223 Life Span Development	3	
Choose one: PSY 3013 Psychology of Personality PSY 3093 History and Systems of Psychology	3	
PSY 3033 Abnormal Psychology	3	
Choose four courses from the following (at least three must be PSY): Any PSY (9-12 hours), or choose one from SOC 2013, 2023, 2033, SWK 2013, 3003, 3103	12	

Religion Concentration		24
BIB 3000 or above Textual	6	
REL 2983 Biblical Interpretation	3	
Choose one: REL 3793 Theology I REL 3893 Special Topics in Historical Theology	3	
REL 4003 Theology II	3	
Choose 9 hours from any MIN or REL	9	

Theatre Concentration		24
No more than 3 hours from the following: THE 1011 Stagecraft THE 1021 Theatre Workshop THE 1031 Ensemble Acting THE 1041 Theatre Practicum	3	
Choose six from: THE 1103 Acting I THE 2103 Acting II THE 2113 Technical Theatre THE 3113 Theatre for Young Audiences THE 3213 Dramaturgy THE 3303 History of Western Theatre THE 3313 Oral Interpretation of Literature THE 4603 Dramatic Criticism THE 4113 Directing THE 4143 Theatre and Religion THE 4893 Internship	18	
THE 4813 Senior Project	3	

DEPARTMENT OF PHYSICAL EDUCATION (PED)

MISSION STATEMENT

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.



DEPARTMENT OF RELIGION AND BIBLE (BIB, GRE, HEB, MIN, REL)

MISSION STATEMENT

The Department of Religion and Bible provides formal instruction in biblical and religious studies. It seeks to encourage all students to pursue Christian faith, values, and service, and offers preparation for graduate studies or a vocation in Christian ministry.

ACADEMIC OPPORTUNITIES

The Bachelor of Science degree supports formal preparation for Christian ministry or biblical studies. Rochester College also offers a Masters of Religious Education degree, and this program is described in a separate graduate catalog. Undergraduate degrees are available in biblical studies, Christian ministry, and youth and family ministry. A concentration in religion is available under the Interdisciplinary Studies program for those who are interested in vocational ministry or a degree plan that does not include biblical languages. Minors are offered in biblical studies, biblical languages, religion, or youth and family ministry.

CAREER OPPORTUNITIES

Graduates are well-prepared for several roles in Christian ministry. Common ministerial opportunities include preaching, local ministry, youth ministry, missions, and teaching. Graduates also find jobs at Christian youth camps and senior care facilities. The degree provides a foundation for graduate studies in religion.

DEGREE REQUIREMENTS

BS with Biblical Studies Major

Foundational courses feature textual Bible, historical and doctrinal religion, Hebrew, and Greek. The biblical studies major provides maximum flexibility in course selection for students with a variety of interests including those who plan to seek biblical studies at the graduate level or teach religion at a Christian institution. This major also benefits students who want to increase their Bible knowledge while engaged in liberal arts studies at the Bachelor's degree level.

REQUIREMENTS FOR THE BS IN BIBLICAL STUDIES			
General Education Core ¹		49	
Biblical Studies Major		45	
BIB 3000 or 4000 level textual with both Old and New Testament courses included (3 hours must be 4000 level)	12		
Choose one: BIB 4193 History and Theology of the Old Testament BIB 4293 History and Theology of the New Testament	3		
GRE 1214 Elementary Greek I	4		
GRE 1224 Elementary Greek II	4		
MIN 3323 Introduction to Preaching	3		
MIN 4533 Seminar in Ministry	3		
REL 2983 Biblical Interpretation	3		
REL 3793 History and Theology of the Christian Tradition I	3		
REL 3893 Special Topics in Historical Theology	3		
REL 4003 History and Theology of the Christian Tradition II	3		
REL 4811 Senior Seminar in Religion	1		
BIB 4393 Contemporary Issues in Hermeneutics (capstone)	3		
Language Track: choose one			7-8
Greek Language Track			
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		
Minor (recommended)		18	
Electives		8-9	
TOTAL FOR BIBLICAL STUDIES MAJOR		128	

¹ In the Christian Values unit of general education, Religion/Bible majors must take REL 1003, REL 1013, MIN 2513, and PHI 2013 or 2933. PSY 2013 is required in the Human Institutions and Behavior section.

BS with Christian Ministry Major

Students may earn the Bachelor of Science degree with a major in Christian ministry. This degree program includes a strong foundation in textual, historical, and doctrinal courses, along with both practical and theoretical courses pertaining to local ministry and the art of preaching.

REQUIREMENTS FOR THE BS IN CHRISTIAN MINISTRY	
General Education Core ¹	49
Christian Ministry Major	51
BIB 3000 or 4000 level textual with both Old and New Testament courses included (3 hours must be 4000 level)	9
GRE 1214 Elementary Greek I	4
GRE 1224 Elementary Greek II	4
MIN 3323 Introduction to Preaching	3
MIN 3523 Practical Issues in Ministry	3
MIN 3613 Pastoral Care	3
MIN 3623 The Church and Society	3
MIN 4533 Seminar in Ministry	3
MIN 4873 Internship	3
REL 2983 Biblical Interpretation	3
REL 3793 History and Theology of the Christian Tradition I	3
REL 3893 Special Topics in Historical Theology	3
REL 4003 History and Theology of the Christian Tradition II	3
REL 4811 Senior Seminar in Religion	1
BIB 4383 Contemporary Issues in Hermeneutics (Capstone)	3
Minor (recommended)	18
Electives	10
TOTAL FOR CHRISTIAN MINISTRY MAJOR	128

¹ In the Christian Values unit of general education, Religion/Bible majors must take REL 1003, REL 1013, MIN 2513, and PHI 2013 or 2933. PSY 2013 is required in the Human Institutions and Behavior section.

BS with Youth and Family Ministry Major

Students may earn the Bachelor of Science degree with a major in Youth and Family Ministry. This degree program is designed to prepare students to minister to youth in their families, churches, schools, and communities.

REQUIREMENTS FOR THE BS IN YOUTH AND FAMILY MINISTRY		
General Education Core ¹		49
Youth and Family Ministry Major		54
BIB 3000 or 4000 level textual with both Old and New Testament courses included (3 hours must be 4000 level)	9	
GRE 1214 Elementary Greek I	4	
GRE 1224 Elementary Greek II	4	
MIN 3323 Introduction to Preaching	3	
MIN 3333 Introduction to Youth Ministry	3	
MIN 3353 Religion, Media, and Youth Culture	3	
MIN 3363 Family Life Ministry	3	
MIN 4533 Seminar in Ministry	3	
MIN 4873 Internship	3	
PSY 3213 Adolescent Development	3	
REL 2983 Biblical Interpretation	3	
REL 3793 History and Theology of the Christian Tradition I	3	
REL 3893 Special Topics in Historical Theology	3	
REL 4003 History and Theology of the Christian Tradition II	3	
REL 4811 Senior Seminar in Religion	1	
BIB 4393 Contemporary Issues in Hermeneutics (Capstone)	3	
Minor (recommended)		18
Electives		7
TOTAL FOR YOUTH AND FAMILY MINISTRY MAJOR		128

¹ In the Christian Values unit of general education, Religion/Bible majors must take REL 1003, REL 1013, MIN 2513, and PHI 2013 or 2933. PSY 2013 is required in the Human Institutions and Behavior section.

MINORS

Biblical Language Minor – Requires GRE 1214, 1224, HEB 1214, 1224, and one additional GRE or HEB. These courses, if used toward a Biblical Language Minor, cannot be concurrently applied toward the Biblical Studies, Christian Ministry, or Youth and Family Ministry degree cores. Students in those programs must use upper-division BIB, MIN, PHI, or REL coursework to substitute for redundant requirements.

Biblical Studies Minor – Requires REL 2983 and 15 hours of BIB 3000 (or above) level textual courses.

Greek Minor – Requires GRE 1214, 1224, 3314, 3413, and 3423. These courses, if used toward a Greek Minor, cannot be concurrently applied toward the Biblical Studies, Christian Ministry, or Youth and Family Ministry degree cores. Students in those programs must use upper-division BIB, MIN, PHI, or REL coursework to substitute for duplicate requirements.

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

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



DEPARTMENT OF SCIENCE AND MATHEMATICS (BIO, CHE, MAT, NSC, PHS)

MISSION STATEMENT

The Department of Science and Mathematics exists 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 strives to enhance each student's appreciation for God's wisdom in His works of creation and in the function of the biological and physical world. It also encourages an awareness of humanity's relationship with all creation, and the need for the responsible stewardship of natural resources. In Mathematics courses, the Department seeks to increase the quantitative skills of students, to train them to think logically in preparation for other courses and situations in which mathematics occurs, and to increase their confidence in their ability to do mathematics.

ACADEMIC OPPORTUNITIES

The Department of Science offers majors in Integrated Science, Health Sciences (with tracks in pre-pharmacy and pre-physical Therapy), Biology, and Biology Education. Also, Biology, Chemistry, Natural Science, and Physics courses meet general education core requirements for all degrees at Rochester College. General Science, Pre-Med, and Pre-Physician Assistant concentrations are available to students majoring in Interdisciplinary Studies. A General Science, Biology, Biology Education, or Chemistry minor may be combined with any academic major.

The following options are available for students who are interested in studying mathematics at Rochester College. Students may certify to teach mathematics at the elementary or secondary level. Students may also pursue a Bachelor of Science degree in interdisciplinary studies and select mathematics as a concentration. This option allows students to study mathematics and a second academic field such as behavioral science, business, communication, history, or music. Students may pursue a Bachelor's degree through another department and select mathematics as a minor.

CAREER OPPORTUNITIES

Graduates with a background in science may play essential roles in several science-related fields such as education, medicine, pharmacy, veterinary science, engineering, environmental biology, environmental science, and other scientific fields.

Many careers require analytical and critical thinking skills taught in mathematics. The importance of mathematics in many academic and professional fields means that many professionals must 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 science related graduate work such as further studies to prepare for professions in the medical, research or environmental fields.

REQUIREMENTS FOR THE BS IN BIOLOGY	
General Education Core ¹	54
Biology Major	37-38
BIO 1014 Biological Science I	4
BIO 1024 Biological Science II	4
BIO 2114 Anatomy and Physiology I	4
BIO 2124 Anatomy and Physiology II	4
BIO 3114 Botany or BIO 3213 General Ecology	3-4
BIO 3324 Microbiology	4
BIO 3414 Genetics	4
CHE 3514 Biochemistry I	4
NSC 3114 Earth's Waters	4
NSC 4612 Senior Seminar	2
Minor	18
Additional Required Support Courses ¹	8
Electives	10-11
TOTAL FOR BIOLOGY MAJOR	128

¹ MAT 1334 Pre-Calculus, CHE 1514 and 1524 College Chemistry I and II, CHE 2514 Organic Chemistry I, and PHS 2024 General Physics II are required support courses for the Biology major. Nine hours of the support courses can satisfy general education requirements.

MINORS

General Science Minor—Requires eight hours of BIO lab courses, eight hours of CHE, NSC, or PHS lab courses; and two hours of any BIO, CHE, NSC, or PHS.

Biology Minor—BIO 1014, 1024, 3324, and 3414. Choice of: BIO 2013, 2114 or 3213.

Chemistry Minor—CHE 1514, 1524, 2514, 2524, and 3514.

Mathematics Minor—Requires 12 hours of MAT above 1103, including MAT 2514 and 2524, and six 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 are interested in applying.

REQUIREMENTS FOR THE BS IN HEALTH SCIENCES		
General Education Core		54
CHE 1314 / 1324 Pre-PT Track (gen. ed. science) OR	8	
CHE 1514 / 1524 Pre-Pharmacy Track (gen. ed. science)	8	
Health Sciences Major(Students are advised to check requirements of the school to which they intend to transfer.)		24
BIO 1014 Biological Science I with Lab	4	
BIO 2114 and 2124 Human Anatomy and Physiology I & 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 and 2524 Organic Chemistry I & II	8	
CHE 3514 Biochemistry I	4	
MAT 2413 Elementary Statistics	3	
MAT 2514 Calculus and Analytic Geometry I	4	
BUS 2403 or 2413 Macro- or Microeconomics	3	
OR Pre-Physical Therapy Track		13-14
PHS 2024 Physics II	4	
PSY 2223 Life Span Development	3	
PSY 3303 Psychological Stats (WSU) or MAT 2413 Stats (OU)	3	
Exercise Physiology- upper division (Transfer In)	4	
Minor		18
Electives (depending on track chosen)		6-19
TOTAL FOR HEALTH SCIENCES MAJOR		128

SCHOOL OF NURSING (NUR)

MISSION STATEMENT

The mission of the Rochester College School of Nursing is to prepare professional nurses in an academically challenging Christian community to provide socially conscious and professionally skilled practice in a diverse and rapidly changing health care environment. The curriculum is designed to enhance students' understanding of health and illness in the context of a Christian environment using the relationship-based care model.

ACADEMIC OPPORTUNITIES

The RN to BSN (Bachelor of Science in Nursing) completion program presents an opportunity for students to gain access into higher education. Faculty will facilitate the students' growth, both individually and collectively, by providing opportunities for students to make connections with mentors within areas that hold a particular interest to the student. The RN's previous academic and clinical preparation is valued and built upon with a concentration in applicable nursing advancement.

CAREER OPPORTUNITIES

The nursing program provides BSN completion students the opportunity to explore career options in various areas both within the hospital setting and in the surrounding community. Students will 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 beyond the bedside.

DEGREE REQUIREMENTS

Students applying for the RN to BSN degree completion program must have graduated from an ADN (Associate Degree in Nursing) program or diploma school and have a current license as a Registered Nurse in Michigan. The course offerings for degree are presented primarily in an online format. Length of time to completion of the program will be evaluated during a degree planning session, based on the student's previous academic background and availability to take classes. If the courses are taken in the prescribed manner, the BSN degree can be completed in as little as 18 months.

ADMISSION TO THE PROGRAM

To gain admission to the RN to BSN program, students must supply the following:

- Completed Rochester College Nursing School Application
- Official transcripts of all college work
- A copy of an unencumbered RN license valid in the State of Michigan
- A one-page letter describing the student's career plans and philosophy of nursing care. Include in this a statement of how your spiritual values impact your clinical practice.
- One completed personal reference form (along with waiver). All of these items should be sent to:

Admissions
Rochester College
800 West Avon Road
Rochester Hills, MI 48307



DEGREE REQUIREMENTS

Bachelor of Science in Nursing – RN to BSN

REQUIREMENTS FOR THE BS IN NURSING (RN to BSN)		
General Education Core ¹		25
Co-requisite Courses ²		24
RN Degree (ADN)		30
Nursing Major		39
NUR 3104 Transition to Professional Nursing	4	
NUR 3204 Advanced Health Assessment in the Community	4	
NUR 3304 Pathophysiology Across Cultures	4	
NUR 3404 Integrated Pharmacology Trends	4	
NUR 4104 Nursing Research & Informatics	4	
NUR 4204 Holistic Health Promo Across Life	4	
NUR 4304 Nursing Management & Leadership	4	
NUR 4904 Nursing Capstone/Practicum	4	
PHI 4944 Ethics for Health Care	4	
REL 1003 Introduction to the Christian Faith	3	
Electives		
TOTAL FOR RN to BSN MAJOR		128

1 PSY 2013 General Psychology is required as part of the gen ed core.

2 Co-requisite courses include CHE 1314 and 1324 Intro to Chemistry I and II w/labs; BIO 1014 Biological Science w/lab; BIO 2011/2013 Intro to Anatomy/Physiology w/lab; BIO 2313 Nutrition; BIO 3324 Microbiology w/lab; INF 1011 Information Literacy; PSY 1001 APA Writing; and PSY 2223 Life Span Development. Four hours of the science support courses can satisfy general education lab science requirements.

REQUIREMENTS FOR PRE-LICENSURE BSN (PENDING STATE APPROVAL)		
General Education Core ¹		42
Required Support Courses ²		20
Nursing Major		64
NUR 2101 Introduction to Professional Nursing	1	
NUR 2204 Integrated Pathophysiology	4	
NUR 2304 Health Assessment	4	
NUR 2402 Community Wellness I with clinical	2	
NUR 2503 Nursing Foundations	3	
NUR 2604 Innovative Pharmacology	4	
NUR 2803 Nutritional Health Promotion	3	
NUR 3214 Adult Nursing I with clinical	4	
NUR 3314 Mental-Health Nursing with clinical	4	
NUR 3411 Applied Nursing Research I	1	
NUR 3413 Applied Nursing Research II	3	
NUR 3514 Maternal-Infant Nursing with clinical	4	
NUR 3614 Pediatric Nursing with clinical	4	
NUR 4114 Adult Nursing II with clinical	4	
NUR 4214 Population Based Nursing with clinical	4	
NUR 4312 Nursing Empowerment	2	
NUR 4414 Pre-Licensure Capstone Practicum	4	
NUR 4514 Holistic Nursing Leadership	4	
NUR 4611 Comprehensive Nursing	1	
TOTAL FOR BACHELOR OF SCIENCE IN NURSING		126

¹ HIS 1313, 1323, INS 3113 or PHI 2013 satisfies Western Heritage; American Experience must be a Political Science course; Diversity must be a Sociology course; PSY 2013 and PHI 2943 are required courses.

² CHE 1314/1324, BIO 1014/2011/2013/3324, PSY 1001/2223. 4 hours of the required support courses can satisfy general education lab science requirements.

DIVISION OF BUSINESS AND PROFESSIONAL STUDIES



DEPARTMENT OF BUSINESS

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

MISSION STATEMENT

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 compliment a liberal arts education in an environment that reflects Christian principles and high moral and ethical standards.

ACADEMIC OPPORTUNITIES

Students who seek the Bachelor of Business Administration degree may choose a major in accounting, business management, or sports management. The BBA provides a broad base of business training and the opportunity to focus on a particular discipline. A business concentration is also available under the Bachelor of Science degree in interdisciplinary studies. Minors in business, management, marketing, human resources, finance, and sports management are also 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 network contacts that lead to the right job after graduation.

Admission to the Department of Business

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

The following must be documented at the time of application:

- Minimum cumulative CGPA of 2.50 for all course work completed prior to application. (Transfer students: for purposes of admission to the School of Business, all grades from previous institutions will be calculated in the cumulative grade point average.)
- Completed a minimum 54 hours, including the following courses:
 - MGT 2603 Principles of Management
 - MKT 2503 Principles of Marketing
 - BUS 3003 Business Communication
 - BUS 2403 Macroeconomics
 - BUS 2413 Microeconomics
 - ACC 2113 Accounting I
 - ACC 2123 Accounting II
 - MAT 1103 Intermediate Algebra (or any higher level MAT)
 - MAT 2413 Statistics

- Must complete the Business Core courses listed above with a minimum CGPA of 2.50 or higher.
- Completed the Personal Background and Professional & Educational Goals sections of the portfolio

Application Process

1. Obtain the Application for Admission to the Department of Business form from your academic adviser.
2. Return application to the Business Department Chair before the appropriate application deadline.

Fall – Monday after Thanksgiving

Spring – Second Monday of April

3. The Admissions Subcommittee will review all candidates. All applicants will be notified of their admission status through a letter from the Department of Business.

Enrollment Prior to Application Processing

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

DEGREE REQUIREMENTS

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

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

BBA with Accounting Major

Students may choose a specialized career path in the accounting field. Options include preparation for the Certified Managerial Accountant Exam, 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 on previous page)	42
Accounting Major	27
ACC 3113/3123 Intermediate Accounting I & II	6
ACC 3143 Cost Accounting	3
ACC 3213 Auditing	3
ACC 3313 Taxation	3
ACC 4133 Advanced Accounting	3
ACC 4223 Accounting Seminar	3
ACC 4313 Accounting Theory	3
CIS 2443 Advanced Business Applications	3
Electives (BUS 4813, COM 3533, PSY 2013, or other recommended)	13
TOTAL FOR ACCOUNTING MAJOR	128

MINORS FOR ACCOUNTING MAJORS

Business Management Minor – Requires the following 18 hours: MGT 2603, MKT 2503, MGT 3603, HRM 3613, HRM 3653, MGT 3713

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

BBA with Business Management Major

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

REQUIREMENTS FOR THE BBA IN BUSINESS MANAGEMENT	
General Education Core	46
Business Core (as defined on previous page)	42
Business Management Major	27
MGT 3603 Organizational Behavior	3
HRM 3613 Human Resource Management	3
MGT 3713 Operations Management	3
MKT 3533 Consumer Behavior	3
MKT 3543 Integrated Marketing Communications	3
MKT 4513 Marketing Management	3
FIN 3253 Risk Management	3
HRM 3653 Leadership Theory	3
CHOOSE FROM ONE COURSE BELOW	
MGT 3683 Small Business and Entrepreneurship MGT 3703 Management Information Systems	3
Electives (BUS 4813, COM 3533, PSY 2013, or other recommended)	13
TOTAL FOR MANAGEMENT MAJOR	128

MINORS FOR BUSINESS MANAGEMENT MAJORS:

Accounting Minor – Requires the following 18 hours: ACC 2113, ACC 2123, ACC 3113, ACC 3123, ACC 3223, ACC 3143.

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

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 on page 111)		42
Sports Management Major		27
SMG 2223 Principles and Practices of Sports Administration	3	
SMG 2263 Managing Sports Organizations	3	
SMG 3003 Sports Marketing	3	
SMG 3283 Practicum in Sports Management	3	
SMG 4113 Legal Aspects of Sports	3	
SMG 4243 Ethics in Sports Management	3	
SMG 4253 Facility Design and Event Management	3	
Choose two from the following: SMG 3013 History and Philosophy of Sports SMG 3023 Recreation Management SMG 3033 Theory in Coaching SMG 3613 Emerging Issues in Sports Management SMG 3623 Special Topics in Sports	6	
Electives (BUS 4813, COM 3533, PSY 2013, or other recommended)		13
TOTAL FOR SPORTS MANAGEMENT MAJOR		128

MINORS FOR SPORTS MANAGEMENT MAJORS

Accounting Minor – Requires the following 18 hours: ACC 2113, ACC 2123, ACC 3113, ACC 3123, ACC 3223, ACC 3143.

Business Management Minor – Requires the following 18 hours: MGT 2603, MKT 2503, MGT 3603, HRM 3613, HRM 3653, MGT 3713

MINORS FOR NON-BUSINESS MAJORS

Business Management Minor – Requires the following 18 hours: ACC 2113, ACC 2123, MGT 2603, MKT 2503, MGT 3603, HRM 3613

Accounting Minor – Requires the following 18 hours: ACC 2113, ACC 2123, ACC 3113, ACC 3123, ACC 3223, ACC 3143

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

DEPARTMENT OF TEACHER EDUCATION (EDU, RDG)

MISSION STATEMENT

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 in the twenty-first century.

ACADEMIC OPPORTUNITIES

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

CAREER OPPORTUNITIES

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

PROFESSIONAL CERTIFICATION

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, with some courses, it is possible to meet both General Education and Teacher Education requirements at the same time.

	Elementary	Secondary	
	Major	Major	Minor
Biology		x	x
English		x	x
History			x
Integrated Science	x		
Language Arts	x		
Mathematics	x	x	x
Social Studies	x	x	

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

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

PHASE 1: PRE-ADMISSION TO THE TEACHER EDUCATION PROGRAM

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

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

Criteria for admission to phase one of the Teacher Education Program include:

- Completion of an Application for Admission to Teacher Education.
- Demonstration of competency in writing.
- Submission of a completed Criminal Record Disclosure.

- Passing of the MTTC (Michigan Test for Teacher Certification) Basic Skills Tests in reading, writing, and mathematics and submission of scores to the Teacher Education Office.
- Submission of two evaluations to be completed by faculty in two of the following areas: education, major or minor area.
- Completion of an interview with the Education Admission Committee.
- Successful field placement evaluations from EDU 2201 Introduction to Education Field Experience and EDU 2241 Educational Psychology Field Experience.
- Compliance with all standards expected of the Rochester College campus community, as outlined in the Student Handbook and the College Catalog.

The application package will be reviewed by the Admission Subcommittee. All recommended candidates for pre-admission to the Teacher Education Program will be reviewed and approved by the Advisory Council at their meetings in December and May. Candidates will be notified of admission status through a letter from the Education department director.

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

PHASE 2: ADMISSION TO TEACHER EDUCATION PROGRAM AND STUDENT TEACHING

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

The field placement sites for student teaching are established in the Instructional Design and Assessment course. With the approval of the mentor teacher and Coordinator for Student Teaching, placement for Instructional Design and Assessment will also be the student teaching placement. This requires completing the application process two semesters prior to student teaching.

The following requirements must be met prior to placement in the Instructional Design and Assessment course:

- Submission of an Application for Instructional Design and Assessment and Student Teaching Placement.
- Evidence of academic competency by a cumulative grade point average of 2.70 overall, in professional studies, and in the major and the minor, with no grade lower than a "C."
- Demonstration of standards expected of the Rochester College campus community, as outlined in the Student Handbook and the College Catalog.

Before beginning the student teaching experience, teacher candidates must complete the following:

- All courses and field experiences in professional studies (with the exception of EDU 4721/4821 Seminar), general education, the major and minor.
- Successful completion of all field experiences. The 60-hour field experience corresponding to Instructional Design and Assessment weighs heavily.
- Applicable subject area test(s) of the Michigan Test for Teacher Certification (MTTC).

Applicants for admission to the teacher education program and student teaching are reviewed and approved by the Teacher Advisory Council.

DEGREE REQUIREMENTS

BS with Elementary Education Certification Recommendation

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

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

BS with Elementary Math Education Major

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

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

BS with Integrated Science Education Major

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

REQUIREMENTS FOR THE BS IN INTEGRATED SCIENCE EDUCATION		
General Education Core (some major/minor courses may satisfy gen ed req)		35
Integrated Science Education Major ¹		41
BIO 1014 Biological Science I	4	
BIO 1024 Biological Science II	4	
BIO 2013 Introduction to Human Anatomy and Physiology	3	
BIO 2224 Introductory Botany and Zoology	4	
CHE 1514 College Chemistry I	4	
CHE 1524 College Chemistry II	4	
NSC 1004 Earth Science with Lab	4	
NSC 3114 Earth's Waters	4	
NSC 4612 Senior Seminar	2	
PHS 2014 General Physics I	4	
PHS 2024 General Physics II	4	
Elementary Education Minor		26
Professional Studies		39
TOTAL 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. Students choose the Elementary Education minor.

REQUIREMENTS FOR THE BS IN LANGUAGE ARTS EDUCATION		
General Education Core (some major/minor courses may satisfy gen ed req)		28
Language Arts Education Major		37
COM 3013 Communication Theory	3	
COM 3533 Intercultural Communication	3	
ENG 2113 Aspects of English Language	3	
ENG 2413 World Literature Survey	3	
ENG 3613 Introduction to Linguistics	3	
ENG 4523 Advanced Composition	3	
MED 3003 Media and Society	3	
RDG 3313 Children's Literature	3	
RDG 3333 Writing Workshop	3	
RDG 3413 Adolescent Literature	3	
RDG 4304 Reading and Language Arts	4	
THE 3113 Theatre for Young Audiences	3	
Elementary Education Minor		
Professional Studies		39
TOTAL FOR LANGUAGE ARTS EDUCATION MAJOR		131

BS with Social Studies Education Major

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

REQUIREMENTS FOR THE BS IN SOCIAL STUDIES EDUCATION		
General Education Core (some major/minor courses may satisfy gen ed req)		28
Social Studies Education Major		36
BUS 2403 Macroeconomics	3	
BUS 2413 Microeconomics	3	
GEO 1013 Introduction to Geography	3	
GEO 3113 World Regional Geography	3	
HIS 1313 Western Civilization to 1500	3	
HIS 1323 Western Civilization 1500 to Present	3	
HIS 2113 Michigan History	3	
HIS 2513 United States History to 1877	3	
HIS 2523 United States History 1877 to Present	3	
POS 2013 National Government	3	
POS 2023 Introduction to the American Legal System	3	
POS 3013 The U.S. in the Modern World	3	
Elementary Education Minor		31
Professional Studies		39
TOTAL FOR SOCIAL STUDIES EDUCATION MAJOR		134

BS with Secondary Education Certification Recommendation

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

REQUIREMENTS FOR THE BS WITH SECONDARY EDUCATION CERTIFICATION RECOMMENDATION	
General Education Core (some major/minor courses may satisfy gen ed req)	37-52
Content Area Major	37-51
Professional Studies Core	42
EDU 2202 Introduction to Education	2
EDU 2201 Introduction to Education Field Experience	1
EDU 2243 Educational Psychology	3
EDU 2241 Educational Psychology Field Experience	1
EDU 2262 Classroom Technology	2
EDU 2283 Ethics and Philosophy of Education	3
EDU 3223 Classroom Teaching Strategies	3
EDU 3221 Classroom Teaching Strategies Field Experience	1
EDU 3243 Teaching Exceptional Students	3
EDU 3262 Teaching Across Cultures	2
EDU 3271 Teaching Across Cultures Field Experience	1
EDU 4253 Classroom Management Strategies	3
EDU 4282 Foundations of Education	2
EDU 4603 Instructional Design and Assessment	3
EDU 4821 Student Teaching Seminar	1
EDU 4828 Student Teaching	8
RDG 4403 Literacy in Secondary Schools	3
Content Area Minor	23-25
TOTAL FOR SECONDARY EDUCATION DEGREE	130-155

BS with Biology Education Major

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

REQUIREMENTS FOR THE BS IN BIOLOGY EDUCATION			
General Education Core (some major/minor courses may satisfy gen ed req) ¹		52	
Biology Education Major		37	
BIO 1014 Biological Science I	4		
BIO 1024 Biological Science II	4		
BIO 2114 Anatomy and Physiology I	4		
BIO 2124 Anatomy and Physiology II	4		
BIO 2224 Introductory Botany and Zoology	4		
BIO 3213 Ecology	3		
BIO 3324 Microbiology	4		
BIO 3414 Genetics	4		
NSC 3114 Earth's Waters	4		
NSC 4612 Senior Seminar	2		
Content Area Minor			24-25
Professional Studies			42
TOTAL FOR BIOLOGY EDUCATION MAJOR		155-156	

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

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

BS with English Education Major

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

REQUIREMENTS FOR THE BS IN ENGLISH EDUCATION		
General Education Core (some major/minor courses may satisfy gen ed req)		40
English Education Major		40
ENG 2113 Aspects of English Language	3	
ENG 2413 World Literature Survey	3	
ENG 3513 Critical Writing and Literary Analysis	3	
ENG 3613 Introduction to Linguistics	3	
ENG 4413 Pluralism in American Literature	3	
ENG 4523 Advanced Composition	3	
ENG 4533 Senior Writing Project	3	
ENG 4811 Senior Seminar	1	
ENG 3213 or 3223 British Writers to 1800 or 1800-Present	3	
ENG 3313 or 3323 American Writers to 1865 or 1865-Present	3	
Choose one: ENG 4713 Studies in Genre: Novel ENG 4723 Studies in Genre: Short Story ENG 4733 Studies in Genre: Poetry ENG 4743 Studies in Genre: Drama	3	
ENG 3000 or above Literature	3	
ENG 3000 elective, from any course except ENG 3533	3	
RDG 3413 Adolescent Literature	3	
Content Area Minor		23-25
Professional Studies		42
TOTAL FOR ENGLISH EDUCATION MAJOR		145-147

English Education Minor—Requires ENG 2113, 2413, 3513, 3613, 4413, 4523; three hours from ENG 3213, 3223, 3313, or 3323; and three hours from ENG 4713, 4723, 4733, or 4743.

BS with Secondary Math Education Major

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

REQUIREMENTS FOR THE BS IN SECONDARY MATH EDUCATION		
General Education Core (some major/minor courses may satisfy gen ed req)		44
Secondary Math Education Major		34
MAT 2233 Finite Mathematics	3	
MAT 2413 Elementary Statistics	3	
MAT 2514 Calculus and Analytic Geometry I	4	
MAT 2524 Calculus and Analytic Geometry II	4	
MAT 3303 Modern Algebra	3	
MAT 3534 Calculus and Analytic Geometry III	4	
MAT 3614 Linear Algebra	4	
MAT 3624 Differential Equations	4	
MAT 4653 College Geometry	3	
MAT 4962 Senior Math Seminar	2	
Content Area Minor		23-24
Professional Studies		42
TOTAL FOR SECONDARY MATH EDUCATION		143-144

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

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 gen ed req)	37
Social Studies Education Comprehensive Group Major	51
BUS 2403 Macroeconomics	3
BUS 2413 Microeconomics	3
GEO 1013 Introduction to Geography	3
GEO 3113 World Regional Geography	3
HIS 1313 Western Civilization to 1500	3
HIS 1323 Western Civilization, 1500 to Present	3
HIS 2113 Michigan History	3
HIS 2513 United States History to 1877	3
HIS 2523 United States History, 1877 to Present	3
HIS 3423 Globalization and the Developing World	3
HIS 3503 Women in American History	3
HIS 3000+ Upper Division History Elective	3
HIS 3000+ Upper Division History Elective	3
HIS 3000+ Upper Division History Elective	3
POS 2013 National Government	3
POS 2023 Intro to the American Legal System	3
POS 3013 US in the Modern World	3
Professional Studies	42
TOTAL FOR SOCIAL STUDIES EDUCATION MAJOR	130

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

DEPARTMENT OF MASS COMMUNICATION (GFX, MED, RTB)

MISSION STATEMENT

The mission of the Department of Mass Communication is to enable students to think critically and to communicate clearly, effectively and ethically. The department is committed to helping students strive for great thoughts, meaningful interaction and powerful communication. Department courses and programs promote the intersection of faith and learning, acquainting students with the ways modern philosophies and popular thinking coincide and/or conflict with Christian thought.

ACADEMIC OPPORTUNITIES

The Bachelor of Science in Mass Communication is offered with tracks in Broadcasting, Graphic Design and Public Relations. The Broadcasting and Graphic Design tracks provide students with a unique educational opportunity through a partnership between Rochester College and Specs Howard School of Broadcast Arts.

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

The Graphic Design track trains students in the fields of graphic and web design at Specs Howard School combined with thorough study and analysis of media at Rochester College. This unique combination will prepare 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, interactive and web design using Adobe Creative Suite. Graphic Design students also gain supervised field experience in an internship.

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

Minors are offered in media and public relations. Study in either of these areas is a valuable complement to other academic programs. A mass communication concentration also is offered in the interdisciplinary studies program.

CAREER OPPORTUNITIES

Broadcasting students will be prepared for careers in many areas of the broadcast and communication industries, including on-air talent, producers, writers, editors, camera operators, video technicians, etc. Graphic design students can enter many areas of the design field, including layout artists, prepress managers, web designers, flash designers and multimedia designers. Public Relations graduates will be equipped to work as public relations professionals for a variety of organizations, including corporations, nonprofits and agencies. Students desiring to further their formal education will be well prepared for the rigors of graduate school.

STUDENT PUBLICATIONS

Faculty in the Mass Communication Department train and oversee students in preparation and production of *The Shield*, RC's student magazine; the online version of *The Shield*; and *The Shield* podcast. Working in these areas offers students the opportunity to use their creative talents in producing content while at the same time helping them gain valuable media experience. Joining *The Shield* staff allows students to participate in the complete production of a magazine, website and radio show. These pieces are written, edited, produced and designed by students for the campus community. Mass Communication majors are encouraged to work for *The Shield*, and students from other majors are welcome to participate as well. Scholarships are available to students who work as editors and producers.

How to get involved:

Even with no experience in publication work, students who have an interest in writing, design, broadcast or photography are encouraged to volunteer for *The Shield*. Students will be 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 gained from working on *The Shield* is that students create work for their portfolios, which can be used in the future when applying for internships and jobs. Students can enroll in MED 1101 Print Journalism, MED 1201 Digital Journalism or MED 1301 Broadcast Journalism, which are hands-on workshop classes.

DEGREE REQUIREMENTS

BS with Mass Communication Major

Provides students with in-depth explorations of theory and scholarship in media, as well as a choice of a track in Broadcasting, Graphic Design or Public Relations.

Students pursuing the Bachelor of Science in Mass Communication with the Broadcasting or Graphic Design tracks at Rochester College will take coursework offered by Specs Howard School of Broadcast Arts as part of the curriculum requirements for that degree during either their sophomore or junior year. For broadcast majors, this component of the curriculum includes the Radio and Television Broadcasting course with either the radio or video concentration. Twenty-four semester hours will be awarded by Rochester College to the student for completion of this curriculum component. Students may also pursue the Radio and Television Broadcasting course with both the radio and video concentrations, otherwise referred to as the Comprehensive Course. Thirty-six semester hours will be awarded by Rochester College to the student for completion of this curriculum

component. For Graphic Design students, 24 hours will be awarded by Rochester College to the student for completion of this curriculum component, which includes one year of training through Specs Howard in the basics of print and web design utilizing Adobe Creative Suite.

Students must have approval from Rochester College's Student Financial Services Office no less than 15 days prior to enrollment in courses at Specs Howard. The student enrolled at Rochester College is allowed to apply for financial aid only through Rochester College, according to federal guidelines. However, students who have been admitted to Specs Howard School of Broadcast Arts are required to adhere to all conditions, policies, and rules of Specs Howard School.

Students pursuing the Public Relations track will complete all coursework at Rochester College.

REQUIREMENTS FOR THE BS IN MASS COMMUNICATION		
General Education Core		46
Mass Communication Major		33
Choose three hours from the following: MED 1101 Print Journalism MED 1201 Digital Journalism MED 1301 Broadcast Journalism	3	
COM 2223 Public Speaking	3	
COM 3013 Communication Theory	3	
MED 2013 Introduction to Mass Communication	3	
MED 2513 Media Writing	3	
MED 3003 Media and Society	3	
MED 3113 New Media Strategies	3	
MED 3323 Research Methods in Media	3	
MED 4113 Media Law	3	
MED 4893 Internship	3	
MED 4943 Media Ethics	3	
Choose one track:		24
Broadcasting Track (Specs Howard)		
RTB 1116/1126 Broadcasting I & II	12	
Choose one production emphasis:		
RTB 1216/1226 Radio Production I & II OR	12	
RTB 1316/1326 Video Production I & II	12	

Graphic Design Track (Specs Howard)	
GFX 1114 – 1614 – Graphic Design I-VI	24
Public Relations Track	
COM 3513 Small Group Communication	3
COM 3533 Intercultural Communication	3
MED 2613 Introduction to Public Relations	3
MED 3513 Public Relations Writing and Visual Design	3
MED 4323 Public Relations Campaigns and Strategies	3
MKT 2503 Principles of Marketing	3
MKT 3 hours – Choose from: MKT 3523, 3533, 3543 or 3583	3
PHI 3 hours – Choose from PHI 2013, 2933, 3013, 3043 or 3933	3
Minor (recommended)	18
Electives	7
TOTAL FOR MASS COMMUNICATION MAJOR	128

MINORS

Media Minor – Requires 18 hours of MED courses.

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

REQUIREMENTS FOR THE BS IN MASS COMMUNICATION – MEDIA AND COMMUNICATION ARTS (MACA)	
General Education Core	40
Mass Communication Major	39
COM 2223 Public Speaking	3
COM 3013 Communication Theory	3
COM 3533 Intercultural Communication	
MED 2013 Introduction to Mass Communication	3
MED 2513 Media Writing	3
MED 3003 Media and Society	3
MED 3113 New Media Strategies	3
MED 3323 Research Methods in Media	3
MED 3513 PR Writing and Visual Design	3
MED 4113 Media Law	3
MED 4953 Media Seminar and Portfolio	3
MED 4893 Internship	3
MED 4943 Media Ethics	3
Media & Communication Arts Track from Macomb Community College	46
Electives	3
TOTAL FOR MASS COMMUNICATION – MACA MAJOR	128

DEPARTMENT OF TECHNICAL AND PROFESSIONAL STUDIES

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 semester hours can serve as one of the concentrations in this degree program. Only "official" certificate programs from approved institutions will be 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 2-3 years that a student was completing their course work at Rochester College.

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

While almost any approved "technical" certificate program at an approved institution will be accepted into this major, it is suggested that you meet with the chair of the business and professional studies department to confirm that your chosen program is acceptable.

BS with Technical and Professional Studies Major

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

REQUIREMENTS FOR THE BS IN TECHNICAL AND PROFESSIONAL STUDIES			
General Education Core			4649
Liberal Arts Core			1815
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 ¹ : at least 24 hours. Must include at least 8 Upper-Division hours, and be selected from the following concentration options:			
Business	Mathematics	Religion	
Mass Communication	Professional Writing	Psychology	
General Science			
Second Area of Concentration: at least 24 hours. This concentration must be selected from recognized certification programs of recognized technical training institutions. See the department director for a list of available options.			
Electives – hours will vary			
TOTAL FOR TECHNICAL & PROFESSIONAL STUDIES MAJOR			128

1 Refer to page 85 for Professional concentration requirements.

CENTER FOR EXTENDED LEARNING (CEL)

The mission of the Center for Extended Learning is to extend the mission of Rochester College by making post-secondary education available to the adult learner. This education is characterized by academic excellence, life relevance, and Christian foundation.

OVERVIEW

The Center for Extended Learning (CEL) designs its programs to meet the needs and schedules of adult learners. Courses in the accelerated Bachelor's degree completion programs and accelerated Associate of Arts program are available on evenings, weekends, online, or by directed study.

The CEL distinguishes adult learners from traditional students, who immediately go to college after high school. While the CEL and traditional program share the same objectives, the CEL program is tailored to fit the unique needs of the non-traditional student.

The CEL faculty consists of full-time instructors along with working professionals who share their professional experience on a part-time basis. All instructors present their courses from a Christian perspective.

DEGREE OPPORTUNITIES

The CEL offers degree completion programs at Rochester College's main campus in Rochester Hills, the Macomb Community College University Center in Clinton Township, the Mott Community College University Center in Flint, and the Specs Howard School of Broadcast Arts in Southfield. For more information, call the CEL at 248.218.2222.

CAMPUS OFFERINGS

(Degree specifics can be found on the following pages)

Main Campus Degree Completion Program Offerings:

- Bachelor of Business Administration (BBA) with Management major
- Bachelor of Science (BS) with Biblical Studies major
- BS with Counseling Psychology major
- BS with Early Childhood Studies major
- Associate of Arts

Macomb University Center Degree Completion Program Offerings:

- BBA with Management major
- BS with Counseling Psychology major
- BS with Early Childhood Studies major
- BS in Mass Communication/Media and Communication Arts major
- BS with Organizational Leadership and Communication major

Mott University Center Degree Completion Program Offerings:

- BBA with Management major
- BS with Counseling Psychology major
- BS with Mass Communication major
- BS with Organizational Leadership and Communication major

Specs Howard School of Broadcast Arts Degree Completion:

- BS in Mass Communication with Public Relations, Broadcasting, or Graphic Design major
- Associate of Arts

PROGRAM FEATURES**Program Design**

- Each Bachelor's degree completion program requires a total of 120 semester hours
- Each Bachelor's degree completion program requires 75 semester hours of foundation credit. This includes general education, technical, occupational, and elective courses.
- Each Bachelor's degree completion core is 45 semester hours.
- The AA requires 62 semester hours and may be applied toward foundation requirements for a Bachelor's degree program.

Program Schedules

The following accelerated schedule can help CEL students finish their program of study much more quickly than is possible in a traditional program.

- Evening and weekend classes meet once per week for 4 hours during an 8-week session.
- Evening classes usually meet 6-10 p.m.
- Saturday classes usually meet 8 a.m. to 12 p.m. or 12:30-4:30 p.m.
- Directed Study classes meet a minimum of 3 dates during the semester (see semester schedule).
- Each of the three semesters per year consists of two eight-week sessions.

Program Length

The length of time it takes to finish the CEL program depends on the number of credits the student transfers from other schools and the pace he or she chooses. As few as three hours or as many as 15 hours may be taken each semester. Students who have completed the foundation requirements (see degree requirements) may finish the Bachelor's degree completion program in as few as 12 months if they assume a 15 credit hour schedule each semester.

Students may complete the AA degree faster than the normal two year time frame depending on the number of credits they transfer from other colleges and how many courses they take each semester. Students who do not transfer any college credit may complete the AA program in as few as 18 months. Students may enter the AA program to meet Bachelor's degree foundation requirements, earn the AA degree, or both.

ADMISSION REQUIREMENTS

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

Regular admission to CEL's accelerated Bachelor Degree Completion and Associate Degree programs is granted to students who are at least 21 years of age, have three or more years of work experience, and have completed 60 or more credit hours from a regionally accredited college or university with a minimum 2.25 GPA or earned a High School Diploma with a minimum GPA of 2.25 or earned a GED*. This may include credits earned through CEL's Associate of Arts degree program.

**The minimum GED score prior to 2002 must be at least a 50. Beginning in 2002, the requirement is a minimum total score of 2,250 with no single test score below 410 on all tests in the test battery.*

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

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

Regular admission to the Bachelor of Science in Early Childhood Studies degree completion program requires completion of an Associate's degree in Early Childhood and current employment in the early childhood field.

A prospective student may submit a written petition to the Academic Dean for provisional admission (Academic Alert) if he or she does not meet the regular GPA admission requirements. The written petition must include a rationale for why the applicant believes he/she will succeed in a challenging accelerated adult program. Students who are approved to be provisionally admitted on Academic Alert are limited to 6 hours their first semester.

Provisionally admitted students must complete a minimum of 12 semester 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 semester hours at Rochester College with a minimum cumulative GPA of 2.0 will allow the student to be removed from Academic Alert.

Transfer Policy

The CEL accepts traditional transfer credit (C- or higher) from regionally accredited colleges or universities. Up to 47 semester hours may transfer toward an Associate's degree and up to 90 semester hours may transfer toward a Bachelor's

degree completion program. A maximum of 50% of a Bachelor's degree major's core requirement may be transferred to Rochester College. Hours transferred in from other institutions must be completed before the final semester. Official transcripts must be submitted from each previously-attended institution.

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.

ACADEMIC AND GENERAL POLICIES

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. **Satisfactory academic progress** is defined as: the student meets 2.0 cumulative grade point average (GPA), maintains at least a 67% cumulative completion rate (CCR), and has not taken more than 150% of the courses required to attain their degree.

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. For the full text of the financial aid and academic SAP policies, please refer to 36. Please note: Although the ACE lab is a helpful academic resource, CEL students are not required to use it.

Academic Alert

Academic Alert applies only to students new to Rochester College who are admitted, but who do not meet the unconditional admission requirements due to a low high school or college GPA or ACT/SAT Scores. CEL students on Academic Alert may take no more than 15 credit hours per semester.

To achieve a status of "good standing," students must earn a CGPA of 2.0 or higher. Students who do not meet the minimum CGPA requirement of 2.0 during the first semester after being admitted on Academic Alert are placed on Financial Aid Warning.

Financial Aid Warning

Students on Academic Alert and all other students who do not meet the Satisfactory Academic Progress standards are placed on Financial Aid Warning.

CEL students on Financial Aid Warning may take no more than 12 credit hours per semester, and, if employed by Rochester College, will not be eligible for on-campus work until cleared of all actions.

To be reinstated to a status of "good standing," students must meet Satisfactory Academic Progress standards.

Financial Aid Probation

Students who do not meet Satisfactory Academic Progress Standards the semester after they were placed on Financial Aid Warning will be ineligible for financial aid. The student may appeal and go on an "academic plan" and be granted Financial Aid Probation. CEL students on Financial Aid Probation may take

no more than 12 credit hours per semester, and, if employed by Rochester College, will not be eligible for on-campus work until cleared of all actions.

Students will be eligible for financial aid while on Financial Aid Probation.

Financial Aid Suspension: Students who do not meet the minimum Satisfactory Academic Progress Standards the semester after being placed on 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 Financial Aid Probation are placed on Financial Aid Suspension.

Students who are on Financial Aid Suspension may enroll for up to 6 hours of credits during the suspension semester; however, they are not eligible for financial aid from government or college sources.

To be reinstated to “good standing” status, students must meet all three minimum requirements (GPA, CCR, Duration).

Good Standing

Student meets 2.0 CGPA, 67% CCR, 150% duration requirements.

Appeal Process

To be placed on Financial Aid Probation, students must appeal, explain their failure to meet SAP, and describe what has changed to allow them now to regain SAP. They must submit documentation from their academic adviser supporting the appeal. An academic plan must be agreed to by the student and an academic official. Students should be prepared to seek other options if the appeal is not approved. Students who have faced extraordinary circumstances may appeal if placed on Financial Aid Suspension. Documentation of circumstances is required.

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.

Additional Degree

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

Transfer Credits

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

Transfer credit may apply toward a traditional degree but is limited to no more than 47 semester hours toward the Associate's degree and 90 hours toward the Bachelor's degree. For any degree, at least 50% of a student's major core must be earned at Rochester College.

Attendance

Regular class attendance is a necessary pre-requisite for success in college studies. Thus, students are expected to attend classes regularly and punctually. If more than 30 percent of a course is missed for any reason, then it will be necessary to drop the course and take it at another time. Failure to drop a course with more than 30 percent absence will result in a grade of F.

NOTE: Only two absences are allowed in an eight week course, but this is not an entitlement, and there are consequences to absences.

Christian Values Requirement for Accelerated Degree Programs

Religion courses are essential to the degree programs offered by Rochester College. The CEL Christian Values Requirement (CVR) is 6 hours for the Accelerated Associate of Arts Program. There is a minimum of 6 hours for the Accelerated Bachelor's degree Program, but the total CVR depends on how many hours a student transfers from another college (see the following chart). The minimum CVR is 12 hours for students seeking both the Associate's and the Bachelor's degree.

NOTE: Courses taken to meet the CVR for the AA degree may not be applied to the minimum CVR for the Bachelor's degree.

Credits Transferred	Religion Requirement
0-29	12 hours
30-59	9 hours
60+	6 hours

Course Load

Accelerated programs require a concentrated effort to meet course objectives. The average CEL course load is between nine and 12 hours per semester. Students may take as few as three hours or as many as 15 hours per semester. The Academic Dean must approve course load that exceeds 15 hours per semester.

Concurrent Enrollment Policy

This policy impacts students who wish to take courses from both the Center for Extended Learning (CEL) and the traditional program. Note: The designation of "traditional student" or "CEL student" is determined by the college division through which the student is pursuing a degree (i.e. Center for Extended Learning; Traditional Program's Division of Arts and Humanities or Division of Business and Professional Studies).

Traditional Students

Traditional students must have a 2.0 GPA or higher to be eligible to take CEL courses.

Traditional students may take any CEL course from the Associate of Arts program (required or elective general education courses); however, students must complete Composition B prior to taking any other CEL course.

Traditional students must receive permission from their adviser and the appropriate department/division chair to take any major core course from one of CEL's bachelor degree completion programs.

Traditional students who take CEL courses will be charged the traditional tuition rate.

CEL Students

CEL students may take any eligible course from one of the traditional divisions at the traditional tuition rate.

Crossover enrollment between the CEL and traditional programs is allowed on a space available basis only. Traditional students taking CEL courses may not displace CEL students from CEL courses and vice versa. Determination regarding available space will be made no later than the day preceding the start of the course(s) in question.

Academic Honors

Graduates must complete a minimum of 45 semester hours of course work at Rochester College in order to be eligible to graduate with honors (Summa Cum Laude, Magna Cum Laude, or Cum Laude; see page 57). The 45 hours must be actual courses taken at Rochester College, and cannot include credit earned through nontraditional provisions such as testing, professional schools and training, and prior learning portfolio.

Nontraditional Credit

Rochester College recognizes that many people approach higher education with a variety of different experiences and training which has provided knowledge that is equivalent to college level learning; therefore, the College provides non-traditional avenues through which students can receive credit. Avenues for obtaining nontraditional credit at Rochester College include testing services, professional schools and training (30 hours maximum), military training (60 hours maximum), and prior learning portfolio (30 hours maximum). Students may receive a combined maximum of 30 semester hours toward the Associate of Arts degree and 60 semester hours toward a Bachelor's degree through nontraditional avenues. Credit granted through nontraditional provisions may not count toward the 30-hour residency requirement or the Christian Values Requirement.

Credit granted through the submission of portfolios must be completed before the last full semester prior to graduation or the student will not be permitted to graduate. **Note:** Portfolio credit from other colleges is not automatically accepted as transfer credit; however, students may submit portfolios completed at other institutions for evaluation by Rochester College faculty.

Nontraditional credit will be posted to the student's Rochester College transcript after the end of the first completed semester at RC. Nontraditional credit is billed to the student account at \$25 per credit hour posted to the RC transcript.

Online / Web-Enhanced Courses

Rochester College offers a variety of selected online courses. Online courses serve a two-fold purpose. First, online courses add flexibility in scheduling for adult learners. Secondly, they ensure that graduates have demonstrated their ability to function effectively and productively in the computer environment within their given discipline.

Students taking online courses are required to complete an online student tutorial before gaining access to their course.

Online courses are eight weeks in length. Students are required to have a computer with a Pentium processor (at least one GHz or faster), with Microsoft Word 2007(or newer), Internet access, and an email account prior to enrolling in an online course. Students can access online courses through the online learning management system at <http://online.rc.edu>.

Students are expected to participate actively in the online course a minimum of three days each week. All online courses may be accessed any time night or day. Students should allot as much or more total time than a regular classroom course would require. Online courses assume that adult students are able to comfortably navigate the computer environment (if not, CIS 1103 is recommended before taking an online course), be self-directed and require reduced dependence on the instructor for learning while studying course material and fulfilling course requirements.

ASSESSMENT REQUIREMENTS

Writing Proficiency

The objective of the writing proficiency requirement is to aid students in being successful in college coursework while enrolled at Rochester College. To meet this objective, CEL students are required to take Composition A& B during their first full semester at Rochester College.¹The following policies apply:

Transfer of Composition A and/or B: Composition A and/or B with a grade of "C" or higher may be transferred from another institution.²

AP (Advanced Placement) Credit for Composition A and/or B: An AP (Advanced Placement) score of 3 or 4 will result in the assignment of 3 credits for Composition A. An AP score of 5 will result in the assignment of 3 credits each for Composition A & B.

CLEP for Composition A: Successful completion of the CLEP Composition Modular will result in the assignment of 3 credits for Composition A. Successful

¹ If the student is beginning the CEL program in Session B of a semester and is lacking only Composition B, then the student must take Composition B at that time. If Composition A& B is needed then the student is required to take both the next semester.

² If a grade of "C" or higher is earned in Composition B and transferred to Rochester College, but a grade of less than "C" is earned in Composition A, then Composition A will be considered fulfilled; however, the credits will not be transferred. In this case another general education course may be taken in its place.

completion of the CLEP College Composition with Essay will result in the assignment of 6 credits for Composition A and B.

Condition to Waive Composition A: Composition A may be waived and replaced with electives for a score of 25 or above on the ACT English/Writing Test or a score of 570 or above on the writing portion of the SAT Reasoning Test.

Grade Requirement for Composition A and/or B: CEL students are required to take Composition A & B during their first full semester at Rochester College unless these courses have been transferred (see transfer section above and footnotes below). A grade of “C” or higher must be earned in Composition A and Composition B or the student will be required to repeat the course and will be restricted to 9 credit hours during the subsequent semester until successfully completed.

Capstone Course

Each Bachelor’s degree program includes a capstone course. A capstone course is taken after most of a student’s degree requirements have been met and allows a student 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.

Program Evaluation

In order to graduate, a student must submit a short program evaluation that measures the student’s perspective of the overall degree program from which they are graduating. The Degree Program Evaluation Form may be obtained from any CEL Office and is usually submitted with the graduation application.

Residency Requirement

Students must complete at least 30 semester hours at Rochester College for the Bachelor’s degree or 15 semester hours for the Associate’s degree. Students must also complete a minimum of 30 of the last 36 semester hours for the Bachelor’s degree or the last 15 semester hours for the Associate’s degree at Rochester College.

Registration and Course Drop Deadline

Eight-week courses may not be added after the second class meeting. Courses that are dropped after the first class meeting receive a grade of “W” (withdrawal). The last day on which a student may drop a course is the day immediately following the fifth meeting of the course. For directed study and independent study courses, the withdrawal deadline comes 35 calendar days from the start date. After this deadline, courses cannot be dropped and a “W” cannot be assigned.

Upper-Division Requirement

At least 36 semester hours of upper-division (3000 and 4000 level course numbers) work is required for any Bachelor’s degree.

CEL TUITION AND FEES

The tuition and fee structure in the Center for Extended Learning differs from the structure that is used in the traditional program. Differences exist because the costs associated with administering and supporting nontraditional programs are

substantially less than those required for the full infrastructure needed to operate and administer a traditional residential campus.

Tuition

Tuition (per semester hour)	\$324
Audit rate (per hour)	\$48

Other Charges and Fees (non-refundable)

Application Fee	\$35
Course Change Fee (per change form)	\$25
Graduation Application Fee, Bachelor's degree	\$125
Graduation Application Fee, Associate's degree	\$50
Late Payment Fee	\$35
Late Registration Fee	\$35
New Student Registration Fee (one time only).....	\$135
Online Course Fee	\$30
Parking Violation Fee (each violation).....	\$30
Payment Plan Fee (per semester)	\$60
Returned Check Fee (NSF, per check)	\$35
Textbooks	varies
Transcript Fee (per copy)	\$5

Nontraditional Credit Evaluation (non-refundable)

CLEP & DANTES Administrative Fee	\$35
CLEP &DANTES Testing Fee (per examination).....	\$77
Prior Learning Portfolio Workshop Fee	\$50
Prior Learning Paper Assessment Fee (per paper).....	\$75
Non-Traditional Transcription Posting Fee (per hour).....	\$25

GENERAL PAYMENT INFORMATION

Rochester College's continued success in its mission and growth depends on the timeliness of its 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/ Money Order

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

Credit Card

Credit card payments may be made in person or, if the student knows the amount due, called in directly to the Cashier at 248.218.2053. To find out the amount due, a student may contact their Student Financial Services adviser at 248.218.2029. Students with access to their student portal, may view their billing statement online. Students may log in at my.rc.edu and click on Billing>My Billing/Ledger. An automatic charge may be established for the semester payment plan; a form will need to be completed and given to the Student Financial Services Office each semester.

Online Payment

Students with access to their student portal may make payments online. You may log on at my.rc.edu and click Billing>My Billing/Ledger>Pay Now.

PAYMENT OPTIONS

Personal Payment

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, you may not defer payment, and you must follow one of our other payment options. Students must submit (to the Student Financial Services) their employer reimbursement policy and documentation from their employer that verifies their eligibility. This documentation must be on file for students who have an outstanding balance and would like to register for a subsequent semester.

Tuition Voucher

If an employer has a policy to pay the college directly, this is referred to as a Tuition Voucher plan. Rochester College requires that the student submit vouchers (or a copy of the application for a tuition voucher) to the Student Financial Services Office with registration. Documentation must be on file with the Business 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 completed financial aid credits, at the time of registration, and the remaining two-thirds in two equal monthly payments due on the dates indicated below. There is a \$60 fee per semester for use of the payment plan. Students may be charged a \$35 late payment fee if payments arrive after the due date. This option may not be available to students who have a history of late payments or have had a previous Rochester College account placed with a collection agency.

Fall Semester	Spring Semester	Summer Semester
August 19	January 6	April 27
September 20	February 20	May 20
October 20	March 20	June 20

DELINQUENT ACCOUNTS

Past Due Accounts

Rochester College cannot release transcripts until all accounts are paid in full and Perkins loan payments are current. Students with delinquent accounts (past due 30 days or more) will not be allowed to register. A finance charge of 1.5% (18% APR) is

applied monthly to delinquent accounts. Nonpayment of delinquent accounts may result in the placement of the account with a collection agency.

Collection Agency Placements

Accounts placed with a collection agency by the Business Office will be 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 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.

REFUNDS

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

Refunds for 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	
On or before the designated start date of the course (as stated on the schedule in the registration packet)	100%
1-6 calendar days following the course start date	90%
7-13 calendar days following the course start date	50%
14-20 calendar days following the course start date	25%
21+ calendar days following the course start date	0%

Refunds for 1-Hour Online Courses	
On or before the designated start date of the course (as stated on the schedule in the registration packet)	100%
1-4 calendar days following the course start date	90%

5-9 calendar days following the course start date	50%
10-13 calendar days following the course start date	25%
14+ calendar days following the course start date	0%

CEL ASSOCIATE OF ARTS PROGRAM

Provides a foundation for other accelerated programs offered by Rochester College.

REQUIREMENTS FOR THE ASSOCIATE OF ARTS DEGREE		
General Education Requirements (Courses listed are offered by CEL. Other courses may satisfy these requirements)		39
Christian Values		6
BIB 2213 Life of Christ	3	
Any BIB, MIN, PHI or REL	3	
Communication and Composition		9
COM 1013 Communication Basics	3	
ENG 1113 Composition A	3	
ENG 1123 Composition B	3	
Humanities		6
ART 2003 Art Appreciation OR FLM 2013 Film Appreciation	3	
ENG 2413, 3313, or 3323 Literature	3	
Science and Mathematics		9
BIO 2313; NSC 1003, 1013, 2204; or PHS 3003 Science	6	
MAT 1203 Survey of Mathematics	3	
Social Science		9
Any HIS or POS	3	
Any PSY or SOC	3	
Any Social Science	3	
Electives		23
CIS 1103 Software Applications (or demonstrate proficiency)	3	
TOTAL FOR ACCELERATED AA DEGREE		62

Bachelor's Degree Completion Programs REQUIREMENTS FOR THE GENERAL EDUCATION CORE

General Education requirements for the Bachelor's degree completion programs include: Composition A and B, oral communication, and at least one eligible course from each of the following areas: fine arts, literature, mathematics, science, and a social science. A total of 25 semester hours is required to satisfy the general education requirements.

REQUIREMENTS FOR THE BBA IN MANAGEMENT			
Foundation Credit		75	
General Education Core	25		
Electives (CIS 1103 Software Applications - recommended)	23		
Pre-requisites	27		
ACC 2113/2123 Accounting I and II	6		
BUS 2403/2413 Macroeconomics and Microeconomics	6		
BUS 3003 Business Communication	3		
MAT 2413 Elementary Statistics	3		
MGT 2603 Principles of Management	3		
MGT 3603 Organizational Behavior	3		
MKT 2503 Principles of Marketing	3		
Management Core			45
ACC 3223 Managerial Accounting	3		
BUS 3033 International Business	3		
BUS 3303 Business Law	3		
FIN 3203 Principles of Finance	3		
FIN 3253 Risk Management	3		
HRM 3613 Human Resource Management	3		
HRM 3653 Leadership Theory	3		
MGT 3713 Operations Management	3		
Choose one of the following: MGT 3683 Small Business & Entrepreneurship or MGT 3703 Management of Information Systems	3		
MKT 3533 Consumer Behavior	3		
MKT 3543 Integrated Marketing Communications	3		
MKT 4513 Marketing Management	3		
BUS 4823 Business Strategy and Policy (capstone)	3		
BUS 4943 Business Ethics	3		
REL 1013 Survey of Biblical Literature	3		
TOTAL FOR MANAGEMENT MAJOR		120	

REQUIREMENTS FOR THE BS IN BIBLICAL STUDIES		
Foundation Credit		75
General Education Core	25	
Electives (CIS 1103 Software Applications – recommended)	41	
Pre-Requisites	6	
BIB 2213 Life of Christ	3	
REL 1013 Survey of Biblical Literature	3	
Biblical Studies Major		
BIB 3123 Old Testament Prophets	3	
BIB 3223 Romans	3	
BIB 3233 Pauline Letters	3	
BIB 3263 Hebrews	3	
BIB 4213 Luke/Acts	3	
MIN 3323 Introduction to Preaching	3	
MIN 3523 Ministry and Congregational Life	3	
MIN 3613 Pastoral Care	3	
MIN 3623 The Church and Society	3	
MIN 4873 Internship OR MIN 2513 Theology of Ministry	3	
PHI 2933 Introduction to Ethics	3	
PHI 3923 World Religions	3	
REL 2983 Biblical Interpretation	3	
REL 3703 Survey of Church History	3	
REL 4963 Systematic Christian Doctrine (Capstone)	3	
TOTAL FOR BIBLICAL STUDIES MAJOR		

REQUIREMENTS FOR THE BS IN COUNSELING PSYCHOLOGY		
Foundation Credit		75
General Education Core	25	
Electives (CIS 1103 Software Applications recommended)	38	
Pre-requisites: PSY 1403 Preparation for Statistics PSY 2013 General Psychology PSY 3303 Statistics for the Behavioral Sciences	9	
Counseling Psychology Major		
PSY 3013 Psychology of Personality	3	
PSY 3033 Abnormal Psychology	3	
PSY 3223 Psychology of Adulthood and Aging	3	
PSY 3313 Introduction to Psychological Assessment	3	
PSY 3323 Research Methods	3	
PSY 3403 Introduction to Psychotherapy and Counseling	3	
PSY 3413 Substance Abuse and Addictive Behaviors	3	
PSY 3423 Diversity and Cross-Cultural Psychology	3	
PSY 4403 Introduction to Career Development & Guidance	3	
PSY 4413 Introduction to Marital and Family Systems	3	
PSY 4423 Psychology of Group Processes	3	
PSY 4893 Psychology Seminar (capstone course)	3	
PSY 4913 Directed Research	3	
PSY 4943 Ethics in Behavioral Sciences	3	
REL 1013 Survey of Biblical Literature	3	
TOTAL FOR COUNSELING PSYCHOLOGY MAJOR		

BS with Early Childhood Studies Major

Admission to the program requires current employment in the field of Early Childhood.

REQUIREMENTS FOR THE BS IN EARLY CHILDHOOD STUDIES		
Foundation Credit		75
General Education Core	25	
Electives (CIS 1103 Software Applications – recommended)	38	
Pre-requisites: PSY 2013 General Psychology Intro to ECS and ECS practicum (taken elsewhere)	9	
Early Childhood Studies Major		
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 4443 Emerging Language and Literacy	3	
ECS 4313 Classroom Interactions	3	
ECS 4613 Special Needs Children & Families (Main) OR ECS 4623 Identifying & Serving the At-Risk Child (Macomb)	3	
ECS 4653 Leadership Issues in Early Childhood	3	
ECS 4943 Ethics in Early Childhood	3	
PSY 3193 Infant and Toddler Development	3	
PSY 3203 Child Development	3	
RDG 3313 Children's Literature	3	
REL 1013 Survey of Biblical Literature	3	
TOTAL FOR EARLY CHILDHOOD STUDIES MAJOR		

BS with Mass Communication / Broadcasting or Graphic Design

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

REQUIREMENTS FOR THE BS IN MASS COMMUNICATION / BROADCASTING/GRAPHIC DESIGN		
Foundation Credit		75
General Education Core	25	
Electives (CIS 1103 Software Applications - recommended)	23	
Pre-Requisites MED 2013 Introduction to Mass Communication MED 2613 Introduction to Public Relations	6	
Production Core & Concentration (radio, video, or graphic design) at Specs (36 hours if both radio & video concentrations taken)	24	
Mass Communication Major		45
COM 2223 Public Speaking	3	
COM 3013 Communication Theory	3	
COM 3513 Small Group Communication	3	
COM 3533 Intercultural Communication	3	
COM 4813 Senior Project (capstone course)	3	
MED 2513 Media Writing	3	
MED 3003 Media and Society	3	
MED 3323 Research Methods in Media	3	
MED 3513 Public Relations Writing and Visual Design	3	
MED 4113 Media Law	3	
MED 4943 Media Ethics	3	
MKT 2503 Principles of Marketing	3	
MKT 3533 Consumer Behavior	3	
REL 1013 Survey of Biblical Literature	3	
TOTAL FOR MASS COMMUNICATION /BROADCASTING MAJOR		120

REQUIREMENTS FOR THE BS IN MASS COMMUNICATION/MEDIA AND COMMUNICATION ARTS (MACA)		
Foundation Credit		75
General Education Core	25	
Media and Communication Arts Track (Macomb Community College)	50	
Mass Communication Major		45
COM 3013 Communication Theory	3	
COM 3513 Small Group Communication	3	
COM 3533 Intercultural Communication	3	
MED 2013 Introduction to Mass Communication	3	
MED 2513 Media Writing	3	
MED 3003 Media and Society	3	
MED 3113 New Media Strategies	3	
MED 3323 Research Methods in Media	3	
MED 3513 Public Relations Writing and Visual Design	3	
MED 4113 Media Law	3	
MED 4943 Media Ethics	3	
MED 4953 Media Seminar and Portfolio (Capstone)	3	
MKT 2503 Principles of Marketing	3	
MKT 3533 Consumer Behavior	3	
REL 1013 Survey of Biblical Literature	3	
TOTAL FOR MASS COMMUNICATION/MACA Major		120

REQUIREMENTS FOR THE BS IN MASS COMMUNICATION/PUBLIC RELATIONS		
Foundation Credit		75
General Education Core	25	
Electives (CIS 1103 Software Applications - recommended)	38	
Pre-requisites: MED 2013 Introduction to Mass Communication MED 2613 Introduction to Public Relations MKT 2503 Principles of Marketing	9	
Mass Communication/Public Relations Major		45
COM 2223 Public Speaking	3	
COM 3013 Communication Theory	3	
COM 3513 Small Group Communication	3	
COM 3533 Intercultural Communication	3	
MED 2513 Media Writing	3	
MED 3003 Media and Society	3	
MED 3113 New Media Strategies	3	
MED 3323 Research Methods in Media	3	
MED 3513 Public Relations Writing and Visual Design	3	
MED 4113 Media Law	3	
MED 4323 Public Relations Campaigns & Strategies (Capstone)	3	
MED 4943 Media Ethics	3	
MKT 3533 Consumer Behavior	3	
MKT 3543 Integrated Marketing Communications	3	
REL 1013 Survey of Biblical Literature	3	
TOTAL FOR MASS COMMUNICATION/PUBLIC RELATIONS MAJOR		120

REQUIREMENTS FOR THE BS IN MASS COMMUNICATION – Mott Community College		
Foundation Credit		75
General Education Core	25	
A.A.S. in MAET, Graphic Design, or Communication Technology from Mott Community College Electives (if necessary)	46	
Pre-Requisites MKT 2503 Principles of Marketing COM 3533 Intercultural Communication	25	
Mass Communication Major		45
BUS 3003 Business Communication	3	
COM 3013 Communication Theory	3	
MED 2013 Introduction to Mass Communication	3	
MED 2513 Media Writing	3	
MED 2613 Intro to Public Relations		
MED 3003 Media and Society	3	
MED 3113 New Media Strategies	3	
MED 3323 Research Methods in Media	3	
MED 3513 Public Relations Writing and Visual Design	3	
MED 4113 Media Law	3	
MED 4943 Media Ethics	3	
MED 4953 Media Seminar and Portfolio (Capstone)	3	
MKT 3533 Consumer Behavior	3	
MKT 3543 Integrated Marketing Communication		
REL 1013 Survey of Biblical Literature	3	
TOTAL FOR MASS COMMUNICATION MAJOR		120

REQUIREMENTS FOR THE BS IN ORGANIZATIONAL LEADERSHIP AND COMMUNICATION		
Foundation Credit		75
General Education Core	25	
Electives (CIS 1103 Software Applications - recommended)	38	
Pre-requisites: MGT 2603 Principles of Management MGT 3603 Organizational Behavior BUS 3003 Business Communication	9	
Organizational Leadership and Communication Major		45
Organizational Leadership Core		
BUS 2403/2413 Macroeconomics and Microeconomics	6	
COM 3513 Small Group Communication	3	
COM 3533 Intercultural Communication	3	
ENG 4523 Advanced Composition	3	
HRM 3613 Human Resources Management	3	
HRM 3653 Leadership Theory	3	
MED 2513 Media Writing	3	
MED 3513 Public Relations Writing and Visual Design	3	
MGT 3703 Management of Information Systems	3	
MGT 3713 Operations Management	3	
MGT 4123 Financial Planning and Control Systems	3	
MGT 4723 Leadership Seminar (Capstone)	3	
BUS 4943 Ethics in Business	3	
REL 1013 Survey of Biblical Literature	3	
TOTAL FOR Organizational Leadership and Communication Major		

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 semester hours the course is worth.

Abbreviations used:

CR – Co-requisite. Courses may be taken concurrently.

PD – Permission of department chair.

PI – Permission of instructor.

PR – Pre-requisite. Pre-requisite course must be successfully completed first.

ACC - Accounting

ACC 2113 Accounting I

This introductory accounting course presents the foundation of accounting theory, practice, and simple analysis in sole proprietorships. PR: Math ACT of 25 or above, or MAT 1103 or MAT 1203.

ACC 2123 Accounting II

Building upon the foundation laid in Accounting I, this course addresses accounting in partnerships and corporations, including managerial accounting, and standard cost systems for manufacturing concerns, thus giving students a fundamental foundation of accounting principles for tracking, control, and decision making. PR: Minimum grade of C- or higher in ACC 2113.

ACC 3113 Intermediate Accounting I

This course further investigates the procedures for accounting for cash, receivables, inventory, plant assets, intangibles, depreciation, amortization, time value of money, and other concepts. This knowledge 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, this course 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

Students 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

This course takes a look at 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

This is an advanced course that goes beyond the fundamentals of accounting. The development, interpretation, and use of relevant cost behavior, control, and traceability concepts for management planning, controlling and decision making are emphasized. Topics include 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

The course studies 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 is placed on practical problem solving using tax forms, tax research and tax planning cases. PR: ACC 3123.

ACC 4223 Accounting Seminar

A case analysis class that covers all the aspects of accounting functions relating to management decision making. The creation and distribution of management and accounting information and the management of the resource are stressed. Operational, tactical and strategic information systems will be analyzed. This class serves as the capstone course in the major for assessment purposes. PR: ACC 4313.

ACC 4313 Accounting Theory

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

ACC 4413 Advanced Accounting

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

ART - Art**ART 1413 Drawing I**

Create convincing images on paper with rendering techniques by maximizing the use of composition, volume, and perspective. Improve visual observation skills of nature and light to reach objective. Understand the effect of line quality, shape, value, texture, space, and color. Course fee.

ART 1423 Drawing II

Emphasize individual creative expression by developing a greater understanding of advance conceptual and technical issues. Explore a wide range of various drawing

media, including mixed media and collage. Still life, the figure, landscape, interiors, and abstract subject matter will be integrated in this course. PR: ART 1413 or PI. Course fee.

ART 2003 Art Appreciation

The world's great visual art as surveyed from ancient to modern times. Uncovers great artists' motives by seeking to understand the historical context in which each artist lived and worked. Includes brief introduction to art principles that define great works.

ART 2443 Two-Dimensional Design

Creative visual thinking is an integral part of this course. Investigate different theories of compositional design elements on a flat surface. A variety of techniques, including drawing, collage, mixed media, painting and digital photography will be explored. Practical principles of graphic design and basic color theory will be introduced. Course fee.

BIB - Bible

BIB 2113 Genesis

The Genesis narrative from creation up to the death of the patriarchs. Abrahamic covenant and the early nation of Israel.

BIB 2213 Life of Christ

Introduction to the life and teachings of Jesus Christ as represented in the gospel literature of the New Testament.

BIB 2223 Christian Beginnings: Acts

Introduction to the life and mission of the earliest Christians as represented in the Acts of the Apostles.

BIB 3123 Old Testament Prophets

Historical, literary, cultural, and theological analysis of the entire Old Testament prophetic books, Isaiah through Malachi. PR: REL 2983. CEL only.

BIB 3133 Major Prophets

Historical, literary, cultural, and theological analysis of Isaiah, Jeremiah, and Ezekiel. PR: REL 2983.

BIB 3143 Minor Prophets

Historical, literary, cultural, and theological analysis of the twelve prophetic books, Hosea through Malachi. PR: REL 2983.

BIB 3153 Old Testament Poetic Literature

Literary, cultural, and theological analysis of Psalms, Song of Songs, and Lamentations. PR: REL 2983.

BIB 3163 Old Testament Wisdom Literature

Literary, cultural, and theological analysis of Proverbs, Ecclesiastes, and Job. PR: REL 2983.

BIB 3223 Romans

A study of Paul's letter to the Romans with attention to its historical context and literary function. This study approaches Romans as the fullest, most systematic expression of Pauline thinking about such religious concepts as grace, faith,

justification, sin, death, law, and the Spirit. In addition, attention will be paid to the history of interpretation of Romans. PR: Junior status.

BIB 3233 Pauline Letters I

A study of Paul's earlier letters, including 1 and 2 Thessalonians and Galatians, with attention given to their historical context and literary function as well as what they contribute to our understanding of Paul's life and teachings. PR: Junior status.

BIB 3243 Pauline Letters II

A study of Paul's later letters, alternating between the Prison Epistles (Philippians, Philemon, Colossians, and Ephesians) and the Pastoral Epistles (1 and 2 Timothy, Titus). The study will attend to 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 context and with respect to its modern relevance. Selected topics include apocalyptic, eschatology, the nature of symbolism, the nature of biblical prophecy, and the issue of human suffering. PR: Junior status.

BIB 3293 Mark

A study of the Markan narrative of Christ's ministry, with special emphasis on its background, its unique themes, and its relationship to Matthew and Luke. PR: Junior status.

BIB 4013 Biblical Archaeology

Theory, Method, and Context. An archaeological overview of the cultural and political history of the Land of Israel from the Bronze Age through the Iron Age (Canaanite and Israelite periods 3200-586 BCE) with special focus on Biblical Tamar (aka Ein Hatzeva). The primary goal of the course is the integration of biblical studies with the archaeology of Tamar by involving students in lectures, discussion, research, and virtual archaeology via computer and, for those who elect to do the fieldwork, actual excavation of the material culture at Tamar and examination of artifacts from Tamar stored at the Israel Museum in Jerusalem. PR: PI

BIB 4123 Archaeology of Biblical Tamar in Israel (Fieldwork)

This is the fieldwork attached to BIB 4013; students are involved in actual excavation of Biblical Tamar. PR: PI

BIB 4153 Pentateuch

Historical, literary, cultural, and theological analysis of Genesis through Deuteronomy. PR: REL 2983, Senior status.

BIB 4193 History and Theology of the Old Testament

This course is an exploration of history and theology in dynamic relationship within the Old Testament. Various theological perspectives within the Old Testament will be examined in light of the historical background and crises which offer a concrete context for their development. The means of examination will be a contextual-ideological approach to reading the Old Testament that pays special attention to 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, Senior status.

BIB 4213 Luke/Acts

The birth and expansion of the early church in a historical, textual, and theological study of the book of Acts. Highlights the relevance of Acts to the contemporary church. PR: REL 2983, Senior status.

BIB 4233 Synoptic Gospels

Contextual study of the life and teachings of Jesus Christ, stressing the history, text, theology, and interrelationship of Matthew, Mark, and Luke. PR: REL 2983, Senior status.

BIB 4253 1 and 2 Corinthians

Historical, textual, and practical study of Paul's letters to the church in Corinth. Explores problems in the early church and application of Christian principles to problem solving in the contemporary church. PR: REL 2983, Senior status.

BIB 4263 Gospel and Letters of John

Studies the gospel of John and 1, 2, and 3 John. Highlights the nature of Christ and early church problems. PR: REL 2983, Senior status.

BIB 4293 History and Theology of the New Testament

This course is an exploration of history and theology in dynamic relationship within the New Testament. Various theological perspectives within the New Testament will be examined in light of the historical background and historical crises which offer a concrete context for their development. PR: REL 2983, Senior status.

BIB 4393 Contemporary Issues in Hermeneutics

Studies the process of applying advanced exegetical research (in both the Old and New Testaments) to concrete life situations. Will provide critical assessment of traditional and current hermeneutical trends. PR: REL 2983, Senior status.

BIO - Biology

BIO 1014 Biological Science I with Lab

Cellular structure and function, cell division and reproduction, genetics, metabolism, and development. Primarily for beginning majors. Course fee.

BIO 1024 Biological Science II with Lab

Plant and animal anatomy and physiology, ecology, and evolution. . Course fee.

BIO 1114 Introduction to Biological Science with Lab

An overview of current topics in cellular and organismal biology including laboratory techniques and research methods. For non-science majors. Course fee.

BIO 1124 Zoology

Major phyla of the animal kingdom, including the basic principles of comparative anatomy, physiology, morphology, behavior, and ecology. Course fee.

BIO 2011 Intro to Human Anatomy & 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 care are also included. Credit cannot be given for BIO 2013 and BIO 2114 or 2124.

BIO 2114 Human Anatomy and Physiology I

Structure and function of the muscular, skeletal, nervous, and endocrine systems, and how they work together to support the human body. Supplementary topics include cell biology and histology. Course fee.

BIO 2124 Human Anatomy and Physiology II

Structure and function of the circulatory, lymph, respiratory, digestive, urinary, and reproductive systems. Supplementary topics include electrolyte, acid/base, and fluid balance. Course fee. PR: BIO 2114.

BIO 2224 Introductory Botany and Zoology

Introductory anatomy, physiology, taxonomy and ecology for the major phyla of the plant and animal kingdoms. Course fee.

BIO 2313 Nutrition

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

BIO 3114 Botany

Advanced topics in plant biology including cell structure, anatomy, physiology, metabolism, and ecology. Course fee. PR: BIO 1024 or BIO 2224.

BIO 3213 General Ecology

Basic ecological concepts with lab covering experimental designs and research methods used to study and interpret data. Biomes, community interactions, population dynamics, energy, and material flow.

BIO 3324 Microbiology

Fundamental concepts of microbiology with emphasis on the morphology and physiology of microorganisms. Includes applications of microbiology in medicine, food preparation, and industry. PR: Grade of C or higher in BIO 1014 or BIO 1124, or PI. Course fee.

BIO 3414 Genetics

Structure and function of DNA, genes, gene expression, inheritance patterns, prokaryote and eukaryote chromosome structure, and modern gene technology. Laboratory includes classic and molecular exercises in genetics. Course fee. PR: BIO 1014.

BUS 2403 Macroeconomics

The course 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 government monetary and fiscal policies, national income, business cycles, and changes in aggregate price levels.

BUS 2413 Microeconomics

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

BUS 3003 Business Communication

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

BUS 3033 International Business

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

BUS 3303 Business Law

An introduction to the legal aspects of business, this course specifically deals 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 work experience with an approved employer; completion of a work journal; internship reports; reading related professional materials; and completing all the components of the School of Business Portfolio. This course is graded on a pass/fail basis. PR: PI.

BUS 4823 Business Strategy and Policy

This course explores the process of developing, implementing, and maintaining an effective business strategy. Students integrate techniques and concepts from previous course work in a variety of “real world” and simulated situations. This course serves as the capstone course of the BBA program for assessment purposes. PR: Senior. Completion of business core, except internship. Course fee.

BUS 4943 Ethics in Business

Students focus 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. Trad PR: PHI 2933 and Senior status.

CHE - Chemistry

CHE 1314 Intro to Chemistry I

Atomic structure, bonding and quantitative principles in chemistry. Acids, bases, solutions and chemical reactions. Includes a laboratory component. PR/CR: MAT 1103 or 1203, or ACT 21+.

CHE 1324 Intro to Chemistry II

Classes, properties and reactions of organic compounds. Structure, function and metabolism of carbohydrates, proteins, lipids and nucleic acids. Includes a laboratory component. PR: CHE 1314.

CHE 1514 College Chemistry I

Theory and quantitative principles of chemistry: Stoichiometry, atomic and molecular structure, gas law, thermochemistry, and solutions. Three hours lecture and three hours lab, weekly. PR/CR: MAT 1334 or MAT ACT of 24 or above. Course fee.

CHE 1524 College Chemistry II

Continuation of CHE 1514. Includes equilibria, precipitation reactions in aqueous solutions, kinetics, acids and bases, oxidation-reduction reactions, coordination compounds, nuclear chemistry, and a brief introduction to organic chemistry. Three hours lecture and three hours lab weekly. PR: Grade of C or better in CHE 1514 and MAT 1334 or above. Course fee.

CHE 2514 Organic Chemistry I

Structure, reactions, mechanism, and synthesis in the field of organic chemistry. Three hours lecture and three hours lab weekly. 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. Three hours lecture and three hours lab weekly. 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. Three hours lecture and three hours lab weekly. PR: CHE 2514. Course fee.

CIS - Computer Information Systems

CIS 1103 Software Applications of Computers

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

CIS 2443 Advanced Business Applications

This course is designed to take students beyond the basics of using industry standard business applications including, but not limited to: Word, Excel, Access, Outlook, and PowerPoint. Students gain hands-on experience with the use of software packages for communication, data management, business analysis, and decision making. Students must have a fundamental working knowledge of the listed software programs prior to registering for this course.

COM - Communication

COM 1013 Communication Basics

Theory and practice in a variety of communication contexts, including verbal, nonverbal, perception, and listening. Includes practice in organizing and delivering speeches.

COM 2223 Public Speaking

Public speaking theory and practice. Students prepare and deliver several types of speeches. PR: C- or better in COM 1013.

COM 3013 Communication Theory

Survey of communication theories and models upon which communication studies are built. PR: C- or better in COM 1013 and ENG 1123.

COM 3513 Small Group Communication

Theories and techniques for small groups in various settings. PR: C- or better in COM 1013.

COM 3523 Interpersonal Communication

Elements of communication between two or more persons in family, social, work, church, and computer-mediated settings. PR: C- or better in COM 1013.

COM 3533 Intercultural Communication

Major theories and concepts involved in intercultural communication. Emphasis on increasing awareness of and sensitivity to persons of other cultures and/or co-cultures and improving personal effectiveness in intercultural communication. PR: C- or better in COM 1013.

COM 4613 Special Topics

Various Communication topics chosen by students or instructor.

COM 4813 Senior Project in Communication

Preparation of a major paper in an area of the student's interest. PR: Senior status and PI.

ECS - Early Childhood Studies

**All ECS classes for CEL only. Student must be currently employed in ECS field.*

ECS 3243 Math & 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. Use of software that encourages math and science skills will be explored.

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 and alternative assessment

procedures. The importance of assessment in evaluation, parent communication, and classroom planning is emphasized.

ECS 3423 Diversity Issues in Early Childhood

Strategies for working effectively with children and families from diverse socioeconomic, ethnic, and cultural backgrounds. Issues of communication, family values, and child-rearing practices will be emphasized. Students will be encouraged to examine their own biases as they relate to professional practices.

ECS 3433 Creative Arts for Young Children

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

ECS 4303 Family Education and Advocacy

Examination of the interaction between families and government and community agencies and resources. 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

Introduction of components of high-quality classroom interactions that promote higher-order thinking skills, emotional support, and appropriate feedback. Required fieldwork allows student to develop strategies for recognition and implementation.

ECS 4443 Emerging Language and Literacy

Emphasis on 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.

ECS 4613 Special Needs Children and Families

Issues faced by special needs children and the interventions that are available to them and their families. Special emphasis on parent-school communication and implications for planning in the classroom environment.

ECS 4623 Identifying and Serving the At-Risk Child

Family and societal characteristics that place a child at risk for academic or social failure. Parenting practices, economic issues, health care, and community resources available for young children and their families.

ECS 4653 Leadership Issues in Early Childhood

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

ECS 4943 Ethics for Early Childhood

Ethical standards of early childhood practitioners reviewed in the context of the State of Michigan Law and the National Association for the Education of Young

Children (NAEYC) code. Contrasts philosophies of Biblical imperative and humanistic practice.

EDU - Education

EDU 2201 Introduction to Education Field Experience

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

EDU 2202 Introduction to Education

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

EDU 2241 Educational Psychology Field Experience

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

EDU 2243 Educational Psychology

Educational principles, research and theory fundamental to effective, high quality teaching and learning. Topics include information on 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. Development of framework on which to build future experiences in the field of education and content areas. Thirty-hour field experience required. PR: EDU 2202, sophomore status with a 2.70 GPA. CR: EDU 2241.

EDU 2262 Classroom Technology

Utilization of technology in teaching and learning. Emphasis on 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. The ability of global discourse communities to facilitate cross-cultural understanding. Development and application of ethical standards/criteria for the use of the internet in the classroom. PR: EDU 2202, sophomore status with a 2.70 GPA.

EDU 2283 Ethics and Philosophy of Education

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

EDU 2303 Fine Arts for the Elementary Teacher

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

EDU 3221 Classroom Teaching Strategies Field Experience

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

EDU 3223 Classroom Teaching Strategies

Introduction of components of effective, high quality classroom teaching documented through theoretical and applied research and practice. These components encompass planning and preparation, creating an inclusive classroom environment, and engaging students in intentional learning. A variety of student-centered instructional approaches are presented. Introduction of the Michigan Curriculum Framework. Supervised thirty-hour field experience required. PR: Pre-admission to the Teacher Education Program. CR: EDU 3221.

EDU 3243 Teaching Exceptional Students

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

EDU 3262 Teaching Across Cultures

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

EDU 3271 Teaching Across Cultures Field Experience

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

EDU 3313 Social Studies Foundations

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

EDU 3913 Instructional Techniques for Teaching Math in Grades 2-5

The course will explore best practice in math instruction for 2nd through 5th grade students. Emphasis will be placed on how to help teachers use textbook features along with differentiation techniques. The course includes observation time and interaction with elementary students in summer school classes. PR: Teacher Certification.

EDU 3923 Creating Quality Classroom Assessments

The course will focus on the work of Rick Stiggins. Students learn the key attributes of a well-developed assessment and create assessments specific to their grade/subject that can be used to inform their instruction. Students design

assessments 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

Twenty first century learners are a diverse group both demographically and style of learning. This course will focus on research based strategies proven to be effective with at risk students, i.e. Sheltered Instruction Observation Protocol (SIOP) and differentiation instruction models). Upon completion of this course participants will have a variety of strategies/tools to implement in their classroom in the fall. PR: Teacher Certification.

EDU 4253 Classroom Management Strategies

Investigation and assessment of various approaches to establishing an environment that fosters learning. Examination of organization and management of resources, supplies, and classroom configuration to provide an inviting and safe atmosphere. Discussion and analysis of various approaches to discipline in the classroom. Evaluation of a variety of strategies to handle disruptive behavior. Development of a personal classroom management style grounded in sound principles. Emphasis on research, whole-class and small-group discussion, observation, role-playing, and application theory. PR: Pre-admission to the Teacher Education Program.

EDU 4282 Foundations of Education

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

EDU 4503/4603 Instructional Design and Assessment

This course models a variety of assessment strategies for educators in elementary, middle, and secondary schools in courses designed to meet the standards in the Michigan Curriculum Framework. In conjunction with the appropriate methods course in their content major, students will research, design, and implement lessons that meet the state and national standards and gain practical tools to assess student growth. Includes 60 hour field experience. CR: EDU 4282.

EDU 4721/4821 Student Teaching Seminar (Elementary/Secondary)

Supports the student teaching experience. Reviews policies, requirements and professional responsibilities and revisits the Elementary-Level Standards for Michigan Teachers and Pathwise Domains, the standards used to evaluate student teachers. 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/ secondary certification through Michigan Department of Education. The one-semester student teaching assignment consists of 15 full weeks, resulting in eight hours of course credit. CR: EDU 4721/4821 Student Teaching Seminar. PR: Admission to Teacher Education Program and Student Teaching. Course fee.

ENG 1003 Basic Writing

Practice in the basics of writing: parts of speech, grammar, punctuation, and syntax. Focuses on the writing process and paragraph development. Required of students with an ACT English score of 15 or below. Does not count toward graduation.

ENG 1013 Fundamentals of Composition

Reviews mechanics and introduces students to the writing process and various forms of essay writing. Required of all students with an ACT English score of 17 or below. PR: English ACT of 16 or grade of C or better in ENG 1003. Does not count toward graduation.

ENG 1113 College Composition A

Writing and revising expository papers and documented reports. Students read and analyze selected essays and articles. PR: English/Writing ACT 18+; or grade of C or better in ENG 1013.

ENG 1123 College Composition B

Writing critical essays and research papers; Examines forms of imaginative literature. PR: C or better in ENG 1113 or ACT Writing score of 25+.

ENG 2113 Aspects of the English Language

History and development of the English language. Political and cultural influences on the language and an analysis of the relation between theoretical and practical approaches to English study. PR: ENG 1123.

ENG 2413 World Literature Survey

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

ENG 3213 British Writers to 1800

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

ENG 3223 British Writers 1800 to Present

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

ENG 3313 American Writers to 1865

An analytical study of American writers and literary movements from the colonial era to the Civil War. PR: ENG 1123.

ENG 3323 American Writers 1865 to Present

An analytical study of American writers and literary movements from the Civil War to the present. PR: ENG 1123.

ENG 3513 Critical Writing and Literary Analysis

Advanced writing course on types of writing used to analyze literature. Analytical application of major literary criticism philosophies. PR: ENG 1123.

ENG 3523 Creative Writing

Creative writing theory and practice in a seminar setting; Composition of fiction, poetry, and/or drama. Also, sources of creative writing, characteristics of major genres, and process of revision and editing. PR: ENG 1123.

ENG 3613 Introduction to Linguistics

Basic concepts and methodology of the science of language: Descriptive and historical aspects, phonemic, morphemic, and syntactical features. PR: ENG 1123.

ENG 4203 Shakespeare

A critical study of selected Shakespearean histories, comedies, and tragedies, synthesizing the historical, linguistic, theatrical, and cultural context of these writings. PR: ENG 1123. Course fee.

ENG 4413 Diversity in American Literature

African, Asian, Arab, Hispanic, and Native American voices in contemporary American literature. PR: ENG 1123

ENG 4523 Advanced Composition

Advanced writing, revision, and editing. PR: ENG 1123.

ENG 4533 Senior Writing Project

Student will prepare a major paper in an area of interest. PR: ENG 1123 and 3513.

ENG 4593 Special Topics in English

Various topics in English; offered at the discretion of instructor. PR: ENG 1123 and PI.

ENG 4613 Advanced Literary Theory

A continuation of ENG 3513: Philosophies of literary criticism. PR: ENG 1123 and 3513.

ENG 4723 Studies in Genre: Fiction

Literary analysis of selected short stories and novels. PR: ENG 1123

ENG 4733 Studies in Genre: Poetry

Literary analysis of selected poetry. PR: ENG 1123.

ENG 4743 Studies in Genre: Drama

Literary analysis of selected dramas. PR: ENG 1123.

FIN - Finance**FIN 3113 Personal Financial Management**

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

FIN 3203 Principles of Finance

This course is designed to provide students with an understanding of how to best manage the financial resources of a firm. Students will gain an understanding of 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

This course provides a framework for recognizing the essential elements that mitigate loss and expedite business recovery which is essential in risk management operations. Identifying and managing risk, crisis and disaster management, and emergency/contingency planning will be discussed. PR: FIN 3203.

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 impact 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, culture-environmental, locational, and area analysis traditions. Emphasis on 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.

GRE - Greek

GRE 1214 Elementary Greek I

Basic Koine Greek. Highlights the importance and function of Greek language in the writing of New Testament books and letters.

GRE 1224 Elementary Greek II

A continuation of GRE 1214 that includes selected readings from the New Testament. PR: GRE 1214.

GRE 3314 Intermediate Greek Grammar

Selected readings from the Greek New Testament, with an emphasis on advanced features of grammar and syntax. PR: GRE 1224.

GRE 3413 Advanced Greek Readings I

Selected readings from the Greek New Testament. PR: GRE 3314.

GRE 3423 Advanced Greek Readings II

Selected readings from the Greek New Testament. PR: GRE 3314.

HEB - Hebrew**HEB 1214 Elementary Hebrew I**

Basic principles, grammar, and vocabulary needed to translate from the Hebrew Bible.

HEB 1224 Elementary Hebrew II

Continuation of HEB 1214; additional grammatical and vocabulary skills. Includes readings from the Hebrew Bible. PR: HEB 1214.

HEB 3413 Advanced Hebrew Readings I

Selected Readings from the Hebrew Old Testament. PR: HEB 1224.

HEB 3423 Advanced Hebrew Readings II

Selected Readings from the Hebrew Old Testament. PR: HEB 1224.

HIS - History**HIS 1313 Western Civilization to 1500**

Examines important events, people, institutions, and ideas in the foundations of Western civilization. Coverage includes the ancient Near East; Greece; Rome; the spread and influence of Christianity; the Byzantine and Islamic empires; Medieval Europe; and the Renaissance.

HIS 1323 Western Civilization, 1500 to Present

Examines Western development from the Protestant Reformation to the present. Major themes and topics include European overseas empires, religious reform and warfare; the rise of science and reason; the French Revolutionary era; capitalist, socialist, and nationalist ideologies; industrialization; World Wars; the Cold War; decolonization; and globalization.

HIS 2113 Michigan History

Significant events and people in the state's history from European settlement to the present.

HIS 2513 United States History to 1877

Surveys American political, economic, social, cultural, and ideological development from colonization through Reconstruction. Includes European settlement and the Atlantic World; the American Revolution, Constitution, and early national debates; democratic and territorial expansion; slavery and the origins, course, and aftermath of the Civil War.

HIS 2523 United States History 1877 to Present

Surveys American political, economic, social, cultural, and ideological development from the post-Reconstruction period to the present. Topics include the impact of industrialization, urbanization, immigration, rising power, world wars, prosperity and depression; the Cold War; computers; and globalization.

HIS 3313 The French Revolution and Napoleonic Era

Highlighting institutional, ideological, and social change, this course examines the origins, development, and impact of the French Revolution and Napoleonic Empire, among the great transforming periods in Western history. 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

This course evaluates patterns of political, social, religious and economic development in Africa, Asia, Latin America and the Middle East. Regional case studies focus on flashpoints within each realm and possible solutions to bring the regions into the global community. PR: Sophomore status or PI.

HIS 3503 Women in American History

This course 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

This course 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

This course 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. Close attention is given to 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, this course examines the history, nature, sources, and methods of historical investigation and writing. Guided assignments, including a major research paper, exercise 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 and the rise of the Internet Age and culture wars; and post-9/11 challenges. PR: Sophomore status or PI.

HIS 4613 Selected Topics in History

Special history topics chosen by student or instructor. PR: PI.

HIS 4813 Senior Project in History

Capstone course for the history concentration in interdisciplinary studies. Supervised research project on a selected historical problem, culminating in a formal paper and presentation. PR: HIS 3813 and PI.

HON - HONORS

HON 1002/3 Intro to Honors

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

HON 2014 Communication and Critical Thinking

Develop skills in critical thinking and enhance skills in both written and oral communication. Theme varies annually. Satisfies INF 1011. Hours may also be applied to either the English Composition or Communication and Speech requirements in the General Education Program. PR: ACT 27+ and PD.

HON 2113: The American Experience

Considers the history, political structures, social systems, literature, and art of America within the context of Western society. Theme varies by year. Hours may be applied to one of the following general education requirements: Western Heritage, American Experience, Literature, or Fine Arts Appreciation. PR: ACT 27+ and PD.

HON 2213: Global Citizenship

Considers America's interactions with Western and non-Western countries. Includes a comparative study of international philosophies, social systems, and economies, as well as trans-national interactions. Theme varies by year. Hours may be applied to one of the following general education requirements: Moral and Philosophical Reasoning, Non-Western Studies and Diversity, or Human Institutions and Behavior. PR: ACT 27+ and PD.

HON 2314: Science as a Human Enterprise

Topics may explore science's impact on humanity and humanity's impact on the natural world, the historical development of the major theories in the various branches of science and how the philosophy of science impacts their development. The course has a laboratory component. Qualitative and quantitative applications will be utilized. Hours may be applied to one of the following general education requirements: Critical Thinking and Mathematical Competency, Laboratory Science, or Human Institutions and Behavior. PR: ACT 27+ and PD.

HRM - Human Resource Management

HRM 3613 Human Resource Management

This course is an overview of human resources management practices. The course covers organizational change and how human resources fit in the organization. The course also covers human resource planning, information systems, quality and

performance management, leadership, employee involvement, and international human resources management. PR: MGT 2603.

HRM 3643 Labor Relations

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

HRM 3653 Leadership Theory

Students study modern and historic leadership theories and their application to management situations. The course also introduces effective leadership and methods of overcoming leadership barriers. PR: MGT 2603.

HUM - Humanities

HUM 2003 Appreciation of the Arts.

Examines the elements, forms, and styles of music, theatre, film, and fine art. Students experience the arts through performance and other forms of creative engagement.

HUM 2103 Introduction to the Arts and Sciences

An introduction to the major academic disciplines through the reading of scholarly articles from each discipline and through discussions and interviews with faculty from these disciplines. Students will write an interdisciplinary research paper and a personal/academic/career plan.

INF - Information Literacy

INF 1011 Information Literacy

This course 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 Intro to International Studies

Introduces future GEO students to the requirements of a semester of studying abroad. Prepares students to travel in a safe, sensitive, informed, and academically-fulfilling way. PR: PI.

INS 2113 Aesthetics

Exposes students to major artists, their works, and artistic developments in European civilization. Emphasis is given to the cultural sites and artistic works encountered in the Vienna Study Program. This course is designed to take advantage of the sightseeing and travel opportunities afforded by the international studies experience. PR: GEO students only.

INS 2123 Language and Culture

Teaches practical basics of the German language for use in everyday life situations in speaking, reading and writing, and gives necessary information to help students better understand Austrian culture in order to enhance the GEO Vienna experience. PR: GEO students only.

INS 3113 Studies in European Civilization

Examines major political, economic, social, cultural, ideological, and religious developments in European civilization. Emphasis is given to the history, prominent figures, and cultural sites of the cities and regions students encounter on the Vienna Study Program. This course is designed to take advantage of the travel opportunities afforded by the GEO international study experience. PR: GEO students only.

MAT - Mathematics

MAT 1003 Beginning Algebra

Review properties of real numbers and arithmetic; algebraic properties; linear equations and inequalities; graphing linear equations, functions, and inequalities; equations of lines; 2x2 systems of linear equations and inequalities; exponents and polynomials; factoring; introduction to quadratic equations and functions; and applications. May include an introduction to rational expressions and functions. As of Fall 2007, does not count toward graduation. Required if Math ACT is 21 or below.

MAT 1103 Intermediate Algebra

Continuation of MAT 1003. Rational expressions, equations, and functions; absolute value equations and inequalities; 2x2 and 3x3 systems of linear equations; radical expressions and equation; complex numbers; quadratic equations and inequalities; graphing quadratic equations; quadratic and rational inequalities; graphing linear, absolute value, quadratic, square-root, and cubic functions; algebra of functions; inverse functions; introduction to logarithmic and exponential functions; and applications. PR: Minimum Math ACT of 22 or minimum grade of C- in MAT 1003.

MAT 1203 Survey of Mathematics

An overview of the essence of mathematics and its applications for the non-science, non-mathematics student. Emphasis will be 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 (Trad only): ACT of 22 or C- or better in MAT 1003.

MAT 1312 Trigonometry

Trigonometric functions of angles and real numbers; right triangle trigonometry; law of sines; law of cosines; trigonometric graphs and identities; inverse trigonometric functions; and applications. PR: Math ACT of 25 or above, or grade of C or better in MAT 1103.

MAT 1322 College Algebra

Equations; inequalities; relations; functions; graphs of functions; composite functions; inverse functions; polynomial and rational functions; exponential and logarithmic functions; systems of equations; Gaussian elimination; partial fractions; and applications. May include sequences, summation notation, geometric series, or mathematical induction. PR: Math ACT of 25 or above, or grade of C or better in MAT 1103.

MAT 1334 Pre-Calculus

Combines various topics of MAT 1312 and MAT 1322 into one course. PR: Math ACT of 25 or above, or minimum grade of C- in MAT 1103.

MAT 2213 Math for Elementary Teachers I

Number sense and numeration, whole number operations, fractions, decimals, computational algorithms, patterns, relations, functions, and informal algebra. Emphasizes content with references to NCTM standards, MDE benchmarks, and materials and strategies appropriate to teaching elementary school mathematics. Satisfies general education requirement for students seeking elementary certification. PR: Grade C- or better in MAT 1003 or Math ACT of 18 or above.

MAT 2223 Math for Elementary Teachers II

Properties of two- and three-dimensional geometric figures, similarity and congruence, common and metric measurement, introductory statistics and probability. Emphasizes content with references to NCTM standards, MDE benchmarks, and materials and strategies appropriate to teaching elementary school mathematics. Satisfies general education requirement for students seeking elementary certification. PR: Grade C- or better in MAT 1003 or Math ACT of 18 or above.

MAT 2233 Finite Mathematics

Straight lines and linear functions; systems of linear equations and matrices; Gauss-Jordan elimination; linear programming and the simplex method; sets and counting; probability; mathematics of finance; and an introduction to difference equations and graph theory. PR: Math ACT of 24 or above, or grade of C- or better in MAT 1003.

MAT 2413 Elementary Statistics

Descriptive statistics; introductory probability; probability distributions; binomial and normal distributions; estimation; hypothesis testing; linear regression and correlation; and applications. May include goodness-of-fit tests; statistical process control; or nonparametric statistics. PR: Minimum Math ACT of 22 or minimum grade of C- in MAT 1003 or MAT 1203.

MAT 2514 Calculus and Analytic Geometry I

Limits and continuity; differentiation and applications; integration and area; calculus of transcendental functions; and an introduction to applications of integration. May include an introduction to differential equations. PR: Minimum Math ACT of 28 and sufficient high school preparation or a minimum grade of C- in MAT 1334.

MAT 2524 Calculus and Analytic Geometry II

Continues MAT 2514. Applications of integration; differential equations; techniques of integration; L'Hopital's rule; improper integrals; infinite series; conics; parametric equations; and polar coordinates. May include an introduction to vectors and the geometry of space. PR: Minimum grade of C- in MAT 2514.

MAT 3212 Technology in Mathematics Education

Focus on the use and integration of instructional technology in the K-8 mathematics curriculum. Teacher prep candidates explore the concepts of how to best utilize technologies in math to help students achieve, think critically, and prepare for the world outside of school. Hands-on experience using Internet resources, web-based applications and instructional software that explore and analyze data, and connect numerical, symbolic, and geometric representations.

MAT 3303 Modern Algebra

Concepts of groups, rings, integral domains and fields, and abstract reasoning. PR: MAT 2524.

MAT 3333 Algebraic, Proportional, and Mathematical Reasoning

Development of algebraic and proportional reasoning as well as an examination of reasoning and proof through logic, conjecture, argument, and formal proof. Also entails an examination of the relationships between the aforementioned concepts. Emphasis is placed on problem solving strategies and concept development. PR: MAT 2213 and 2223.

MAT 3343 Geometry for Elementary Teachers

Examination of two and three-dimensional geometric objects using different representational systems, transformations and symmetry, and problem solving involving geometry. Includes technology and manipulatives for the geometry classroom. PR: MAT 2223.

MAT 3534 Calculus and Analytic Geometry III

Continues MAT 2524. Vectors and the geometry of space; vector-valued functions; functions of several variables; and multiple integration. May include an introduction to vector analysis. PR: C- or better in MAT 2524.

MAT 3614 Linear Algebra

Systems of linear equations, matrices, and determinants; linear combinations and linear independence; vector spaces; linear transformations; eigenvalues and eigenvectors; inner product spaces; and applications. May include linear programming. PR: Minimum grade of C- in MAT 2524. Recommended PR: MAT 3534.

MAT 3624 Differential Equations

First-order ordinary differential equations; linear differential equations of higher-order; differential equations with variable coefficients; power series solutions; Laplace transforms; and applications. May include an introduction to systems of linear first-order differential equations and numerical methods for ordinary differential equations. PR: Minimum grade of C- in MAT 2524.

MAT 4653 College Geometry

Euclidean, hyperbolic, spherical, finite, fractal, and taxi-cab geometries, including applications to real life situations, use of multiple geometry software programs, and some pedagogy for secondary mathematics education students. PR: MAT 2524.

MAT 4952/4962 Senior Math Seminar

The history of mathematics as well as issues involved in mathematics education. This includes curriculum, standards, and the professional mathematics teaching community. Includes a look at 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.

MED 1101 Print Journalism

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

MED 1201 Digital Journalism

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

MED 1301 Broadcast Journalism

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

MED 2013 Introduction to Mass Communication

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

MED 2513 Media Writing

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

MED 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. The course focuses on ways to communicate and promote products, services, images and ideas to various publics.

MED 3003 Media and Society

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

MED 3113 New Media Strategies

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

MED 3323 Research Methods in Media

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

MED 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: MED 2513

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 4323 Public Relations Campaigns and Strategies

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

MED 4613 Special Topics in Media

Various media and communication topics chosen by students or instructor.

MED 4813 Senior Project in Media

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

MED 4893 Media Internship

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

MED 4943 Media Ethics

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

MED 4953 Media Seminar and Portfolio

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

MGT - Management**MGT 2603 Principles of Management**

This course introduces the functions of the management discipline including the planning, organization, and control of an effective operation. Students investigate the role of management in various situations and the past, present, and future of fundamental management principles.

MGT 3603 Organizational Behavior

Students investigate theories of human interaction within an organization and how it impacts planning, organizing, directing, and controlling the organization. The course provides an opportunity to better understand organizational behavior and communication used to plan, implement, and evaluate organizational processes. PR: MGT 2603.

MGT 3683 Small Business and Entrepreneurship

This course focuses on the basic principles of small business management. Key areas of focus will include: entrepreneurship, legal structure, start-up strategies, creating a business plan and operational issues. PR: MGT 2603.

MGT 3703 Management of Information Systems

This course 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

This course 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 (Trad), MGT 2603 (Trad & CEL).

MGT 3723 Non-Profit Management

Critical management issues in non-profit organizations are addressed in this course. Key topics include: start-up strategies, legal status, strategic planning, managing volunteers, budgeting, marketing and public relations, fundraising strategies, and performance measurement. Emphasis will be given to managing ministries and faith-based organizations.

MGT 4123 Financial Planning and Control Systems

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

MGT 4723 Leadership Seminar

Students explore contemporary leadership theories and analyzes, develops, and implements leadership and decision making strategies for "real world" situations. The course will focus on the characteristics of leadership, the manner in which communication impacts leadership effectiveness, and the implications of both effective and ineffective leadership for organizations. This course serves as a capstone course for the Organizational Leadership and Communication program for assessment purposes. CEL only.

MIN - Ministry**MIN 1411 Ministry Practicum**

Practical experience in ministry in a local church or other religious organizations or program. Opportunities for ministry experiences include: assisting in a youth ministry program, preaching, church education, assisting in a Christian service project, or participating in a short mission trip. A minimum of 3 hours of hands-on ministry activity per week is required for credit.

MIN 2401/2402/2403 Missions Outreach Internship

Extended congregational or mission work during spring break, a summer mission campaign, or study abroad. Credit granted in proportion to length of campaign.

MIN 2513 Theology of Ministry

Through examination of the biblical narrative (with attention to historical and contemporary texts) students will 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, and the question of ministerial "offices," and ethical issues that pertain directly to Christian ministers.

MIN 3323 Introduction to Preaching

A study of the rhetorical strategies of selected biblical texts to discern biblical principles of communicating God's Word; practice in text selection, exegesis, sermon construction, and delivery. PR: REL 2983.

MIN 3333 Introduction to Youth Ministry

Explores relationship-based youth and family ministry. Focuses on the youth minister's role in youth programs, meeting youth needs, and strengthening the family. PR: Junior status.

MIN 3353 Religion, Media, and Youth Culture

Exploration of the media's impact 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. PR: Junior status.

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. Life cycle issues, church programming for families, and preventative planning will be studied. PR: Junior status.

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. Topics include administration and organization, teaching and education, ceremonial responsibilities (such as weddings and funerals), as well as matters of ministerial finance and legal obligations. PR: Junior status.

MIN 3613 Pastoral Care

Biblical, psychological, and practical guidelines for counseling in a church setting. PR: Junior status.

MIN 3623 The Church and Society

Explores the role of the church in society, theological centers that support evaluation of social institutions that call for Christian action, and the proper role of religion in public life. PR: Junior status.

MIN 4533 Seminar in Ministry

Covers various aspects of ministry, depending on the specialty of the instructor. Might include the history and theology of preaching, of youth ministry, worship, or congregational education. PR: MIN 2513.

MIN 4873 Ministry Internship

Apprenticeship in a religious organization: preaching, religious education, youth work, or personal evangelism. Requires a written activity report. Permission to enroll in MIN 4873 for academic credit is granted after consultation with the supervising professor and the completion of the internship work requirements. PR: PI.

MKT - Marketing**MKT 2503 Principles of Marketing**

This introductory course explores the fundamental aspects of marketing to individuals and organizations. The focus is marketing from a modern business context which discusses each aspect of the marketing mix (product, place, price, and promotion) based upon a market orientation perspective.

MKT 3533 Consumer Behavior

Students are introduced to the cultural, psychological, and behavioral factors that influence consumer motivation and values in the marketing process. Students will examine 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

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

MKT 3553 Marketing Research

This course introduces students to the marketing research processes from problem formulation to the interpretation of the data. Highlights of the course include primary and secondary data collection methods, questionnaire design, sampling plans, and the analysis and interpretation of data. PR: MAT 2413 (Trad), MKT 2503 (Trad & CEL).

MKT 3613 Customer Relationship Management

This course examines customer relationship management (CRM) as a key strategic process within all organizations and serves as a foundation course in Service Management Program. CRM is defined as the overall process of building and maintaining profitable customer relationships by delivering value and satisfaction to the customer. Focusing on process, strategy and technology, this course leads students from understanding the fundamentals of CRM through the implementation of CRM systems and analysis of customer data. PR: MKT 2503.

MKT 4513 Marketing Management

Students engage in 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. This class serves as the capstone course of the marketing program for assessment purposes. PR: MKT 2503 and senior status.

MUE - Music Education**MUE 3403 Conducting**

Basic conducting and rehearsal techniques for directing instrumental and vocal ensembles. PR: MUS 1221, 1223.

MUE 3411 Instrumental Techniques I (Woodwinds)

Playing techniques for woodwind instruments found in school settings. PR: MUS 1221, 1223.

MUE 3421 Instrumental Techniques II (Strings)

Playing techniques for string instruments found in school settings. PR: MUS 1221, 1223.

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.

MUE 3431 Instrumental Techniques III (Brass)

Playing techniques for brass instruments found in school settings. PR: MUS 1221, 1223.

MUE 3441 Instrumental Techniques IV (Percussion)

Playing techniques for percussion instruments in school settings. PR: MUS 1221, 1223.

MUE 3603 Technology in Music

Setup, design, and operation of computer music laboratory, including hardware and software appropriate to music production and education applications.

MUE 4403 Vocal Pedagogy

Scientific and imagery-related techniques for teaching vocal production. Includes history of voice teaching.

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.

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.

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 study level: 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

Basic piano instruction taught in a group setting. For beginning piano students and non-majors.

MUS 1051 Private Guitar

One hour of credit yields 12 fifty-minute lessons. Numbering accounts for study level: 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 study level: 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 study level: 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 study level: MUS 2081, 3081, 4081. PR: PI.

MUS 1101 A Cappella Chorus

Choral ensemble performs from diverse repertoire that includes extended choral works, smaller works from classical and popular choral literature, and hymns, patriotic, and multi-cultural music. Daily rehearsal and extended touring required. PR: Membership by audition only. Course fee. *Students have one week from casting to add this course to their schedule. Requests received after the first week require academic dean approval and are subject to a \$25 add/drop fee.*

MUS 1121 Autumn

Contemporary a cappella choral ensemble. Repertoire typically includes contemporary religious music, vocal jazz styles, arrangements of spirituals, popular song adaptations, and hymn arrangements. By audition only. PR: PI. *Students have one week from casting to add this course to their schedule. Requests received after the first week require academic dean approval and are subject to a \$25 add/drop fee.*

MUS 1161 Community Choral Ensemble

Choral experience for non-music majors who are interested in singing but are not able to meet A Cappella Chorus membership requirements. Students may arrange for membership in a suitable off campus, community-based choral ensemble and receive one credit each semester. Subject to music department approval.

MUS 1171 Concert Band

Traditional band ensemble with percussion that performs a wide variety of concert music. Membership by audition only. PR: PI.

MUS 1203 Music Foundations

Entry level study of theory emphasizes written skills related to rudiments of music, including scales, keys, intervals, and rhythm.

MUS 1211 Ear Training I

Entry level study of aural skills; Interval recognition, sight-singing, and melodic dictation. CR: MUS 1213.

MUS 1213 Theory I

Beginning part-writing and chord progressions. CR: MUS 1211.

MUS 1221 Ear Training II

Continues MUS 1211. Triads and seventh chords, sight-singing in ensemble, and advanced melodic dictation. PR: MUS 1211. CR: MUS 1223.

MUS 1223 Theory II

Continues MUS 1213. More advanced part-writing and chord progression. PR: MUS 1213. CR: MUS 1221.

MUS 2211 Ear Training III

Advanced study of aural skills. Includes harmonic dictation with more extended harmonies, including atonality. PR: MUS 1221. CR: MUS 2213.

MUS 2213 Theory III

Advanced theory, including modulation and extended chords. PR: MUS 1223. CR: MUS 2211.

MUS 3202 Keyboard Harmony

Improvisation of simple accompaniment using keyboard instruments. Includes interpretation of implied harmonies. Grade of B or higher satisfies the keyboard skills examination required for graduation. PR: MUS 2223 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.

MUS 3343 Music in America

A survey of the history of music in the United States including Native American music. European influences, and modern jazz and popular music.

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.

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. Required of all performance majors. PR: Senior status and PI.

NSC - Natural Science**NSC 1003/1004 Earth Science**

Topics covered include: Earth's composition, internal and external processes, plate tectonics, map reading and interpretation, geologic structures, history of astronomy, the solar system, classification and formation of stars and galaxies, and cosmology. NSC 1004 Includes a lab component. Course fee. NSC 1003 – CEL 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 in CEL only.

NSC 2204 Natural Science Field Study

Various geological, environmental, conservation and climate topics are explored in a field study experience. Specific topics covered will depend on the locations visited. Counts as a lab course. Travel fee variable.

NSC 2314 Science Foundations I

Chemistry and Life Science. Designed for elementary teachers. Atoms, molecules, and matter; plants, animal life, genetics, the food cycle, changes in digestion, and ecosystems. Three hours lecture and three hours lab weekly. PR: MAT 1003. Course fee.

NSC 2324 Science Foundations II

Astronomy, Earth Science, and Physics. Basic science concepts primarily for pre-service elementary teachers. Solar system, earth's structure, and the laws and forces which govern earth and the universe as a whole. Three hours lecture and three hours lab weekly. PR: Math ACT of 18+ or MAT 1003. Course fee.

NSC 3114 Earth's Waters

Range of human understanding and interaction with water from seas, streams, lakes, groundwater, glaciers, precipitation, and the atmosphere. Emphasizes man's impact on water as a resource. Includes laboratory component. Course fee. PR: BIO 1014 and CHE 1524.

NSC 4612 Senior Seminar

Conduction of a scientific research project in consultation with a science-faculty adviser. Includes design, data collection, identifying and manipulating variables, organization and analysis of data, evaluation, and communication. Required for graduation. Taken in the final six hours of the program. PR: PI

NSC 4901/4902/4903/4904 Topics in Science

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

NUR - Nursing**NUR 2101 Introduction to Professional Nursing**

Introduction to concepts of communication, professionalism, protection of patient's rights, leadership and management skills of the baccalaureate prepared nurse. Particular emphasis placed on relationship-based caring theories/theorists. PR: Admission to the BSN Program.

NUR 2204 Integrated Pathophysiology

Study of various disease processes that relate to an individual's unique pathophysiology across cultures. PR: Admission to the BSN Program.

NUR 2304 Health Assessment

Foundational techniques in physical, spiritual, and psycho-social assessment applied in the nursing skills laboratory such as obtaining health history for a full physical and mental health assessment and vital signs. Simulation experiences augment the curriculum. PR: Admission to the BSN Program.

NUR 2402 Community Wellness I with Clinical

Explores the unique methods, tools, and settings that the BSN nurse applies and interacts with in the community. Foundational health assessment techniques utilized with community groups. PR: Admission to the BSN Program.

NUR 2503 Nursing Foundations

Advanced nursing skills such as assessment of vital signs and assisting with self-care in various health care settings. Application of infection control principles, medication administration and wound care across the wellness spectrum

NUR 2604 Innovative Pharmacology

Investigation and examination of holistic, over-the-counter, and prescriptive medications. Current pharmacology trends will be analyzed. PR: Admission to the BSN Program and successful completion of NUR 2204.

NUR 2704 Community Wellness II with Clinical

Examination of data within the community assessments with subsequent development of nursing interventions to promote community wellness in the extended care facility and in-patient population. PR: Admission to the BSN Program and successful completion of NUR 2402.

NUR 2803 Nutritional Health Promotion

Analysis of the integral role of nutrition in maintaining and promoting personal and community health. PR: Admission to the BSN Program.

NUR 3104 Transition to Professional Nursing

The associate degree nurse is exposed to the opportunities and benefits of higher education. PR: Completion of an Associate Degree Nursing Program.

NUR 3204 Advanced Health Assessment in the Community

Bachelor's degree RNs practice in a variety of settings and utilize a unique set of health assessment tools. PR: Completion of an Associate Degree Nursing Program and Passing Score on NCLEX Examination.

NUR 3304 Pathophysiology Across Cultures

Review of various cultures and their distinctive health challenges and potential pathophysiologies. PR: Completion of an Associate Degree Nursing Program and Passing Score on NCLEX Examination.

NUR 3404 Integrated Pharmacology Trends

Blended knowledge acquisition of holistic, over-the-counter, and prescriptive medications. Current pharmacology trends will be analyzed. PR: Completion of an Associate Degree Nursing Program and Passing Score on NCLEX Examination.

NUR 4104 Nursing Research and Informatics

Exposure to and use of online databases to survey nursing research that guides evidence based practice. Review of various informatics systems such as the Electronic Medical Record and those used in medication administration. PR: Completion of an Associate Degree Nursing Program and Passing Score on NCLEX Examination.

NUR 4204 Holistic Health Promotion Across the Lifespan

Mind, body, and spirit health promotion for all ages is explored. Emphasis on the geriatric population and their unique health challenges. Spirituality is multidimensional and has an important relationship with healing and health. PR: Completion of an Associate Degree Nursing Program and Passing Score on NCLEX Examination.

NUR 4304 Nursing Management and Leadership

The art of exposing without imposing values. Students will engage in activities to strengthen their management and leadership capabilities. PR: Completion of an Associate Degree Nursing Program and Passing Score on NCLEX Examination.

NUR 4904 Nursing Capstone/Practicum

Students are paired or pair themselves with a nurse leader in their chosen specialty for an intensive experience. Emphasis is on service, collaboration, and relationship-based caring. PR: Completion of an Associate Degree Nursing Program and Passing Score on NCLEX Examination.

PED - Physical Education

Activity courses satisfy the PED general education requirement.

PED 1011 Individual Sports

Badminton, bowling and other sports activities. Course fee.

PED 1021 Team Sports

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

PED 1032 Stress Management

This course is designed to provide the student with the understanding of concepts of managing stress in their lives. Students will be educated on the importance of managing stress, how to identify their stressors and will engage in practical ways to deal with stress. As part of a total wellness program the techniques of reducing stress and methods used to implement these techniques will be helpful to the student in more effectively managing stresses associated with college and life.

PED 1071 Conditioning

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

PED 2002 First Aid

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

PED 2003 Personal and Community Health and Safety

Personal and community health and safety.

PED 2012 Officiating

Officiating methods and principles: Officiating objectives, conduct, conflict management, and psychology. Examines officiating techniques for baseball, basketball, football, soccer, softball, and volleyball. Some practical experience through intramural and intercollegiate programs. Health Courses are required by some programs and count as elective credits but do not apply toward the general education requirement.

PED 2022 Health and Wellness for the Whole Person

A study of major aspects related to human health including the impact of physical activity, nutrition, emotion, spirit and the arts on overall wellness.

PED 2113 Health & Physical Education for the Elementary Classroom Teacher

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

VARSITY SPORTS

Rochester College offers men and women 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 to add these courses to their schedule. Requests received after the Census date require academic dean approval and are subject to a \$25 add/drop fee.*

PED 2221 Men's Varsity Baseball

Intercollegiate competition for men. Spring.

PED 2231 Men's Varsity Basketball

Intercollegiate competition for men. Fall.

PED 2271 Men's Varsity Soccer

Intercollegiate competition for men. Fall.

PED 2421 Women's Varsity Softball

Intercollegiate competition for women. Spring.

PED 2431 Women's Varsity Basketball

Intercollegiate competition for women. Fall.

PED 2461 Women's Varsity Volleyball

Intercollegiate competition for women. Fall.

PED 2471 Women's Varsity Soccer

Intercollegiate competition for women. Fall.

PED 2741 Co-ed Varsity Golf

Intercollegiate competition for men and women. Fall.

PHI - Philosophy Courses

PHI 2013 Introduction to Philosophy

Students will be introduced to philosophers and philosophical ideas, and will explore the value and contribution of philosophy. The class will also have an interdisciplinary flavor which will explore the ways that philosophy relates to and undergirds other disciplines including religious studies, social studies, political and economic theory, and science.

PHI 2023 Logic

The general goal is to learn how to differentiate good arguments from bad ones. The approach is two-sided: (1) the analysis and classification of fallacies and (2) the analysis as well as the construction of valid arguments. Both Aristotelian and symbolic logic will be studied during the semester. May satisfy the gen. ed. math requirement for Humanities majors.

PHI 2933 Introduction to Ethics

Introduces students to the basic categories and ideas in the field of ethics; develops a greater knowledge of the biblical and historical materials that inform moral discussion; develops skills with moral arguments found in contemporary (and historical) discussions of ethical concerns. PR: Sophomore status.

PHI 2943 Ethics for Health Care Workers

Introduces students to principles and methods of moral reasoning. Issues specific to medical decision-making are explored in depth, including end-of-life issues, choices in reproduction, children and bioethics, etc. Designed primarily for pre-health care majors, but can also fulfill the Gen Ed requirements for Moral and Philosophic Reasoning. Equivalent to PHI 2933. PR: Sophomore status.

PHI 3013 Human Nature

An interdisciplinary class. Professors from different fields (such as philosophy, psychology, political theory, and theology) will share the teaching load to consider the topic of human nature and destiny from the perspectives of their different fields. PR: Sophomore status.

PHI 3023 Philosophy of Religion

A selection of philosophical explorations related to religion and religious faith, such as the relationships between faith and reason, between religion and science, between good and evil, and between different religions. PR: Sophomore status.

PHI 3043 Diversity Seminar

A seminar offered on a selected topic relating to issues of diversity such as race relations, non-Western studies, and multicultural dialog. This course will typically be team taught and will provide opportunities to study, experience, and practice diversity. PR: Sophomore status.

PHI 3923 World Religions

A discussion of major world religions, beginning with "Basic" Religions and covering Judaism, Islam, Hinduism, Sikhism, Jainism, Buddhism, and Chinese Religions. Places Christianity in the global religious context, and discusses fruitful perspectives for understanding different religious systems. Course fee. PR: Sophomore status (Trad); ENG 1123 (CEL).

PHI 3933 Philosophy Seminar

A seminar offered with a rotating series of topics from the field of philosophy (such as Plato, Aristotle, Modern Philosophy, Existentialism, and African Philosophy). The seminar format will include primary readings, reflective and research oriented writing assignments, and seminar-type class discussions. The course is intended to offer upper division exposure to advanced topics in philosophy, as well as an opportunity for students to nurture heightened levels of critical thinking skills, philosophical discernment, and writing ability. PR: PHI 2013.

PHI 4813 Senior Project in Interdisciplinary Studies

Preparation of a major research project in the area or areas of the student's interdisciplinary concentrations. PR Senior status and PI.

PHI 4944 Ethics for Health Care (RN to BSN Program)

Introduces students to principles and methods of moral reasoning. Issues specific to medical decision-making are explored in depth, such as euthanasia, reproductive technologies, experimentation competency, and consent. Designed primarily for health care professionals, but can also fulfill the Gen Ed requirements for Moral and Philosophic Reasoning. PR: Junior status.

PHS - Physics

PHS 2014 General Physics I

Fundamentals of mechanics, thermodynamics, and sound. Lab includes experiments with motion, mechanics, energy, thermodynamics, momentum, waves, and sound. Course fee. CR/PR: MAT 1334.

PHS 2024 General Physics II

Magnetism, electricity, optics, light, and atomic physics. Lab includes experiments with circuits, electricity, optics, Bohr Theory, and magnetism. Course fee. PR: MAT 1334.

PHS 3004 Astronomy

History of astronomy, the solar system, classification and formation of stars, galaxies, and cosmology. Includes laboratory and observational investigations. PR: MAT 1103. Course fee.

POS - Political Science

POS 2013 National Government

An introduction to the political dynamics and capital constitutional bases of the American government. The three branches are examined 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

Topics covered will include world changes as a result of WWII and the end of the Cold War, the role and impact of the U.S. on world trade and the new global economy, goals and problems of the United Nations, and the struggle for civil rights of women and blacks in the U.S. Emphasis is on the ability to engage in library and internet research and to communicate integrated lessons employing audio/visual and computer technology. This upper division 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

Students will research important legal issues, and, under the direction of the professor, will prepare legal briefs and documents. Topics will be custom-made for each student taking the course. Students will present an oral and written report of his or her work at the annual Academic Symposium. PR: Senior status and PI.

PSY - Psychology**PSY 1001 Writing in APA Style**

Writing and revising academic and research papers using the American Psychological Association (APA) style. Includes style, structure, organization, references, citations, and grammar.

PSY 1403 Preparation for Statistics

Introduction to basic statistical concepts, sample data, frequency distributions, probability, central tendency, variability, and hypothesis testing. CEL only. PR: MAT 1103 or 1203, and PSY 2013.

PSY 2013 General Psychology

Human behavior, personality, motivation, emotion, intelligence, personal adjustment, and the social and physiological bases of behavior.

PSY 2113 Psychology of Adjustment

Psychological approaches to everyday problems, coping skills, anxiety, personal growth and health, and interactions of individuals within personal and social environments.

PSY 2223 Life Span Development

Major theoretical foundations of the development of human beings across ages and cultures over the course of the life span. Emphasis on the integration of physical, cognitive, affective, 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 on current issues in the field of psychology. PR: PSY 2013.

PSY 3123 Social Psychology

Individual psychology in a group setting; social thinking, influence, and relations studied through a review of current research and experimentation. PR: PSY 2013.

PSY 3143 Psychology of Religion

Religion in classical psychological theories, psychological views on religious experience, and recent research and theory in the field of psychology and religion. Emphasizes integration of biblical and theological studies on psychology and psychopathology. PR: PSY 2013 and Junior status.

PSY 3193 Infant and Toddler Development

Human development from prenatal growth through the toddler years. Major theories and research related to physical, cognitive, and socio-emotional development and the implications of those theories for parenting behavior and environmental planning. CEL only. PR: PSY 2013.

PSY 3203 Child Development

Interactive theories of change involved in growth from birth to puberty. Considers physiological, intellectual, psychological, and social change as it is affected by the child's parents, family, school, and general social environment. PR: PSY 2013.

PSY 3213 Adolescent Development

Interactive theories of change involved in the growth of the person from puberty to young adulthood. Physiological, intellectual, and social change as affected by involvement in family, school, community, church, and peers. PR: PSY 2013.

PSY 3223 Psychology of Adulthood and Aging

Sources of psychological growth and crises in adulthood and aging. Changes in intellectual functioning, attitudes toward aging, experience in the family, retirement, needs of the elderly, and death. PR: PSY 2013.

PSY 3303 Statistics for Behavioral Sciences

Quantification and statistics. Descriptive and inferential statistics, including measures of central tendency, variability, basic hypothesis testing, analysis of variance, correlation, and regression. Application of statistical concepts to research. PR: Minimum grade of C- in MAT 1103 (Trad). PSY 1403 (CEL).

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 in use 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 issues of multicultural trends and characteristics of diverse groups. The student will examine cultural awareness and sensitivity in counseling and psychotherapy, gender issues, religious variables, and individuals with special needs. PR: PSY 3403.

PSY 3433 Industrial/Organizational Psychology

Introductory course in the psychology of work and organizations. Introduction to the use and application of psychology in the workplace. Industrial/Organizational psychologists utilize skills in job analysis to determine required worker characteristics, design of training and development activities to enhance worker performance, understanding stress and well-being at work, facilitating work environments that increase work motivation, job satisfaction, and job involvement, analyze organizational processes and organization development, and develop leadership skills. PR: PSY 2013.

PSY 3503 Cognitive Psychology

Psychological and biological processes in human thought, information processing, and decision-making; study of mind-brain interaction; role of computer science, philosophy, and linguistics in the study of cognition. PR: PSY 3323.

PSY 3514 Learning and Memory

Memory, attention, conditioning, and conceptual acquisition. Includes laboratory. PR: PSY 3323.

PSY 3524 Sensation and Perception

Physical stimulation and behavior, thought, and experience; Physiology of sensory receptors of all modalities. Also, perceptual processes and characteristics of the visual system. PR: PSY 3323.

PSY 4403 Introduction to Career Development and Guidance

Examines the theoretical foundations and meanings of work in contemporary society, how people select and adapt to work, and the research methods and counseling techniques utilized in the process of making suitable career choices. Students will become involved in career planning, interviewing, and resume writing as a workshop experience in career development. PR: PSY 3403. CEL only.

PSY 4413 Introduction to Marital and Family Systems

Addresses the major theoretical foundations in marital and family systems, emphasizing the dynamics and development of marital and family relationships, behavior, conflicts, and relational resolutions. Explores principles of intervention as they relate to family systems theory and principles, multicultural differences, intergenerational and multigenerational issues, family processes, techniques, and professional issues. PR: PSY 3403.

PSY 4423 Psychology of Group Processes

A focus on the major theoretical foundations of group processes, including the psychological functions of group experience and behavior. The dynamics of group interactions including the concepts of boundaries, decision-making, and interaction. Explores the counselor's role in group interventions with specific counseling populations, including cross-cultural and ethical issues. Students participate in, and conduct group activities. PR: PSY 3403.

PSY 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 adviser, an original paper on the student's readings and practicum experience, and an evaluation of the practicum experience by the adviser and the student. PR: Senior status or PI, and completion of 20 hours of major core.

PSY 4534 Advanced Seminar in Applied Statistics and Research

Focus on advanced statistical analyses necessary for advanced levels of research. Students will explore the application of analyses of variance, multiple correlation, factor analysis, multiple regression, and other techniques to various research designs and interpretations. PR: PSY 3303, 3323.

PSY 4893 Psychology Seminar

Psychology major capstone course includes readings, discussions, written and oral reports on advanced topics, and related psychology issues. Topics rotate each semester and include health psychology, neuropsychology, child psychopathology, and others. A major research project and final research paper are required. PR: Senior status or PI, and PSY 3303, 3323.

PSY 4911/2/3 Directed Research in Psychology

Students conduct research study under instructor supervision. Literature reviews, data collection, statistical analysis and interpretation, and assistance in research report writing may be included. PR: PI (Trad). PSY 3323 (CEL – 4913 only).

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 will be 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 (Trad).

RCC - Rochester Chapel/Convocation**RCC 2001 Rochester Chapel/Convocation**

Every full-time traditional student will be enrolled in RCC 2001 during every fall and spring semester attended, with a limit of eight semesters. Students who attend Rochester College for more than eight semesters will not be enrolled in RCC 2001 and will not be required to participate after their eighth semester. RCC 2001 carries one academic credit with a letter grade assigned to it based on a 25-point scale, corresponding to the number of Chapel/Convocation events attended during the semester.

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. Exploration of the writing process in a workshop setting. Emphasis on the development of performance assessment criteria in order to respond effectively and constructively to students' written efforts. PR: ENG 1123.

RDG 3413 Adolescent Literature

Short novels and stories by contemporary writers of literature for young people. 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

This course examines the reading and writing workshop format of literacy instruction in Kindergarten, 1st and 2nd grades. Emphasis will be on aspects such as organization, mini-lessons and conferring with individual students. The course includes observation time and interaction with elementary students in summer school classes. PR: Teacher Certification.

RDG 3923 Literacy Workshop in Grades 3-5

This course examines the reading and writing workshop format of literacy instruction in 3rd through 5th grades. Emphasis will be on aspects such as organization, mini-lessons and conferring with individual students. The course includes observation time and interaction with elementary students in summer school classes. PR: Teacher Certification.

RDG 4304 Reading and Language Arts

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

RDG 4314 Content Reading and Assessment

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

RDG 4403 Literacy in Secondary Schools

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

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 the historical developments and schools of thought that have shaped the belief and practice of the Christian tradition.

REL 1013 Survey of Biblical Literature

A survey of the Old and New Testaments, with special emphasis given to the historical occasion, literary genre and religious themes of each book.

REL 2013 Spiritual Formation

A theological and practical introduction to spiritual development through the study of scripture and other works in spiritual formation and through experience in practicing the traditional Christian disciplines. PR: Sophomore status.

REL 2983 Biblical Interpretation

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

REL 3613 Special Topics in Religion

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

REL 3703 Survey of Church History

History of Christianity from its beginnings through the Reformation to the present day. Focuses on the development of various doctrines, including Scripture, Trinity, Christology, Church and Salvation. PR: Junior status. CEL only.

REL 3793 History and Theology of the Christian Tradition I

Focuses on fundamental Christian doctrines, with a special emphasis on their development through history. Coverage begins in the first century and continues into the Medieval period. PR: Junior status.

REL 3893 Special Topics in Historical Theology

Examination of a specialized topic in the field of Historical Theology. Topics will include the American Restoration Movement, religious life in the United States, Evangelicalism, the formation of the Bible, and other specializations. PR: Junior status.

REL 4003 History and Theology of the Christian Tradition II

Focuses on fundamental Christian doctrines, with a special emphasis on their development through history. Coverage begins in the Reformation era and continues into the present day. PR: Senior status.

REL 4811 Senior Seminar in Religion

Required capstone course for religion majors. An opportunity to discuss among peers and faculty, and to revise, under faculty supervision, previously submitted work from Fall upper-division religion courses. Participation in the seminar culminates in student presentations of papers. PR: any 3000 or 4000 level BIB, MIN, or REL course offered in the previous fall semester.

REL 4963 Systematic Christian Doctrine

Focuses on fundamental Christian doctrines, reflecting on formative biblical texts, historical development, cultural influences, and the written works of major theological thinkers. PR: Junior status. CEL only.

SMG - Sports Management**SMG 2223 Principles & Practices of Sports Administration**

The concepts of sports administration and the four tracks of sports administration: commercial, professional, intercollegiate, and interscholastic are introduced. Students also examine administrative positions and the organizational structures of firms in the sporting industry.

SMG 2263 Managing Sports Organizations

This course emphasizes the application of management principles and concepts to the ever changing needs of the sport industry and the roles and responsibilities of the sport manager. Focus will be 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

This course will help students develop a thorough understanding of the marketing concepts and theories that apply to sports and sporting events. The areas this course will cover include 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

Students are provided a historical study of the development of sports, its role in society, and the philosophical problems that occur. Each student is guided in developing a philosophy related to sports management.

SMG 3023 Recreation Management

This course provides an in-depth study of the role, organization and management of community recreation programs. Students examine the development of community sports leagues, club sports, youth programs and camps, and game officiating.

SMG 3033 Theory in Coaching

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

SMG 3283 Practicum in Sports Management

Students are provided 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

This course is designed as a seminar on current and emerging topics in the sports world which are not featured in other courses but worth further exploration based on their potential impact on the sports industry.

SMG 3623 Special Topics in Sports Management

This course focuses on topics which are not featured in other sports management courses but worth further exploration based upon their impact in the industry.

SMG 4113 Legal Aspects of Sports

This course is an overview of the legal issues that affect the sports world, the fitness industry, and recreation. An emphasis will be placed on risk management, case studies, current issues, and practical applications.

SMG 4243 Ethics in Sports Management

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

SMG 4253 Facility Design and Event Management

The concepts and principles involved in the process of planning, designing, and operating athletic facilities and the events that are scheduled in indoor and outdoor facilities. This course utilizes the resources available within the Detroit market as real-world examples of the concepts of the course by visiting and touring existing sports facilities. Course fee.

SOC - Sociology

SOC 2013 Introduction to Sociology

An introductory course that focuses on sociological concepts that stress the individual's relationship to society and diverse cultures. It addresses sociological theory and how individual's are influenced within the scope of religion, education, government, economics, race and diverse culture and how they impact on an individual's development.

SOC 2023 Social Problems

This course addresses current American social problems within a diverse cultural context including crime and social deviance, poverty, child abuse, the environment, race relations, and substance abuse. Topics addressed will be considered through the lens of the treatment of social problems and preventative social planning. Although there is an emphasis on American social problems, the perspective of globalization is also addressed as these problems impact people from international and inter-cultural perspectives.

SOC 2453 Marriage and the Family

This is an introductory course on marriage and the family and 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. Marriage and the family will be considered as dynamic systems, organized as social systems, and how they function as social institutions. This course will consider the broader issues reflecting diversity within marital and family systems from ethnic, inter-cultural and religious perspectives.

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.

SWK - Social Work**SWK 2013 Introduction to Social Work**

Social welfare field, 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 adviser and student evaluation of the practicum experience. PR: SWK 4403 and 4413.

THE - Theatre**THE 1011 Stagecraft**

Technical theatre laboratory experience. Assigns students to 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 schedule. Requests received after the first week require academic dean approval and are subject to a \$25 add/drop fee.*

THE 1021 Performance Workshop

Laboratory experience/credit for performing in a Rochester College theatre production. Selection for roles is based on audition. PR: PI. *Students have one week from casting to add this course to their schedule. Requests received after the first week require academic dean approval and are subject to a \$25 add/drop fee.*

THE 1031 Ensemble Acting

Theory and practice in the dynamics of group performance. Requires membership in touring performance ensemble. PR: PI. *Students have one week from casting to add this course to their schedule. Requests received after the first week require academic dean approval and are subject to a \$25 add/drop fee.*

THE 1041 Theatre Practicum

Laboratory experience/credit for the following roles in a Rochester College theatre production: Assistant director, assistant technical director, stage manager, assistant stage manager, designer, dramaturg, or house manager. PR: PI. *Students have one week from casting to add this course to their schedule. Requests received after the first week require academic dean approval and are subject to a \$25 add/drop fee.*

THE 1103 Acting I

An introduction to acting including theory and application involving voice, movement, improvisation, script analysis, and scene studies.

THE 2103 Acting II

Continuation of the work begun in Acting I. Physical, vocal, and emotional approaches to a characterization for a variety of roles in the theatre. PR: THE 1103 or PI.

THE 2113 Technical Theatre

Basic principles of stage design, set construction, lighting, properties, costumes, and makeup in relation to the production concept of a particular genre. Laboratory experience in Rochester College theatrical production.

THE 3113 Theatre for Young Audiences

Explores cognitive and emotional characteristics of young audiences and age-appropriate dramatic material. Exposes 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 3213 Dramaturgy

A study of the practice of dramaturgy, the process of transforming a dramatic text into a performance piece. Students will create dramaturgical plans or "protocols" for campus productions as well as for selected classical texts.

THE 3303 History of Western Theatre

A survey of major historical periods of the theatre from Greeks to the present.

THE 3313 Oral Interpretation of Literature

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

THE 4603 Dramatic Criticism

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

THE 4113 Directing

Process of play direction from production concept to performance. Includes written play analyses, conducting auditions, casting, rehearsing, and working with technical staff. Students required to direct scenes or one-act plays, possibly in conjunction with a campus theatre production. PR: One of the following - THE 1103, 2103, 2113, 3213, 3303, or 3603.

THE 4143 Theatre and Religion

Surveys the historical relationship between theatre and religion including pagan worship, liturgical presentations and mystery plays. Discusses current conflicting views regarding the role of theatre in the 21st century church, including drama in evangelism (and in the teaching of children), and Christian participation in secular theatre. PR: Any THE course.

THE 4813 Senior Project in Theatre

Preparation of a major creative or research project in an area of the student's interest. PR: Senior status and Theatre or Performing Arts IDS Concentration.

THE 4893 Theatre Internship

Supervised field experience in theatre context with application of theoretical knowledge. Includes outside reading and a written report. PR: Junior status.

THE 4601 Senior Seminar in Theatre

Capstone course in theatre. Includes preparation for post graduation life and theatre program assessment. PR: Senior status.

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Head Coach, Men's Junior Varsity
Basketball

Ricky Desotell

Coach, Junior Varsity Baseball

Patrick Hilton

Coach, Women's Soccer

Ron Keen

Trainer

Keith Keitz

Head Coach, Men's Soccer

Jaresha Obey

Head Coach, Women's Junior Varsity
Basketball

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Assistant Coach, Softball

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Head Coach, Softball

Eric Sims

Head Coach, Women's Basketball

Todd Stank

Coach, Women's Soccer

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Elliot Jones, M.S.I.M.C

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Shaun Westaway

Director of Safety and Security

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Jason Labbate

Grounds Supervisor

Jeff Fletcher

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Susan Griffin

Nursing Program Coordinator

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Chris Shields II

Campus Minister

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Beth Bowers, M.R.E.

Resident Director, Barbier

Terrill Hall, M.S.

Assistant Dean of Students,

Director of Intramural Sports

Heather Miller

Resident Director, Alma Gatewood

Debi Rutledge, M.M.F.T.

Director of Residence Life

Resident Director, Ferndale-Hoggatt

Marilyn Schaffer

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Shane Stinnett

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Director of Teacher Education
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Ann Bryan, M.A.

Director of Field Placement

Caye Randolph, M.A.T.

Coordinator of Student Teaching

Lynne Stewart

Teacher Certification Specialist

FACULTY

Rochester College features a faculty rich in knowledge and experience. Several professors and instructors teach at the College on a part-time basis while staying active in the pursuit of their respective careers. Some members of the administration or staff who regularly or occasionally teach are noted with an asterisk (*). Part-time faculty are noted with two asterisks (**).

John D. Barton*

Assistant Professor of Philosophy
B.A., Harding University
M.Div., Harding University Graduate
School of Religion
Ph.D., Makerere University
(Uganda)

Sara Barton**

Assistant Professor of English and
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M.A., Spring Arbor University

Joe R. Bentley

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Theatre & Visual Art**

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M.M.Ed., University of Louisiana at
Monroe
D.M.A., Michigan State University

Vikki L. Bentley

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B.B.A., University of Michigan
M.S., Indiana University
M.S.E.S., Rensslear Polytechnic
Institute
M.A., Wayne State University
M.B.A., University of Michigan

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B.R.E., Rochester College
M.A., Cincinnati Bible College and
Seminary

Robert Arbaugh

B.A., Oakland University
M.F.A., Regent College

Bethany Atwell

B.A., Oakland University
M.A., Spring Arbor
M.F.A., Regent University

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M.Ed., Jones International
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M.S., Central Michigan University

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B.S.E., Oklahoma Christian
University
M.R.E., Rochester College

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B.S., Liberty University
M.A., Vermont College

Harry Broomfield, Jr.

B.S., Baptist Bible College
M.A., University of Detroit-Mercy
Ph.D., The Union Institute

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B.S., Rochester College
M.A., Spring Arbor University

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M.A., Oakland University

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M.B.A., University of Massachusetts

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M.A.T., Oakland University

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Professor Emerita of Education

Steve Eckstein

Professor Emeritus of Religion

Leo W. Hindsley

Professor Emeritus of History and French

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 this 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 US 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.

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

It is the policy of Rochester College 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 or without reasonable accommodation, can perform the essential functions of the program or course requirements.

Human Resources facilitates reasonable accommodations and support services for any qualified student with a properly documented disability. A disability is a physical or mental impairment that substantially limits one or more major life activities. Written documentation from an appropriate professional is required. Refer to www.rc.edu/academics/accommodations for a complete description of policies and procedures associated with disability accommodations at Rochester College.

NOTIFICATION OF RIGHTS AND DIRECTORY INFORMATION NOTICE UNDER FERPA

The Family Educational Rights and Privacy Act of 1994 (FERPA), § 513 of P.L. 93-380 (The Education Amendments of 1974)

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

(1) The right to inspect and review the student's education records within 45 days of the day Rochester College 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 Rochester College 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 Rochester College 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 to ask Rochester College to amend a record should write the Rochester College official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If Rochester College decides not to amend the record as requested, Rochester College 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 Rochester College discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

Rochester College 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 or company with whom Rochester College has contracted as its agent to provide a service instead of using Rochester College employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting 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, Rochester College 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:

- 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

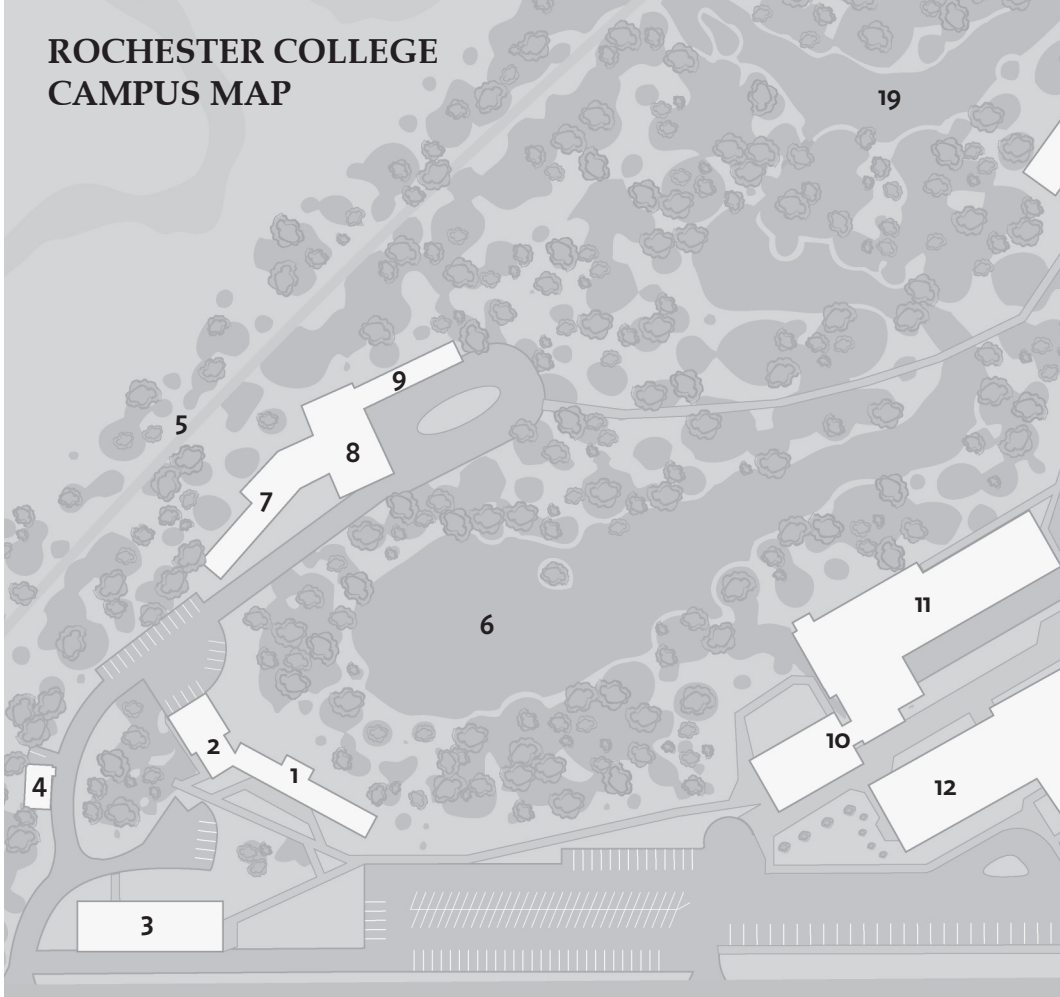
Rochester College generally will not release address or telephone information for students to outside parties except to the extent that FERPA authorizes disclosure without consent.

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 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.

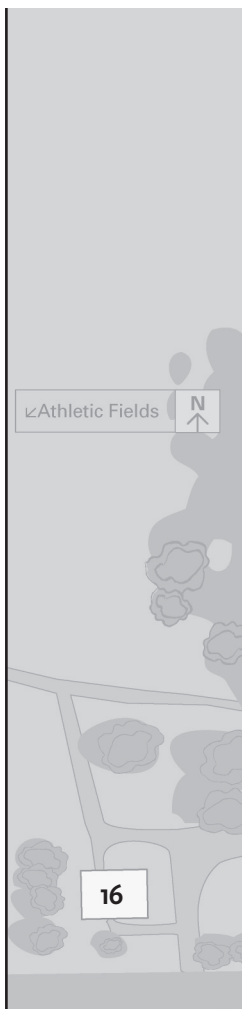
ROCHESTER COLLEGE CAMPUS MAP



- | | |
|---|--|
| <p>1 Gallaher Center
Alumni & Development
Campus Store
Enrollment Services</p> <p>2 Gallaher Center
Classrooms
Campus Post Office
Faculty Offices</p> <p>3 Muirhead Center
Business Office
Faculty Offices
Student Financial Services
Communication Services</p> <p>4 Athletic Study Lounge & Coaches Office</p> <p>5 Clinton River Trail</p> <p>6 Lake Norcentra</p> | <p>7 Warrior Center
Athletic Department
Estate Planning</p> <p>8 Gymnasium</p> <p>9 Maintenance</p> <p>10 Associates Campus Center (CC)
Academic Services
Campus Ministry
Career Services
Center for Extended Learning (CEL)
Classrooms
Faculty Offices
Information Technology (IT)
Student Development
Student Government
Teacher Education</p> |
|---|--|



West Avon Road



- | | |
|---|---|
| <p>11 Westside Central
Academic Center for Excellence (ACE)
Auditorium (AUD; Chapel)
Campus Hub of Integrated Learning & Living (CHILL)
Fletcher Center Cafeteria
Isom Atrium (Cafe)</p> <p>12 Ham Library (HL)
Classroom</p> <p>13 Richardson Academic Center (RAC)
Executive Offices
Faculty Offices
Gardner Science Center
RC Theatre
Utley-McCauley Student Center
School of Nursing</p> | <p>14 Gatewood Hall (AG)
Residence Hall</p> <p>15 Ferndale / Hoggatt Hall
Residence Hall
Dearborn Commons (DC)</p> <p>16 White House
Health and Behavioral Sciences
Institute
Psychology & Counseling Clinic
Center for Pastoral and Missionary Care</p> <p>17 Palmer Hall
Married Housing
Housekeeping</p> <p>18 Barbier Hall
Residence Hall</p> <p>19 Clinton River</p> |
|---|---|

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