



**LAKELAND COLLEGE
WILLIAM R. KELLETT SCHOOL
OF ADULT EDUCATION
2013-2014
ACADEMIC CATALOG**

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PREFACE

As a supplement to Lakeland College's Traditional Undergraduate Program academic catalog, and as the official academic catalog of Lakeland College's William R. Kellett School of Adult Education, this publication lists courses and programs in the undergraduate and graduate curricula, graduation requirements, and academic and financial policies in effect as of the beginning of the fall term, 2013.

The provisions of this catalog are to be considered a guide and not an irrevocable contract between the student and the college. The college reserves the right to make changes that seem necessary or desirable, including course and program modifications and/or cancellations.

Contingent upon continuous enrollment, a student will be allowed to complete any degree program offered by Lakeland College on the date of his/her first course enrollment, providing no substantive curricular changes have been made during the student's period of attendance. All programs leading to licensure may be subject to alterations due to changes in state mandates. Students who have left the college and are eligible to return are required to follow the degree requirements in place at the point of their return. The college reserves the right to ask students to withdraw for cause at any time.

ACCREDITATION AND MEMBERSHIPS

Lakeland College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. Lakeland holds membership in the following national and state higher education organizations: the American Council on Education, the College Board, the Council of Independent Colleges, the National Association of Independent Colleges and Universities, the Wisconsin Association of Independent Colleges and Universities, the Association of American Colleges and Universities in Japan, the National Collegiate Athletic Association, the American Association of College Registrars and Admissions Officers, the Wisconsin Association of Collegiate Registrars and Admissions Officers, and the National Association of College and University Business Officers. Lakeland's program in teacher education is approved by the Wisconsin Department of Public Instruction (DPI) and is accredited by the Teacher Education Accreditation Council (TEAC).

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LAKELAND COLLEGE STATEMENT OF MISSION, VALUES, AND EXPECTATIONS

Mission

Lakeland College, a liberal arts college related to the United Church of Christ, is committed to educating men and women of diverse backgrounds, enabling them to earn a living, to make ethical decisions, and to lead purposeful and fulfilling lives distinguished by intellectual, moral, and spiritual growth.

Values

Lakeland is an educational community, where students and faculty share academic goals and join in a common intellectual quest. Teaching and learning—the search for knowledge and understanding and the critical examination of ideas, values, and actions—are the central activities of the college.

Lakeland is a just community, where the sacredness of each person is honored and where courtesy and honesty are practiced. The college engages in the humane enterprise of educating by helping students make a connection between what they learn and how they live.

Lakeland is a covenantal community, affirming with the United Church of Christ the centrality of religious truth and the promise of Jesus Christ that “one who seeks, finds.” The concern for humankind exemplified in the life of Christ is reflected in the core curriculum of the college.

Lakeland is a global community, drawing students of varied ages, religious backgrounds, and cultural traditions, from areas around the world, building community out of the rich diversity of its members, in a climate of civility, respect, and free expression.

Expectations

As a liberal arts college offering both undergraduate and graduate degrees, Lakeland provides students with an education that is broad in scope, comprehensive in spirit, and focused in at least one area of study. Through its curricular and co-curricular programs, the educational experience is designed to prepare students who:

- communicate clearly in speech and writing;
- think critically and reason intelligently across disciplines;
- have acquired the capacity to solve problems through analysis and evaluation;
- have an understanding of the natural world through scientific inquiry;
- are aware of the historical, social, and cultural forces that shape the United States and the international community;
- have an understanding of Christian religious traditions, the role of religion in society and culture, and religious insights into ethics and values;
- have an appreciation and understanding of how the arts enrich life and contribute to culture; and
- are prepared to contribute to their chosen profession, to participate within their communities, and to continue to seek knowledge throughout their lives.

ABOUT LAKELAND COLLEGE

HISTORY OF LAKELAND COLLEGE

Lakeland College traces its beginnings to German immigrants who traveled to North America and eventually to the Sheboygan area where they settled in 1847. Even as they struggled for food and shelter, these pioneers thought in terms of higher education for their children.

In 1862, they built Missionshaus (Mission House), a combined academy-college-seminary. The school provided training in the liberal arts followed by a traditional seminary curriculum, as most of the students were destined to become ministers. As the needs of students changed, Mission House gradually broadened its purpose. By the end of the century, enrollment was no longer limited to pre-theological students and the college had developed strong programs of study in a number of disciplines.

A talented, scholarly faculty set high standards for the college early in its existence, standards which have been maintained to this day. Known simply as Mission House for 95 years, the college adopted the name Lakeland in 1956. The era of Mission House had ended, but Lakeland College became heir to its campus, tradition, and educational mission.

Today Lakeland is an independent, private, liberal arts college affiliated with the United Church of Christ. The campus is 10 miles from Sheboygan, Wisconsin, and 60 miles north of Milwaukee.

Both the college's undergraduate and graduate programs are fully accredited by the North Central Association of Colleges and Schools. Lakeland's teacher education program is accredited by the Teacher Education Accreditation Council (TEAC).

The ambition of Lakeland College is less to be large than to be effective; its aim is not to rank first in size, but to rank first in helping students realize their potential for intellectual growth. Valuing excellence above all else, Lakeland's commitment is to enhance student access to educational resources, student closeness to faculty and staff mentors, and student success in both classrooms and careers.

THE HISTORY OF THE WILLIAM R. KELLETT SCHOOL OF ADULT EDUCATION

To meet the needs of a growing population of working adults, the college established its Lifelong Learning program, which was accredited in 1978 and is now known as the William R. Kellett School of Adult Education or the Evening, Weekend and Online Program. Lifelong Learning began with three off-campus locations. There are currently seven centers throughout the state of Wisconsin and Lakeland College Online. The Kellett School offers traditional 12-week online and onsite courses and 7-week online accelerated courses in addition to BlendEd® v1.0 and BlendEd® v2.0 courses leading to baccalaureate and graduate degrees.

While students in Lakeland College's William R. Kellett School of Adult Education do not enjoy many of the benefits available to on-campus students, for example, participation in athletics and student government, they do receive a challenging, academically rigorous program of study.

THE JOHN ESCH LIBRARY

Lakeland's library is located at the center of the main campus and is open to all Lakeland College students. The library's collection includes more than 68,000 books. The College also subscribes to over 300 academic journals, newspapers, and magazines. As a member of Eastern Shores Information Catalog (EASICAT), the College has additional local access to 1,000,000 items. Lakeland students have access to the following academic databases via lakeland.edu: Badgerlink, ProQuest, JSTOR, PsycINFO, NetLibrary, LexisNexis, the Oxford English Dictionary, and the American Chemical Society. Students receive a password each semester from their advisor that allows them to access all electronic databases.

GENERAL POLICIES COMMON TO UNDERGRADUATE AND GRADUATE PROGRAMS

Academic Policies

Graduation Policy

Policy on Non-Discrimination

General Standard of Conduct

Students' Rights and Records

The Clery Act

Students with Disabilities



ACADEMIC POLICIES

Academic Calendar

Lakeland's Kellett School academic calendar consists of fall, spring, and summer terms. Each of the fall, spring, and summer terms includes both seven-week and twelve-week class sessions. Fall term begins in early September and concludes before Christmas. Spring term starts in early January and continues through the middle of April. Summer term begins at the end of May and concludes in the middle of August.

Academic Advising

An important aspect of academic life at Lakeland is the relationship between its students and their advisors.

While students are expected to be responsible for their own academic decisions and curricular requirements, they should know that, throughout their years at Lakeland, one sure source of friendly concern, supportive encouragement, and accurate academic advice is their advisor. The advising relationship can help students with the following:

- Mapping out the path to degree completion
- Selecting courses each semester
- Communicating with offices on the main campus

Registration

Students must be officially registered for all courses for which they expect to earn credit. Registration periods begin 10 weeks prior to the start of each term. All students are expected to register for classes during the registration period. Registration may be done online at my.lakeland.edu or in-person at one of the Kellett School centers.

Classes are open to all students as long as space is available. A Kellett School advisor will review each registration to determine whether or not the student has the necessary prerequisite(s). The advisor will also make sure the degree-seeking student is following his/her chosen degree path.

The size of some courses is limited because of the nature of the material being taught. Students who have a financial balance may not register until their financial obligations have been met.

Adding or Dropping Courses

Students may drop and add twelve-week courses through the end of the first week of classes in the fall, spring, and summer terms. Students may drop and add seven-week courses in accordance with the published add and drop schedule each term. Add/Drop forms for this purpose may be obtained at each Kellett Center or online. Add/Drop forms require the approval of the student's advisor.

Students assume all responsibility for adding and/or dropping courses, including the accurate completion of Add/Drop forms and the submission of those forms to their Kellett School advisor before the stated deadlines.

A course that is dropped will not be recorded on a student's transcript.

Withdrawing from a Course

A student who wishes to withdraw from any 12-week, 3-credit course may do so until the end of the ninth week of a fall, spring, or summer term. A student who wishes to withdraw from any 7-week course must do so in accordance with the withdrawal dates published for each term's seven-week session(s). Official withdrawal from a course requires that the student secure approval by telephone or email from his/her Kellett School advisor. Students assume all responsibility for withdrawal from courses including the full completion and submission of course withdrawal forms. Class absence without official withdrawal will result in a failing grade for the course.

It is not possible to withdraw from a three-semester-hour course after the ninth week or from a two-semester-hour course after the fourth week. It is not permissible to withdraw from any 7-week course after the published withdrawal deadlines.

Withdrawal from a course will be recorded as a "W" on a student's transcript.

Medical Withdrawal and Family Leave

A request for medical withdrawal or family leave may be made in extraordinary cases in which serious physical or mental illness or injury or another significant personal situation prevents a student from continuing his or her classes, and incompletes or other arrangements with the instructors are not possible. All applications for medical or family leave withdrawal require the completion of a Withdrawal form available at each Kellett School Center and online, thorough and credible documentation of the intervening circumstances, and the approval of the Vice President for Academic Affairs. **Note:** Requests for medical withdrawal or family leave from a single course in a term when several courses are taken are not granted.

A student may request and be considered for a medical withdrawal when extraordinary circumstances, such as a serious illness or injury, interfere with class attendance and/or academic performance. The student must be, or must have been, under medical care during the current semester in order to be considered for a medical withdrawal from all of his/her classes. The medical withdrawal policy covers both physical health and mental health difficulties.

A student may request and be considered for family leave when extraordinary personal reasons, not related to the student's personal physical or mental health interfere with class attendance and/or academic performance. Examples include care of a seriously ill parent, sibling, child or spouse, or a death in the student's immediate family.

Military Student Mobilization Policy

Lakeland College provides reasonable accommodations to any student called to emergency national or other government service. In the event a Lakeland College student is mobilized into the armed forces of the United States, the National Guard, or other mandatory government service, the following policy shall pertain. Students receiving orders to report for active duty or other mandatory emergency government service should notify the college through his/her Kellett School advisor indicating the date of activation and the projected length of active service when known. Preliminary notice may be given by phone, email, or by letter but shall be followed by the submission of a copy of the government orders or notice of activation which shall be forwarded to the Registrar for inclusion in the official record of the student.

Mobilization On or Prior to the Last Day to Withdraw

If a student is mobilized on or prior to the last day to withdraw from a course, the student shall receive a “W” as the course grade and shall be entitled to full tuition credit to enroll in a Lakeland course within one year of deactivation from mobilization.

Mobilization Following the Last Day to Withdraw

If a student is mobilized after the last day to withdraw from a course, the student may elect one of the following:

1. With the full consent and cooperation of the instructor, receive an “I” (Incomplete) as the temporary course grade; and within 90 days of deactivation from mobilization, complete the course requirements, and receive a permanent course grade. Failure to complete the work within the prescribed time will result in an undergraduate student receiving an “F” and a graduate student receiving an “I” as the permanent course grade.
2. Receive a “W” as the course grade and a full tuition credit to enroll in a Lakeland course within one year of deactivation from mobilization.

It is the student’s responsibility to notify Lakeland College of his/her mobilization status and to contact the instructor to make appropriate arrangements if option 1 is chosen. Failure to follow this procedure will result in the student receiving an “F” for any course unofficially vacated.

Class Attendance and Participating Online

Students are expected to be present and actively engaged in all class sessions. For classroom-based instruction, this means students are present and punctual in all class sessions. For online instruction, this means students should log in a minimum of four days each week and participate in the discussion forum. For BlendEd® courses, students must follow the attendance requirements whichever way they choose to attend. Individual course instructors are responsible for clearly notifying students of their unique and specific class attendance policies.

Plagiarism and Cheating

Lakeland College expects academic honesty from all of its students. Cheating, plagiarism, or other kinds of academic dishonesty are considered violations of established college expectations and may result in penalties ranging from failure of an assignment to dismissal from the College, depending on the severity of the offense. Students who believe they have been unfairly accused or penalized may submit a written appeal, stating the specific details of their situation, to the Vice President for Academic Affairs. Where appropriate, the Vice President for Academic Affairs may take such appeals to the Academic Appeals Committee for a formal hearing and decision. In matters of plagiarism and cheating, the decision of the Academic Appeals Committee is final.

Grade Reports

Grade reports are available at my.lakeland.edu at the end of each grading period. Printer-friendly versions are also available at this website. Further explanation of grades can be found in the sections specific to undergraduate and graduate programs.

Grade Changes

Once grades have been submitted to the Registrar, changes of grades must be approved by the Vice President for Academic Affairs. Grade changes are limited to errors made on the part of the instructor, such as a miscalculation of an assigned grade or the discovery of a misplaced assignment. Changes of grades will not be permitted on the basis of work completed and/or turned in after the end of the semester.

GRADUATION POLICY

There are five standard graduation dates each year for the Kellett School undergraduate program and Master of Business Administration program, which are used on transcripts and diplomas to indicate the day on which graduation requirements have been completed. These dates are December 31, August 31, January 31 (for fall term student teachers), the date of the commencement ceremony in May, and June 15 (for spring term student teachers). For students in the Master of Education program, the graduation date is typically the date of successful defense of the thesis or project. To be included in the commencement ceremony for that year, the defense should be scheduled prior to mid-April. For students in the Master of Arts in Counseling program, the graduation date is typically determined by the completion of internship hours or the accompanying coursework for the counseling internship requirement.

General Graduation Policies

Financial obligations to the college, including the payment of all fines, must be met prior to the granting of a diploma. Students who have not met their financial obligations by their proposed date of graduation will receive their diplomas and requested transcripts when satisfactory arrangements for financial obligations have been completed.

Graduation honors will be based on all coursework completed by the Tuesday before the commencement ceremony and will be announced at the ceremony. Honor citations recorded on the permanent record, however, will be based on all coursework completed at Lakeland College. Graduate Studies students are not eligible for honors. (*Please refer to the Academic Standing section of this catalog for further information regarding the standards for honors.*)

Outstanding transcripts from other institutions which contribute to the completion of degree requirements should be in the Office of the Registrar at least two months before the official date of graduation. If such transcripts are late in arriving, final granting of the diploma will be delayed until all transcripts have been received and processed.

Diplomas will be issued to graduates after the term in which all graduation requirements are completed and financial obligations to the college have been met. Eligible students are encouraged to attend the May commencement ceremony to celebrate accomplishments and receive a diploma folder. Transcripts, noting the completion of degrees and honors, will be available within one month after all coursework has been completed. All appeals for exceptions should be made to the Office of the Registrar.

A Lakeland College graduate returning under the Program for Alumni Career Enhancement (PACE) program will not receive a second degree, another diploma, or be eligible to participate in commencement. The new major (and/or minor) will appear on the graduate's transcript as an additional major (and/or minor).

Application for Graduation

Students should work closely with their Kellett School advisors to make sure they are accurately projecting their graduation date. Once the Registrar's Office has been notified by the Kellett School advisor, an analysis of student academic records will be completed and a graduation evaluation and application will be mailed out. Students are required to return the completed graduation application form to the Registrar's Office.

Should graduation plans change, the student must inform his/her Kellett School advisor immediately. Students who reach graduation eligibility without having submitted an Application for Graduation may risk not being included in the commencement ceremony. Such a student will also be responsible for any fees incurred if adjustments must be made to the information on his/her diploma, i.e. a change in graduation date or a revision in the representation of his/her name.

May Commencement

The 2013–2014 commencement ceremony is scheduled for May 4, 2014. Students who have completed all degree requirements before this date or who are registered for student teaching or a counseling internship which will also complete their degree requirements may participate in the May ceremony. Students whose degree plans include a Master's thesis or project must successfully defend it before being included in the commencement ceremony.

POLICY ON NON-DISCRIMINATION

Lakeland College provides equal educational and employment opportunity without regard to sex, race, age, religion, national origin, marital/parental status, sexual orientation, disability, or handicap. All equal opportunity questions should be referred to the Lakeland College's Interim President.

Lakeland College is authorized under Federal law to enroll nonimmigrant alien students.

GENERAL STANDARD OF CONDUCT

Lakeland College's Kellett School seeks to provide an environment for all students that is conducive to personal growth, academic endeavor, individual responsibility, and respect for the rights and privileges of others. To implement regulations, the Kellett School relies primarily on each student's personal sense, honor, humanity, and responsibility.

All members of the Kellett School community are expected to:

1. Treat one another with respect, dignity and sensitivity;
2. Not abuse or misuse college property or the property of others;
3. Act with concern for the well-being and safety of others;
4. Conduct any and all college activities according to local, state, and federal laws.

In the rare instance that disciplinary action is warranted, the college will follow the guidelines detailed in the Kellett School Student Conduct/Disciplinary Policy accessible on the college's website at lakeland.edu.

Behavioral Suspension or Dismissal

Where judged appropriate by the Vice President for the Kellett School and the appropriate appeals panel, students who have violated established rules of the Lakeland College community may be immediately suspended or dismissed from the college. Unless other action is specifically approved by the Vice President for Academic Affairs, behavioral suspensions will result in the award of failing grades in all enrolled classes.

STUDENTS' RIGHTS AND RECORDS

The Family Educational Rights and Privacy Act (FERPA) of 1974, also known as the Buckley Amendment, is designed to protect the privacy of all student academic records. Records specifically affected by this law are maintained in the Office of the Registrar.

The student's academic file contains a permanent record which lists courses, credits, and grades achieved at Lakeland; courses and credits accepted in transfer from other colleges which contributed to the Lakeland degree; date and type of degree awarded; major field(s) of study; minor field(s) of study; and honors awarded at graduation.

A student may access grade reports and unofficial transcripts at my.lakeland.edu.

The Rights and Privacy Act requires that the academic file be available for personal review by the student within 45 days after a formal written request has been communicated to the college. The central purpose of this act is to guarantee the right to examine the contents of personal files and challenge the factual accuracy of the contents or the inclusion of supplementary documents. At Lakeland, any student may examine his or her file by asking at least one day in advance for an appointment to do so.

A college transcript is a record of the student's academic progress including courses, credits, grades, major(s), minor(s), and honors earned at Lakeland College and credits accepted in transfer from other schools. In accord with the Rights and Privacy Act, transcripts are considered confidential and will not be released to a third party, other than authorized Lakeland College personnel, without the written permission of the student. Requests for transcripts should be made online at www.lakeland.edu or presented, in writing, to the Office of the Registrar, giving notice of at least one week. All transcript requests must include the student's signature, Lakeland College Student ID number or social security number, and name when attending Lakeland College. The cost of each transcript is \$8.00. An additional \$2.00 will be assessed for short notice of two days or less. Please note that all financial obligations to the college, including the full payment of all fines, must be arranged to the satisfaction of the Manager of Student Accounts before transcripts will be released or sent.

Lakeland College makes available to the public, upon request, all consumer information required by the United States Office of Education. Consumer information includes, but is not necessarily limited to, the following: academic programs, academic progress requirements, career planning services, educational costs, financial aid, job placement outcomes, and student retention. This information is available from the Office of the Registrar.

Lakeland College ensures student access to official college records and placement files and maintains the confidentiality of personally identifiable information in accord with federal law.

THE CLERY ACT

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1998, also referred to as the Clery Act, requires that colleges and universities whose students receive federal financial aid do the following:

1. To publish an annual security report regarding crimes committed on campus and at the Kellett Centers;
2. To provide a written description of campus policies regarding security and campus safety rules;
3. To compile and disclose an annual report of campus crime statistics reflecting reports of specific crimes occurring on campus, and whether such crimes are hate crimes;
4. To alert the campus community to crimes that represent a threat to campus students and campus personnel;
5. To disclose a daily crime log listing all crimes occurring within the jurisdiction of the campus security office.

The Vice President for Student Development is responsible for the implementation of the above-listed tasks.

STUDENTS WITH DISABILITIES

Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 require that colleges and universities do not discriminate against otherwise qualified applicants and students with documented disabilities. Lakeland College will provide reasonable accommodations for students who have presented appropriate documentation of their disabilities and limitations. Students seeking such consideration should contact the Director of the Hayssen Academic Resource Center.

FINANCIAL INFORMATION

Payment Options

Veterans Services

Financial Aid General Information

Financial Aid Satisfactory Progress Policy

Refunds

FINANCIAL INFORMATION

The following descriptions provide a general guide to the tuition, fees, and other associated costs of the College and the general policies that guide the discount, credit, and payment deadlines for those costs.

General Student Expenses

The costs associated with attending college include fixed costs, such as tuition and fees for which students are billed by the college. Also included are indirect costs that do not appear on the college billing statement but which are necessary to include in a student's budget. Such indirect costs include housing, books and supplies, the cost of travel, and personal expenses.

Financial aid eligibility, i.e., financial aid need, is based on the entire cost of attendance less the amount a student is able to pay on his/her own.

The full cost of attending college has five basic components: tuition and fees, housing and meals, books and supplies, personal expenses, and transportation.

Tuition and Fees

This is the price charged by the college for courses on a per-credit basis in the Kellett School. An exception to the per-credit charge occurs with the CMA and CPA courses in the graduate studies M.B.A. program. These courses are billed on a per-course, rather than per-credit, basis.

The application fee for the Kellett School undergraduate program is \$35.00. The application fee for entry into a graduate studies program is \$50.00. In both cases, these one-time fees are non-refundable.

Housing and Meals

Kellett School students, unlike traditional undergraduate program students, many of whom live on campus and pay college room and board fees, will calculate their housing and meal expenses as is pertinent to their own individual situations.

Books and Supplies

These expenses cover the cost of course materials. Students should expect to pay approximately \$150.00 per course for essential textbooks and supplies. The Lakeland College Campus Shop offers the sale of textbooks and supplies as well as textbook rental (for some courses) and textbook resale services.

Personal Expenses

The costs for personal expenses vary widely from student to student. Laundry costs and cell phone usage, for example, are two types of personal expenditures.

Transportation

This covers the costs associated with traveling to and from school.

PAYMENT OPTIONS

Payment, Financial Aid and Credit Policies

The cost of tuition and fees is due and payable to the college on the first day of class for each term in which the student is enrolling. All amounts owed to the college must be paid in full by the end of the academic term. Students with unpaid balances will not be allowed to enroll in the following academic term.

Lakeland College offers a number of convenient payment options. Students may choose the option that suits them best by indicating their choice when registering for classes. **Note:** Due to federal regulations with the Truth in Lending Act, all students must sign a disclosure statement each term unless they are paying in full at the time of registration and are not applying for federal financial aid. Failure to submit a disclosure form before the end of the third week of the term will result in the loss of access to Blackboard.

- a. Payment in Full by the due dates listed below. Students may use the Parent Plus Loan or Alternative Loans to satisfy payments.
 - Fall term due date: 9/30
 - Spring term due date: 1/30
 - Summer term due date: 6/30
- b. Financial Aid: If students have been awarded and have accepted aid to cover 100% of their tuition charges and that aid posts to their account during the main disbursement for Kellett classes, they will not be subject to finance charges. Any balance remaining after the main disbursement will be subject to finance charges.
- c. Extended Payment Plan: Students are required to pay 1/3 of the total charges on the 1st day of the term. Two additional payments of 1/3 of the total charges must be paid based on set due dates for each term.
- d. Employer Reimbursement: A student whose employer reimburses tuition expenses is allowed to carry his/her balance for 45 days following the end of the academic term. Such a student must submit an application for Employer Reimbursement to verify employment. The fee to be sent with the application is \$50.00 for the first class, \$90.00 for two classes, and \$120.00 for three classes. During the term, and the 45 days following the term, Lakeland College will not charge any finance charges.
- e. Military Benefits: A student who qualifies for military benefits, which can be confirmed by the Veterans Coordinator, will be allowed to carry his/her balance until the last day of the term without accruing finance charges.
- f. TMS (Tuition Management Systems): This is a monthly payment option offered to students. The student is responsible for setting up a payment budget with TMS and that will allow the student to avoid finance charges during the duration of the TMS plan. If the TMS budget is set for less than the amount due to Lakeland College, the student is responsible to pay the difference to the college. If the student becomes delinquent on the TMS plan, he/she is subject to finance charges, denial of advantages, and collection costs and fees. Contact Tuition Management Services (TMS) directly by calling (888) 713-7234 or visit the website at afford.com for more information on this payment option.

All financial aid accepted according to the financial aid award letter will be applied as early as the published dates in the financial aid guide. Students are responsible to the

college for all balances due, including those created by the late or incomplete submission of financial aid application forms. Finance charges can occur if these procedures are not completed on time.

The general policies outlined in this section include types of credit that may be advanced and the deadlines for repayment to the college or other agencies. Students who believe they have grounds for appeal in any area dealing with the billing and payment costs owed to Lakeland College should address those appeals to the Manager of Student Accounts at studentaccounts@lakeland.edu.

Book Charges

Book charges will be permitted based on the following criteria:

1. A credit balance is anticipated after tuition charges have been applied. Books may be charged against the projected refund, not to exceed \$800.00. The Book Credit Agreement is located on my.lakeland.edu.
2. Lakeland College has received authorization for payment of tuition and books from an outside source, e.g., Workforce Development, U.S. Military, Oneida Nation, Menominee Nation, or any other outside source.
3. Students who believe they have extenuating circumstances which may warrant the charging of books must receive approval from the Manager of Student Accounts.

Miscellaneous Charges and Balances

Any fines or other miscellaneous charges must be paid within 30 days and any balance related to such fines or other charges must be paid in full before a student will be eligible to enroll in classes in the following term.

Health Insurance Policy for International Students

It is mandatory for all international students to register and pay for health insurance for the entire period of their stay in the United States as Lakeland College students. Enrollment in this plan begins September 1 and runs through August 31 of the following year. The policy must be renewed each year, effective September 1. Upon graduation or withdrawal from the college, a student may request a refund, through the Business Office, of partial year costs. For additional information, contact the Business Office, (920) 565-1334.

REFUNDS

Students who withdraw from 12-week courses may receive a tuition refund in accord with the following schedule:

- a. 100% refund for dropping before the start of the second week of classes.
- b. 75% refund for withdrawal before the start of the third week of classes.
- c. 50% refund for withdrawal before the start of the fourth week of classes.
- d. No refund for withdrawal after the fourth week of classes.

Students who withdraw from 7-week courses may receive a tuition refund in accordance with the published refund schedule for each term.

- a. 100% for dropping on the Monday immediately following the first weekend of the course.

- b. No refund for withdrawal after the first weekend.

Students who withdraw from one- and two-semester hour courses may receive a tuition refund in accord with the following schedule:

- a. 100% for dropping prior to the second class meeting or second week online.
- b. No refund for withdrawal after the first week.

Lakeland College will refund tuition according to the refund schedules listed above. In order to qualify for a refund or reversal of charges, a student must drop or withdraw from class officially by notifying his/her adult education counselor.

Notifying an instructor, failing to attend class, or failing to participate online does not constitute an official drop or withdrawal from a course, nor does it eliminate the student's financial responsibility for course payment.

Note: Due to course delivery restrictions, no tuition refund is permitted for the following courses:

- BA 771 Advanced Industrial Accounting I
- BA 772 Advanced Industrial Accounting II
- BA 796 Advanced Public Accounting I
- BA 797 Advanced Public Accounting II
- BA 798 Advanced Public Accounting III

Students withdrawing from Lakeland College may be required to repay some of the federal grants and/or loans. The federal formula requires a return of Title IV aid if the student received federal financial assistance in the form of a Pell Grant, Supplemental Educational Opportunity Grant (SEOG), the Talent Incentive Program Grant (TIP), a Federal Stafford Loan, or Parent Loans for Undergraduate Students (PLUS), and withdrew on or before completing 60% of the semester. The percentage of Title IV aid to be returned is equal to the number of calendar days remaining in the semester divided by the total number of calendar days in the semester. Scheduled breaks of more than four consecutive days are excluded.

If any funds remain after the return of Title IV aid, they will be used to repay Lakeland College funds, state funds, other private sources and the student in proportion to the amount received from each non-federal source as long as there is not an unpaid balance at the time of withdrawal. If there is an unpaid balance, then all aid sources will be repaid before any funds are returned to the student.

VETERANS SERVICES

All students who wish to receive educational benefits through the U.S. Department of Veterans Affairs should contact their local Veteran's Services Office for details regarding eligibility. Once admitted to Lakeland College, and each semester thereafter, the student should notify Lakeland's Veterans Coordinator of his/her course enrollment.

FINANCIAL AID GENERAL INFORMATION

Lakeland College is committed to making a quality college education affordable. The college participates in federal and state grant and loan programs for students.

Financial need is defined by federal regulations as the difference between the cost of attending Lakeland College (tuition, books and supplies, housing and meals, personal expenses, and transportation) and the amount of money a student is able to contribute toward educational expenses. This student contribution is calculated from information provided on the Free Application for Federal Student Aid (FAFSA).

To be eligible for financial aid, which includes federal loans, a student must be enrolled in a minimum of six semester hours per term. For Undergraduate Students, the Federal Pell Grant eligibility may be available at three semester hours of enrollment.

The following describes the general application process, types of financial aid available, satisfactory academic progress and the student’s rights and responsibilities.

HOW TO APPLY FOR FINANCIAL AID

A student must follow the steps below to apply for financial aid through Lakeland College:

PROCESS	Application Process for UNDERGRADUATE - Kellett Students
Apply for Admission	Must be admitted to the college.
Financial Aid Application	Complete the Lakeland College Financial Aid Application via NetPartner found under quick links on the financial aid tab of my.lakeland.edu.
FAFSA	Complete the Free Application for Federal Student Aid (FAFSA) found at www.fafsa.gov.
If Selected for Verification	Complete the verification form and submit it with the supporting tax documents.
Award Letter	Accept award via NetPartner found under Quick Links on the Financial Aid tab at my.lakeland.edu.
Other Documents to Complete	If asked to complete Loan Entrance Counseling or a Master Promissory Note, go to the Federal Student Aid website at www.studentloans.gov.
Student Accounts	Complete the three-page Financial Agreement and Disclosure form each semester found on the Students Accounts page under the Kellett Students tab on my.lakeland.edu at the time of registration.

A student who completes this process will receive an email notification stating an award is available online. A student has the right to accept or decline any source of assistance offered to him/her. When loans are accepted, additional online processes are required.

FINANCIAL AID POLICIES

Student Rights

A student has the right to:

- know what financial aid is available, including aid from federal, state and institutional programs. In addition, a student has the right to know the deadlines, selection criteria, terms, policies, procedures and regulations that apply to each of the programs.
- know how his/her financial need was determined and how much of it, as determined by the college, was met. This process includes how costs for tuition and fees, transportation, books and supplies, and miscellaneous personal expenses are included in his/her student budget.

- know if he/she has a student loan, the terms of the loan, such as interest rate, the total amount that must be repaid, the length of time allowed for repayment, when repayment must start, cancellation provisions, deferment and forbearance possibilities and any special consolidation or refinancing options.
- appeal his/her financial aid award if he/she feels there are special circumstances that were not originally taken into consideration.
- know how the college determines whether he/she is making satisfactory academic progress and what happens if he/she is not.
- know how and when his/her financial aid will be disbursed.
- know the college's refund policies; the portion, if any, of tuition and fees that is refunded to the student if he/she withdraws before the end of the term; and the portion, if any, of the financial aid he/she received that must be paid back immediately if he/she withdraws before the end of the term.
- expect that all information reported by him/her and/or his/her family will remain confidential and will not be released without his/her written consent according to the Family Educational Rights and Privacy Act (FERPA).
- examine (in the presence of a financial aid counselor) his/her financial aid records which are maintained in the Office of Financial Aid.
- expect equitable treatment under the college's policy prohibiting discrimination on the basis of race, color, sex, religion, sexual orientation, national origin, disability, or veteran's status.

Student Responsibilities

A student is responsible for:

- reading, retaining and understanding all information supplied to him/her from the Office of Financial Aid. Students are welcome to contact the Office of Financial Aid with any questions or concerns.
- promptly responding to inquiries or requests for information from the Office of Financial Aid.
- obtaining all forms required to apply (or re-apply) for the type of assistance he/she wishes to receive.
- supplying accurate and thorough information on all forms submitted to the Office of Financial Aid. Funds obtained on the basis of false information will have to be repaid and might subject the student to penalties under the United States criminal code.
- informing the Office of Financial Aid if he/she receives any type of financial aid assistance from an outside agency. By law, when determining a student's financial aid eligibility, the Office of Financial Aid is required to consider all sources of funding.
- using financial aid funds only for educational expenses (tuition, fees, books, supplies and other living costs).
- understanding and complying with the terms and conditions of the aid he/she receives. This includes deadlines, continued eligibility, application procedures, etc.
- notifying the Office of Financial Aid if his/her enrollment or residency status changes. This will ensure that the student's financial aid award is based upon the correct enrollment and residency status.

- reporting a change of address or name to the Office of Financial Aid. This will ensure the Office of Financial Aid has the most recent and accurate information. **Note:** A name change requires supporting documentation.
- maintaining good academic standing consistent with the college's Satisfactory Academic Progress Policy and the Financial Aid Satisfactory Academic Progress Policy.
- completing entrance counseling and exit counseling, if he/she has taken out an educational loan.
- repaying all educational loans. Failure to meet this obligation will adversely affect the student's credit rating and make him/her ineligible for future educational loans or grants.
- notifying his/her loan servicer and the United States Department of Education of any changes in name or address while and after attending school.

FINANCIAL AID SATISFACTORY ACADEMIC PROGRESS POLICY

Lakeland College is required to establish and consistently apply standards of satisfactory academic progress to all students who receive funds from Title IV programs of financial assistance. The policy requires that the college use quantitative and qualitative methods to measure students' academic progress. This policy requires a review of student progress after every term. This same policy will also apply to all students who receive funds from state or Lakeland College sources.

The qualitative measure is based on the cumulative grade-point-average (GPA). Only the highest grade for repeated courses is used in the cumulative GPA calculation.

The quantitative measure is based on the length of time needed for completion of the degree program. A student must complete the program within 150% of the time frame established. Lakeland's Bachelor of Arts degree requires 120 semester hours; therefore, a student cannot exceed 180 semester hours in order to complete his/her requirements ($120 \text{ semester hours} \times 150\% = 180 \text{ semester hours}$). Credits accepted in transfer are counted as hours attempted and earned.

An appeal process exists for anyone whose financial aid eligibility is terminated as a result of failure to meet the conditions of the Financial Aid Satisfactory Academic Progress Policy. Those students affected will receive written notice of the appeal process.

No part of this policy is housed on the student's academic record. This financial aid policy is separate from the policy for Academic Good Standing as listed in this catalog under Academic Policies.

Undergraduate Programs

1. Standards:

Undergraduate Class Standing	Required Cumulative Grade Point Average (GPA)	Required Course Completion Rate*
First-time Freshman	1.75	67%
Freshman in second semester or subsequent term	2.0	67%
Sophomore	2.0	67%
Junior	2.0	67%
Senior	2.0	67%

* Students must complete 67% of the semester hours attempted with grades of “D” or better. All withdrawals, incompletes, and audits are considered unsatisfactory and must be included in the calculation. If a grade of incomplete is changed, it is the student’s responsibility to notify the Financial Aid Office of the grade change.

2. **Review Process:** Student records will be reviewed after each term of enrollment. (fall, spring, and summer)
3. **Financial Aid Warning:** When a student does not complete 67% of the semester hours and/or the minimum GPA requirement noted in the table, a Financial Aid Warning is imposed. Aid will continue during the term in which the student is on Financial Aid Warning.
4. **Financial Aid Suspension:** The student’s financial aid will be terminated for all future semesters until he/she can return their academic record to good standing for Satisfactory Academic Progress, if one or more of the following conditions occur:
 - a. The student does not meet the criteria for Satisfactory Academic Progress while on Financial Aid Warning.
 - b. The student has a conditional acceptance to the college and does not meet the criteria for Satisfactory Academic Progress.
 - c. The student fails all courses in a single term.
 - d. The student fails to meet the conditions of a Financial Aid Probation.
5. **Appeal Process:** There is an appeal process for students that have their aid terminated.
 - a. The form and instructions are included with the written communication to the student at the time of the termination.
 - b. The time allowed for completing the appeal will be communicated in the letter.
 - c. The appeal committee will notify the student of the decision within two weeks of receiving the appeal.
6. **Financial Aid Probation:** This is the status the student is placed on when an appeal is granted. Probation is allowed for one term and the student must return to good standing for Satisfactory Academic Progress unless the student has an approved Academic Plan in place which includes conditions of the probation and notes when the student will return to good standing for Satisfactory Academic Progress.

Graduate Programs

1. Standards:

- a. **Qualitative Measure:** Students must meet the minimum cumulative GPA requirement of a 3.0. Only the highest grade of all repeated courses is used in the cumulative GPA calculation.
- b. **Quantitative Measure:** Students must complete their program within the timeframe described in the Graduate Academic Progress Policy.

2. Review Process: Student records will be reviewed after each term of enrollment (fall, spring, and summer).

3. Financial Aid Warning: When a student does not meet the standards described above in #1, a Financial Aid Warning is imposed. Aid will continue during the term the student is on Financial Aid Warning.

4. Financial Aid Suspension: The student's financial aid will be terminated for all future semesters until he/she can return their academic record to good standing for Satisfactory Academic Progress, if one or more of the following conditions occur:

- a. the student does not meet the criteria for Satisfactory Academic Progress while on Financial Aid Warning
- b. the student has a conditional acceptance to the College and does not meet the criteria for Satisfactory Academic Progress.
- c. the student fails all courses in a single term.
- d. the student fails to meet the conditions of a Financial Aid Probation.

5. Appeal Process: There is an appeal process for students that have their aid terminated.

- a. The form and instructions are included with the written communication to the student at the time of the termination.
- b. The time allowed for completing the appeal will be communicated in the letter.
- c. The appeal committee will notify the student of the decision within two weeks of receiving the appeal.

6. Financial Aid Probation: This is the status the student is placed on when an appeal is granted. Probation is allowed for one term and the student must return to good standing for Satisfactory Academic Progress unless the student has an approved Academic Plan in place which includes conditions of the probation and notes when the student will return to good standing for Satisfactory Academic Progress.

SOURCES OF FINANCIAL AID

Lakeland College participates in federal and state student financial aid programs for which its students are eligible. Students who are uncertain about their eligibility for any federal or state aid program should contact the Office of Financial Aid. The award of federal and state financial aid funds is contingent upon timely completion of all relevant application and financial status forms including the submission of student and parental income tax documents from the most recent tax year.

FEDERAL GOVERNMENT

- **Pell Grant** (\$555 to \$5,550) (Undergraduate Only) Award is based on need.
- **SEOG Grant** (\$100 to \$2,000) (Undergraduate Only) Award is based on need.
- **Stafford Direct Loan Program (Subsidized and Unsubsidized)** (\$250 to Variable) This loan program is federally funded and offers a competitive interest rate.

Grade Level	Dependent yearly maximum	Independent yearly maximum
1	\$5,500	\$9,500
2	\$6,500	\$10,500
3	\$7,500	\$12,500
4	\$7,500	\$12,500
1 st year graduate		\$20,500
2 nd year graduate		\$20,500

Lifetime Career Maximum for Undergraduates is \$31,000 for Dependent students and \$57,500 for Independent Students. Beginning July 1, 2013 any first time borrower is subject to the federal 150% regulation.

Lifetime Career Maximum for Graduate students if \$138,500.

- **PLUS Loan Program (Variable)** This loan is available from the federal government for parents of dependent students.
- **Stafford Direct GRADPLUS Loan Program** (Graduate Only) Remaining cost of education after other sources of financial assistance are applied.

STATE OF WISCONSIN

- **Talent Incentive Program Grant (TIP)** (\$600 to 1,800) (Undergraduate Only) designated to assist low income, disadvantaged students. A maximum grant of \$1,800 is available to qualified first-time freshmen. It is renewable based upon an amount determined by the state.
- **Indian Student Assistance Grant** (\$1,100) (Undergraduate Only) May be offered to Wisconsin residents of Native American descent who have completed the Indian Student Assistance Grant Application.
- **Hearing & Visually Handicapped Student Grant** May be offered to Wisconsin residents who have severe, profound hearing or visual impairment and who have completed the Hearing & Visually Handicapped Student Grant Application.

REPAYMENT OF FINANCIAL AID AFTER WITHDRAWAL

Students withdrawing from Lakeland College may be required to repay some of the federal, state, and Lakeland grants and/or loans. The federal formula requires a return of Title IV aid if the student received federal financial assistance in the form of a Pell Grant, a Supplemental Educational Opportunity Grant (SEOG), a Talent Incentive Program Grant (TIP), a Parent Loans for Undergraduate Students (PLUS), or a Federal Stafford Direct Student Loan and withdrew on or before completing 60% of the semester. The percentage of Title IV aid to be returned is equal to the number of calendar days remaining in the semester divided by the number of calendar days in the semester. Scheduled breaks of more than four consecutive days are excluded.

If any funds remain after the return of Title IV aid, they will be used to repay state funds, other private sources and the student in proportion to the amount received from each non-federal source as long as there is no unpaid balance, at the time of withdrawal. If there is an unpaid balance, then all aid sources will be repaid before any funds are returned to the student.

**UNDERGRADUATE PROGRAM
ACADEMIC RULES and POLICIES**

Academic Calendar

Admission

Transferring to Lakeland

Academic Policies

Bachelor of Arts Degree Requirements

Second Degree Candidates

Program for Alumni Career Enhancement (PACE)

Student Classifications

Course Policies/Guidelines

Academic Standing

Readmission to the College

UNDERGRADUATE PROGRAM CALENDAR

3-Semester-Hour, 7-Week & 12-Week Classes

FALL 2013

First Day of Classes (12 Week/7 Week I).....	Tuesday, September 3
Last Day to Add/Drop Classes (7 Week I).....	Thursday, September 5
Last Day to Add/Drop Classes (12 Week).....	Tuesday, September 10
Last Day to Withdraw from Classes (7 week I).....	Friday, October 11
Last Day of Classes (7 Week I).....	Monday, October 21
First Day of Classes (7 Week II).....	Tuesday, October 22
Last Day to Add/Drop Classes (7 Week II).....	Thursday, October 24
Registration for Spring 14 Opens.....	Thursday, October 31
Last Day to Withdraw from Classes (12 Week).....	Friday, November 1
Last Day of Classes (12 Week).....	Monday, November 25
Thanksgiving Recess – No Classes.....	Wednesday, November 27 – Sunday, Dec. 1
Last Day to Withdraw from Classes (7 Week II).....	Monday, December 2
Last Day of Classes (7 Week II).....	Thursday, December 12

SPRING 2014

First Day of Classes (12 Week/7 Week I).....	Wednesday, January 8
Last Day to Add/Drop Classes (7 Week I).....	Friday, January 10
Last Day to Add/Drop Classes (12 Week).....	Wednesday, January 15
Last Day to Withdraw from Classes (7Week I).....	Friday, February 14
Last Day of Classes (7 Week I).....	Tuesday, February 25
First Day of Classes (7 Week II).....	Wednesday, February 26
Last Day to Add/Drop Classes (7 Week II).....	Friday, February 28
Last Day to Withdraw from Classes (12 Week).....	Wednesday, March 12
Registration for Summer 14 Opens.....	Thursday, March 20
Last Day of Classes (12 Week).....	Tuesday, April 1
Last Day to Withdraw from Classes (7 Week II).....	Friday, April 4
Last Day of Classes (7 Week II).....	Tuesday, April 15
Baccalaureate and Commencement.....	Sunday, May 4

SUMMER 2014

First Day of Classes (12 Week).....	Tuesday, May 27
Last Day to Add/Drop Classes (12 Week).....	Tuesday, June 3
First Day of Classes (7 Week).....	Tuesday, July 1
Last Day to Drop Classes (7 Week).....	Thursday, July 3
Independence Day (No Classes).....	Friday, July 4
Last Day to Withdraw from Classes (12 Week).....	Friday, July 25th
Last Day to Withdraw from Classes (7 Week).....	Friday, August 8th
Last Day of Classes (12 Week & 7 Week).....	Monday, August 18

Undergraduate ADMISSION

Enrollment Prior to Admission

A student may enroll in up to three courses (9 semester hours of coursework) on a provisional basis without having been accepted for admission. A student intending to complete a degree at Lakeland College is required to be accepted for admission before registering for his/her tenth semester hour of credit. A student who does not intend to seek a degree from Lakeland College is also required to be officially admitted as non-degree-seeking student before enrolling in his/her tenth semester hour of credit.

Criteria for Admission

While no single factor determines an applicant's successful admission to Lakeland, the college seeks adult learners with (a) a high school diploma with a cumulative GPA of 2.0 or above or (b) the equivalent of a high school diploma. In addition, the college accepts transfer students who have earned at least a 2.0 cumulative GPA and are in good standing at other accredited institutions of higher learning. Exceptions to the above admission criteria may be granted by a Kellett School Admissions Committee. Letters of appeal, personal recommendations, and/or a review of the length of time between the inadequate academic performance and the application to Lakeland College may all be requested to assist in the application analysis. Students receiving an exception will be admitted conditionally.

Application for Admission

When applying for admission to the college, an applicant is required to submit the following credentials to his/her Kellett School advisor:

1. A completed Application for Admission along with a \$35.00 non-refundable application fee.
2. An official high school transcript—if a student has fewer than (12) transferable semester hours or if pursuing an Education major.
3. American College Test (ACT) scores or Scholastic Aptitude Test (SAT) scores—if it has been fewer than three years since completing high school education or its equivalent, as demonstrated by the GED or HSED. Students with (12) twelve or more semester hours of transferrable college credit need not submit ACT or SAT scores.
4. Official transcripts from all post-secondary colleges or universities, if any.
5. Military transcripts, if applicable.

Note: By submitting an application for admission, you are granting permission to Lakeland College to verify any information on the form. Inaccurate information may affect enrollment, tuition or financial aid status.

Decisions are made on applications once they are complete. Applicants are notified promptly by mail.

An international applicant is required to follow steps 1 through 3. Submission of ACT or SAT scores is not required. An international student applying for admission must also complete the following:

- a. Submit, if his/her native or first language is not English, Test of English as a Foreign Language (TOEFL) scores. The minimum TOEFL score for undergraduate admission is 500 (173, for the computer-based test; 61, for the internet-based test). Under certain circumstances an international student who completes the language preparation of the college's own English Language Institute may be admitted with scores lower than 500. TOEFL scores must be no more than two years old at the time of application.
- b. Provide financial documentation (certification of finances) that shows the student's ability to pay for college and living expenses while studying and residing in the United States.

Note: An international student will be sent the Certificate of Eligibility (I-20) form required to obtain a student F-1 visa.

Application Deadlines

The following admissions deadlines apply to students seeking admission to the Kellett School undergraduate program.

Student	Application Deadline
New student	2 business days prior to the first day of the new term
New student seeking conditional admission	5 business days prior to the first day of the new term
Student seeking readmission to the college	2 business days prior to the first day of the new term
Student seeking conditional readmission	2 business days prior to the first day of the new term
Student seeking to return after suspension	10 business days prior to the first day of the new term

Conditional Acceptance Policy

Kellett School students who are admitted conditionally will be placed on probation for 12 credits. During the time of probation, a student is required to do all of the following:

- Meet the attendance requirements for the class(es) he/she is taking
- Receive a cumulative Lakeland College GPA of 2.0 or higher for the 12 probationary credits
- Receive no grades of "F" for the 12 probationary credits
- Meet with his/her advisor a minimum of one time per semester during probation

Upon successful completion of the conditions of probation, the student will be fully admitted. If any one of the conditions of probation is not met, the student will be denied admission to Lakeland College.

TRANSFERRING TO LAKELAND

Students who wish to transfer to Lakeland from another college must be in good academic standing and must submit official academic transcripts from all other colleges attended. Only coursework taken at regionally accredited institutions which is similar to courses offered at Lakeland College and in which the student has earned a grade of "C" or better will transfer. Grades earned at other colleges are not included in the Lakeland GPA. The Lakeland credit unit is the semester hour, which is equivalent to 1.5 quarter hours. All work completed at other colleges will be converted to semester hours when evaluating transferable credits. Upon acceptance to Lakeland, transfer applicants will receive an evaluation of their transferable credits with a listing of the courses required to complete a Lakeland College degree. All transfer students must complete a minimum of 30 semester hours of coursework at Lakeland College in order to earn a Lakeland degree.

Transfer Eligibility

Individuals who have earned a cumulative college GPA of 2.0 or higher will be considered for admission to Lakeland College. Students who have earned a cumulative college GPA of less than 2.0 may also be considered for admission, but may be required to submit additional information. (See Criteria for Admission.) If final, official records are not on file at least one week prior to the start of Lakeland classes, new transfer students will be asked to obtain and submit unofficial copies of records and/or grade slips before being allowed to register. Registration for subsequent terms will not be allowed until the application file is complete.

Transferring from Two-Year Schools

The college-level work of students transferring from accredited two-year colleges or technical schools will be evaluated on a course-by-course basis. Lakeland College accepts up to 72 semester hours of transferred credits from any combination of regionally accredited two-year schools. Students majoring in Early Childhood through Middle Childhood Education may be allowed to exceed the limitation on transfer credit from two-year institutions providing such credit is completed after their initial entry into Lakeland College and is part of their Early Childhood Education requirements.

Transferring as an Associate Degree Graduate

Associate degree graduates from approved two-year college or technical school programs will receive approximately two years of college credit when transferring to Lakeland. Lakeland College accepts up to 72 semester hours of transferred credits from any combination of regionally accredited and approved two-year programs.

Transferring from Four-Year Schools

The college-level work of students transferring from accredited four-year colleges will be evaluated on a course-by-course basis. Lakeland College accepts up to 90 semester hours of transferred credits from any combination of regionally accredited four-year schools.

Transferring with a Completed Bachelor's Degree

A student who has completed a bachelor's degree at another regionally accredited institution and wishes to earn an additional bachelor's degree at Lakeland College will be required to complete the coursework for the appropriate Lakeland major and, except for education majors, will be exempted from Lakeland General Studies requirements. As with all other transfer students, those who are enrolling for a second degree at Lakeland must complete at least 30 semester hours of Lakeland coursework to earn a Lakeland degree.

Transferring from a Closing College

A student transferring from an accredited college which has been forced to discontinue its academic program offerings may transfer up to 90 semester hours of coursework. Lakeland will accept all coursework credited to the student at the closing institution and will require the student to meet all applicable Lakeland requirements for the completion of the bachelor's degree.

Taking Courses at Other Colleges

A Lakeland student who wishes to take a course at another college while enrolled at Lakeland must receive written permission prior to taking the coursework if the credits are to be applied to a Lakeland degree. Forms for obtaining such advance written permission are available from the Kellett School advisors. If a student is taking coursework at another college concurrently with his or her enrollment in Lakeland courses, the total course load may not exceed 18 semester hours in any term. Only courses in which grades of "C" or better are earned will transfer. Grades for coursework taken through other colleges will not be included in the Lakeland GPA.

Credit and Advanced Placement by Examination

Lakeland accepts College Board Advanced Placement Examination (AP), International Baccalaureate (IB), College Level Examination Program (CLEP) and Defense Activity for Non-Traditional Education Support (DANTES) tests as a service to students who wish to earn credit for college-level achievement. On most tests, enrolling students who achieve a score of 3 or higher on an AP, a score of 4 or higher on all Higher Level IB exams, and 55 or higher on a CLEP or DANTES exam may be awarded college credit and will be exempted from the equivalent Lakeland course requirement. Students may not receive AP, IB, CLEP or DANTES credit for any subject area in which they have already taken college coursework. Students who have completed 60 or more semester hours of college coursework are not eligible for AP, IB, CLEP or DANTES credit. Lakeland allows a maximum of 30 semester hours of credit through equivalency exams.

CLEP tests fall into two categories: General Exams and Subject Area Exams.

The General Exams, in English composition, humanities, mathematics, natural sciences, and social sciences/history, are designed to assess knowledge of fundamental facts, concepts, and basic principles as well as the ability to perceive relationships.

The following specific CLEP exams may be used to satisfy one or more General Studies requirement(s):

Composition and Literature

American Literature—55 or above—3 semester hours and exemption from Literature and Writing requirement.

Freshman College Composition—55 or above—3 semester hours and exemption from GEN 110 Expository Writing.

Foreign Language

Level 1—55 or above—4 semester hours and exemption from World Languages requirement.

Level 2—55 or above—8 semester hours and exemption from World Languages requirement.

Social Science and History

American Government—55 or above—3 semester hours and exemption from History & Political Science requirement.

History of the United States I—55 or above—3 semester hours and exemption from History & Political Science requirement.

History of the United States II—55 or above—3 semester hours and exemption from History & Political Science requirement.

Introduction to Educational Psychology—55 or above—3 semester hours and exemption from Social Sciences requirement.

Principles of Macroeconomics—55 or above—3 semester hours and exemption from Social Sciences requirement.

Introduction to Psychology—55 or above—3 semester hours and exemption from Social Sciences requirement.

Introduction to Sociology—55 or above—3 semester hours and exemption from Social Sciences requirement.

Western Civilization I—55 or above—3 semester hours and exemption from History & Political Science requirement.

Western Civilization II—55 or above—3 semester hours and exemption from History & Political Science requirement.

<u>CLEP Examination</u>	<u>Credit Awarded</u>	<u>Required Score</u>
Freshman College Composition	3	55
Analysis and Interpretation of Literature	3	55
English Literature	3	55
College-level French I	4	55
College-level French II	4	55
College-level German I	4	55
College-level German II	4	55
College-level Spanish I	4	55
College-level Spanish II	4	55
American History I	3	55
American History II	3	55
Western Civilization I	3	55
Western Civilization II	3	55
American Government	3	55
Introductory Psychology	3	55
Human Growth and Development	3	55
Introductory Sociology	3	55
General Biology	4	55
General Chemistry	4	55
Calculus with Elementary Functions	4	55
Principles of Accounting	3	55
Principles of Management	3	55
Principles of Marketing	3	55
Principles of Macroeconomics	3	55
Principles of Microeconomics	3	55

ACADEMIC POLICIES

The following policies, in addition to those outlined at the beginning of this catalog, guide the matriculation, withdrawal, and graduation of Lakeland undergraduate students, as well as establish the normal rules by which classes are conducted and credit is granted.

Contingent upon continuous enrollment, students will be allowed to complete any degree program offered by Lakeland College on the date of their first course enrollment, providing no substantive curricular changes have been made. Continuous enrollment is defined as completion of a minimum of one three-semester-hour course each three-term period. Students will be required to apply for readmission before registering for courses after a period of non-enrollment which exceeds two terms. If degree requirements have changed since the time of one's last admission to Lakeland, the reapplication process will revise one's degree plan in accord with the new requirements.

Lakeland's academic policies all assume that the basic credit unit is the semester hour. One Lakeland semester hour is equivalent to 1.5-quarter hours. Unless designated otherwise, all Lakeland courses carry three semester hours of credit.

Students who believe they have legitimate grounds for appealing or being excluded from the requirements of any Lakeland academic policy included in this catalog should address those appeals to the Vice President for Academic Affairs.

BACHELOR OF ARTS (B.A.) DEGREE REQUIREMENTS

Lakeland College awards the Bachelor of Arts (B.A.) degree for successful completion of the college's four-year liberal arts course of study.

In order to complete the requirements for the Bachelor of Arts degree at Lakeland College, each student must:

1. Complete the General Studies requirement by:
 - a. Demonstrating college-level proficiency in each of the required Fundamental Skills areas: reading, writing, and mathematics.
 - b. Completing Distributional Studies requirements in Rhetorical Development, Quantitative Analysis, and seven (7) of eight (8) distributional studies areas.
 - c. Completing Interdisciplinary Studies requirements Core I, Core II, Core III.

(For the specific requirements of each General Studies area, please refer to the "Undergraduate Curriculum" section of this catalog.)

2. Complete an academic major.

(For the specific requirements of each major see the "Undergraduate Curriculum" section of this catalog.)

3. Complete at least 120 semester hours of college credit, of which no more than 6 semester hours may be from developmental coursework.
4. Earn a minimum of 30 semester hours of college credit through Lakeland College. Of the last 30 semester hours credited toward the degree, 24 must be earned through Lakeland College.
5. Maintain a cumulative grade-point-average of at least 2.0 in the Lakeland major and minor areas, and at least 2.0 in all coursework taken through Lakeland College. (Education majors are required to maintain a GPA of at least 3.0 in all the coursework applied to the major, minor, professional sequence, and General Studies requirements.)
6. Complete at least 1/3 of the coursework required for the Lakeland major(s) and minor(s) through Lakeland College.

SECOND DEGREE CANDIDATES

A graduate from a regionally accredited college or university who subsequently becomes a candidate for a second baccalaureate degree through Lakeland College must:

1. Complete a minimum of 30 semester hours of coursework through Lakeland College,
2. Meet all major/minor and other degree-specific requirements of the second degree,
3. Earn a Lakeland College overall GPA of at least 2.0 or better and a minimum 2.0 GPA within the major and/or minor.

Second-degree candidates, with the exception of Education students as noted below, are exempt from the General Studies requirements of the college.

UNDERGRADUATE PROGRAM

Note: Second-degree candidates seeking teacher certification are required to follow a discrete set of requirements: earn a 3.0 GPA for all coursework applied to teacher certification requirements; complete specific general studies, major, minor, and professional sequence courses; achieve passing scores on the PRAXIS I and II examinations; satisfy state-mandated requirements. Refer to the Undergraduate Education Program section of this catalog for additional details.

PROGRAM FOR ALUMNI CAREER ENHANCEMENT (PACE)

Lakeland College's unique Program for Alumni Career Enhancement (PACE) offers Lakeland Bachelor of Arts degree graduates the opportunity to return to the classroom to achieve their evolving career goals. A Lakeland graduate can, for example, strengthen a major or minor, add a new major or minor, develop a new area of concentration, or complete certification requirements for a new profession. This program offers Lakeland traditional on-campus undergraduate program courses to alumni at a reduced cost.

A student seeking to add a major or minor through the PACE opportunity is expected to complete the additional required coursework through Lakeland. If there are complications with course availability, the college may consider granting the application of two (2) new transfer courses to the major or minor requirements providing that such an application adheres to the college's standard transfer policy.

A Lakeland College graduate returning under the PACE program will not receive a second degree nor will the graduate receive another diploma. The new major (and/or minor) will appear on the graduate's transcript as an additional major (and/or minor).

STUDENT CLASSIFICATIONS

The following sections state some of the specific criteria used for separating Lakeland students into class level categories. In several cases, the sections include policies that apply only to the students classified in a specific category.

Class Year Classification

All students who have been officially accepted by the college as candidates for the Bachelor of Arts degree will be classified as freshmen, sophomores, juniors, or seniors according to the following criteria:

Freshmen *Students who have earned fewer than 30 semester hours.*

Sophomores *Students who have earned at least 30 but fewer than 60 semester hours.*

Juniors *Students who have earned at least 60 but fewer than 90 semester hours.*

Seniors *Students who have earned 90 or more semester hours.*

Full-Time and Part-Time Classification

Students must be enrolled for at least 12 semester hours of coursework in a term to be considered full-time students. Students must be enrolled in at least 6 semester hours to be considered half-time students. All students who are enrolled in fewer than 12 semester hours of coursework in any term in the Kellett School will be classified as part-time students. International students must be enrolled in a minimum of twelve (12) semester hours of credit during the spring and fall terms.

Overload Policy

Twelve semester hours per semester is considered a full-time academic load. A student who wishes to take more than 12 semester hours during any one academic term must receive special permission to do so. The student's previous academic record and current work schedule will be considered in the approval process, as well as any special circumstances which may be pertinent. No student may be enrolled in more than 18 semester hours. The following conditions apply:

1. The student must have completed at least one prior semester at Lakeland College.
2. The student's cumulative GPA must be above 3.0.
3. Students enrolling in 13-15 semester hours should not be employed full-time.
4. Students enrolling in 16-18 semester hours should not be employed.

Special Kellett School Registration Classifications

In addition to the normal full-time and part-time classifications for enrolled students, there are three other categories at Lakeland in which enrolling students are guided by unique registration policies. Those three categories are high school advanced placement, Program for Alumni Career Enhancement (PACE), and special student registrations. In several cases, different classifications imply differences in tuition costs. For specific details regarding tuition costs, contact your Kellett School advisor.

1. High school advanced placement students who wish to take courses at Lakeland College may do so with written recommendation from a high school principal, guidance counselor, or teacher and with approval of the Lakeland instructor presenting the course. In some cases, this arrangement is made through the State of Wisconsin's Youth Options Program.

All high school advanced placement coursework carries full college credit and may be applied toward a Lakeland degree. Interested students may contact the Office of the Registrar for details and deadlines.

2. The PACE classification includes students who have previously graduated from Lakeland College and are currently enrolled in Lakeland coursework in order to strengthen or add a new major or minor, develop a new area of interest, or complete requirements for a new profession.

The PACE tuition benefit features a special cost reduction by offering traditional program classroom seats that would otherwise be unfilled to students on the PACE plan. Consequently, the PACE benefit may not be applied to out-of-classroom courses (i.e., independent studies, field experiences, and/or internships) or courses for which there is an enrollment waiting list.

3. Special student classification is given to students not covered by the above classifications who have registered for a Lakeland course. Students in this category may be enrolled under a reduced tuition plan.

Special registration will be granted only to those students who are not pursuing completion of a major or minor at Lakeland College.

For more information about these special enrollment programs, please contact the Office of the Registrar.

Students in PACE and other special student categories are subject to the following unique policies:

1. Enrollment in courses is on a space available or standby basis. Full tuition students will be given priority in all courses.
2. With the exception of guaranteed student loans and the application of veteran's benefits, no financial aid is available.
3. Application for special registration enrollment must be made, in writing, to the Office of the Registrar.
4. Internships and independent study courses are not available for those classified as PACE or special students.

Changing from One Lakeland College Program (Traditional/Kellett School) to Another

A student who has not reached senior standing may change from one program to another by filling out a Change of Program Request Form, which is available from a Kellett School advisor. Graduation requirements will be adjusted in accord with the student's new program. A student at senior standing must complete the requirements of his/her current program. A student may at any time enroll in courses through any undergraduate program. The student's advisor must approve all registrations for any Lakeland College program.

A student at senior standing who has been away from Lakeland for one academic year or more and wishes to return but in a different program must apply for readmission. Such a student will be subject to the requirements of the new program.

Tuition charges are based upon course enrollments and not upon program. Please refer to tuition/costs in the Financial Information section of this catalog for a complete explanation.

COURSE POLICIES/GUIDELINES

The following information pertains to policies and guidelines pertinent to courses offered in the undergraduate program.

Grading

The grades of A, AB, B, BC, C, CD, D and F are used to indicate the following:

A = 4.0 quality points per semester hour. Superior work.

AB = 3.5 quality points per semester hour.

B = 3.0 quality points per semester hour. Above average work.

BC = 2.5 quality points per semester hour.

C = 2.0 quality points per semester hour. Satisfactory achievement.

CD = 1.5 quality points per semester hour.

D = 1.0 quality points per semester hour. Course requirements were satisfied at a minimum level.

F = 0.0 quality points per semester hour. Course requirements were not satisfied.

*The grades/notations of I, P, *, W, AU, UAU, WAU, and NR are also used as follows:*

I = Incomplete: Indicates that the student has the prior consent of the instructor to complete required coursework after the end of the regular term. An "Incomplete" grade will

not be entered in the student's record without a signed contract between the student and the instructor. This contract must be submitted during the final week of classes for the relevant term. This form is available at the Kellett School centers. An incomplete grade, if not resolved, is changed to the grade recorded on the incomplete contract in accord with the following rules:

Fall term "Incomplete" must be completed by the end of the following spring term.

Spring term "Incomplete" must be completed by the end of the following summer term.

Summer term "Incomplete" must be completed by the end of the following fall term.

Incomplete grades may not be awarded to international students during their final term at Lakeland College.

P = Pass: Given in courses which are graded on a pass/fail basis.

* = Repeated: Indicates a repeated course along with the original grade received.

W = Withdraw: Indicates that the student has formally withdrawn from a course. Formal withdrawal must be completed before the end of the ninth week of classes in the spring, summer, or fall terms. Courses offered in subterms are subject to a different withdrawal schedule which is announced on the Lakeland website each term.

AU = Audit: Used when students have formally declared that they are taking a course on an audit basis and have completed all work required of audit students by the course instructor. Formal declaration of audit status or withdrawal from an audit must be completed on or before the date announced as the last day to withdraw as indicated on the academic calendar for the relevant term. Failure to meet the instructor's conditions will be recorded as **UAU**; withdrawal from the course will be recorded as **WAU**. These marks are not computed in GPAs. Refer to the Auditing a Course section for more details.

NR = Not Reported: This is a temporary mark. It indicates that the grade for the course had not been received by the Registrar at the time the grades were printed.

Course Numbering

Lower-Level Courses—100's

These are courses with no prerequisites which are generally taken during the freshman year. These courses introduce students to the field at large, including common terms and specialized languages in the field, central strategies and methods of investigation in the field, and/or basic facts and concepts within the field.

Lower-Level Courses—200's

These courses are generally taken during the freshman or sophomore years and have no pre-requisites, but expect that the student has some college experience. These courses introduce students to content within the field or sub-fields, including post-introductory-level language, methods, and concepts (building on 100-level); the application of concepts and methods within a major area of the field (surveys); beginning research skills; and/or critical thinking about the field and how it works.

Intermediate-Level Courses—300's

These courses are generally taken during the sophomore or junior years and are usually the first within a professional/pre-professional sequence. These courses explore particular problems, topics, or techniques within the field and emphasize the application of basic skills to explore these topics and problems. "Student-as-Practitioner"

strategies are used within the classroom, including research and the exploration of research methods. Also included are the following: an examination of problems and debates within the professional field; engagement in those debates and in that study; initial participation within the field of scholars/professionals; and/or instruction based on modeling, case studies, and mentoring.

Upper-Level Courses—400's

These courses are normally expected to be taken during the junior and senior years, providing the undergraduate “Capstone” experience within the major. These courses intensely explore specialized content and require students to create or synthesize knowledge using previously learned skills.

Repeating a Course

Students may repeat a course up to two times but will receive credit for the course only once. The highest grade received will be computed into the cumulative grade-point-average (GPA). All attempts of repeated courses, including the grades received, will remain on the transcript even though only the highest grade is included in the cumulative GPA.

A student who fails a Core II course or a Core III course may take a different Core II course or Core III course to fulfill his/her graduation requirements. A passing grade in the subsequent course will replace the failing grade of the previous Core II or Core III attempt.

Auditing a Course

A student may audit any Lakeland course. Requirements for auditing a course are decided by the instructor. The minimal requirement for an audit is regular class attendance. Upon completion of the work assigned by the instructor, an auditing student will receive a letter grade of “AU” on his or her permanent academic record. No credit is earned for an audited course. Failure to meet the instructor’s conditions will be recorded as UAU; withdrawal from the course as WAU. Course enrollment may be converted to audit status at any time on or before the date announced as the last day to withdraw as indicated on the academic calendar for the relevant term.

Audit tuition is approximately 2/3 of the regular per-course tuition charge. There is no audit tuition reduction for a student who has enrolled under the PACE tuition plan, in a graduate program course, or under other special tuition rates.

Independent Study Courses—Evening, Weekend, Online Undergraduate Program

Approval for courses taught on an independent study basis is contingent upon the availability of a qualified, experienced instructor and the permission of both the Vice President for the Kellett School and the Vice President for Academic Affairs/Dean of the College. Regularly scheduled courses will be approved as independent studies only when they have been unavailable to students due to scheduling conflicts on the part of the college. With appropriate approvals, students may take up to two courses on an independent study basis in anyone subject area.

If a student's academic advisor believes the student would benefit from an independent study, the academic advisor should verify, with assistance from the Office of the Registrar if needed, whether the student is eligible for the independent study and whether the student must complete the course requested for independent study in the proposed term. When the proposal is for the independent completion of a regularly

scheduled course, the student must provide a rationale for why he or she was unable to complete the course during the regularly scheduled time. The academic advisor must submit the proposal for independent study to the Vice President for the Kellett School. If supported, the Vice President for the Kellett School will submit the proposal to the Vice President for Academic Affairs/Dean of the College. If the proposal is approved, the student must submit a completed independent study form to the Office of the Registrar when registering for the course. A copy of an approval from the Vice President for the Kellett School and the Vice President for Academic Affairs/Dean of the College must accompany the form. Independent study forms are available from your academic advisor. The independent study form and approvals must be turned in to the Office of the Registrar no later than the last day to Add/Drop a course in each term.

Undergraduate Students Enrolling in Graduate Courses

Undergraduate students with senior standing, a GPA of 3.0 or higher, and the appropriate foundation coursework may enroll in nine (9) semester hours of Master of Business Administration (M.B.A.) coursework as part of their undergraduate degree. Only six (6) of these nine (9) M.B.A. credits may be applied later to the 36 credits required for a Master of Business Administration degree. The other Lakeland College graduate programs require a completed undergraduate degree prior to enrolling in graduate coursework.

ACADEMIC STANDING

Academic standing categories are used to distinguish those students who are doing exceptional work from those who are performing satisfactorily and from those who are not meeting Lakeland's minimum achievement expectations. While consistently exceptional performance over the full college career is required to earn graduation honors, exceptional performance for one term may earn a place on the Dean's List. Lakeland's academic standing categories are fully described in the following sections.

Graduation Honors

To be eligible for graduation honors, a student must complete a minimum of one-half of the coursework (60 semester hours) required for graduation through Lakeland College. Only those grades earned in Lakeland courses will be used when calculating Lakeland grade-point-averages. Graduate students are not eligible for honors. Lakeland graduation honors are based on the following cumulative GPA criteria:

Summa Cum Laude = 3.80–4.00

Magna Cum Laude = 3.60–3.79

Cum Laude = 3.50–3.59

(Further information may be found in the "Graduation Policy" section of this catalog.)

The Dean's List

A dean's honor list is prepared at the close of each fall, spring, and summer term. The Dean's List includes those full-time students (enrolled in a minimum of 12 semester hours) who have attained a grade-point-average of 3.5 or better for the term. Grades earned in courses transferred from another college are not included in the Lakeland GPA.

Standards for Academic Good Standing

Kellett School students must maintain a minimal grade point average (GPA) during each of their terms at Lakeland. These term GPA standards are as follows: freshmen–1.75; sophomores–2.00; juniors–2.00; seniors–2.00. In addition, students at junior status or higher must maintain a minimum cumulative GPA of 2.0. Students who fail to meet these minimal term and/or cumulative GPA standards face academic probation, suspension, or dismissal from the College.

In addition, all students must successfully complete a minimum of three-semester hours of coursework during each three-semester period. Students who fail to pass the required number of semester hours also face academic probation, suspension, or dismissal from Lakeland College.

Standards for Academic Good Standing: Minimum Requirements by Class

Class Standing	Required Minimum Term GPA	Required Minimum Cumulative GPA	KELLETT: Required Minimum Number of Credits Successfully Completed <i>Each Three-Semester Period</i>
First-time, first-semester freshman	1.75	1.75	3 credits
Freshman in second or subsequent term	2.0	2.0	3 credits
Sophomore	2.0	2.0	3 credits
Junior	2.0	2.0	3 credits
Senior	2.0	2.0	3 credits

The intent of these minimum performance standards is to encourage students to give their best efforts to their college coursework at all times, thereby enhancing their own future opportunities for employment and the timely completion of their college degree programs. Maintenance of good academic standing and minimum academic progress is also required in order to retain eligibility for future financial aid awards.

The Vice President for Academic Affairs, in collaboration with the Registrar, Kellett School Personnel, and the Director of Financial Aid will review each student's term GPA at the end of regular semesters. Based on the findings of this review, the Vice President for Academic Affairs will implement the following policies.

Academic Probation, Suspension, and Dismissal

Probation Students whose cumulative GPA falls below the minimal standard or who fail to pass the required number of semester hours will be placed on academic probation for the following semester. In addition, juniors or seniors whose cumulative GPA falls below 2.0 will be placed on academic probation for the following semester. The Vice President for Academic Affairs will inform those students placed on academic probation of their status and the conditions under which they can return to academic good standing.

Suspension Students who fail to fulfill the terms of their academic probation will be suspended for one semester. After a suspended student has been away from Lakeland College for one semester, he or she may apply for readmission. A student who has been readmitted to the college after a period of academic suspension will return on academic probation.

Dismissal Students who are readmitted after an academic suspension and fail to meet the appropriate term GPA standard will be academically dismissed. Dismissed students may no longer enroll in Lakeland College coursework and are ineligible for readmission to Lakeland College.

Appeals of suspension decisions may be made to the Vice President for Academic Affairs. Letters outlining the details of appeals and appropriate student contact information should be sent to the Vice President for Academic Affairs at least one week prior to the first day of the next academic term. Dismissals may not be appealed.

Withdrawal from the College

Students who wish to withdraw from Lakeland during a term must contact their Kellett School advisor and complete the official withdrawal process if they wish to withdraw in good standing. *(Please refer to the "Financial Information" section of this catalog for the refund policy.)*

Readmission to the College

Students who have withdrawn or who have been suspended from the College must make written application for readmission in order to be re-enrolled in Lakeland classes. Successful readmission requires the complete payment of all prior balances due to the College and approval of the Kellett School Admissions Committee as well as the approval of the Vice President for Academic Affairs. Students who were suspended or who were not in good academic standing at the time they left the college will be asked to submit grades from any college-level coursework they may have completed elsewhere and/or letters of recommendation from any employers or supervisors who observed their work during the time they were absent from Lakeland. Such students may be readmitted on academic probation status.

Prior to readmission the college will conduct an overall review of the student's records relating to his or her prior experience at Lakeland College. This review will include academic performance, conduct, compliance with financial obligations, and any other factors deemed relevant. The college reserves the right to make the readmission decision based on any combination of the above factors in the best interests of the student as well as the college community. The policy applies to all readmissions regardless of the reasons for the student's initial withdrawal from the institution.

Readmitted students are subject to the degree requirements in effect at the point of their reentry to the college.

Readmission Following Suspension

Students who have been suspended may apply for readmission after one academic semester has elapsed. Successful readmission requires the complete payment of all prior balances due to the college, the approval of the Admissions Advisors, and the approval of the Vice President for Academic Affairs. If readmitted, students who were previously suspended will be placed on probation status until their coursework merits a return to good academic standing. Students who have been readmitted following a suspension must improve their overall GPA each term until they have earned a return to good academic standing. Failure to earn a return to good standing may result in dismissal from the college.

Readmission Following Withdrawal

Students who have voluntarily withdrawn may apply for readmission under the same procedures listed above for readmission to the college. Students who officially withdrew in good standing and are readmitted will return in good academic standing.

**UNDERGRADUATE PROGRAM
CURRICULUM**

General Studies

Majors, Minors

Course Descriptions

UNDERGRADUATE PROGRAM

The following pages include the majors and minors offered regularly through the college's Kellett School undergraduate curriculum. Additional programs and courses may, on occasion, be available. For a listing of all undergraduate courses, please see the day program catalog.

	Major	Minor	Courses Only	Teacher Certification (Available in the Kellett School Milwaukee Center only)
Accounting	Yes	No		No
Business Administration	Yes	Yes		No
Communication	Yes	Yes		No
Computer Science	Yes	Yes		No
Criminal Justice	Yes	No		No
Economics	No	Yes		No
Education—Early Childhood	Yes	<i>Includes a Minor</i>		Yes
Education—Middle Childhood –Early Adolescence	Yes	<i>No—requires a minor</i>		Yes
English	No	Yes		Yes
English as a Second Language	No	Yes		Yes
Healthcare Management	Yes	No		No
History	No	Yes		Yes
Marketing	Yes	No		No
Mathematics	No	Yes		Yes
Political Science	No	Yes		Yes
Psychology	Yes	Yes		No
Specialized Administration	Yes	No		No

Credits

The unit of credit is the semester hour. It is defined as one class hour (or its equivalent) per week for one semester.

All courses listed in this catalog are three-semester-hour courses unless indicated otherwise.

Writing Intensive (WI) Courses

Lakeland College understands the role good writing skills play not only in a student's college career but also throughout a graduate's life. The General Studies curriculum requires that all Lakeland students take at least six (6) semester hours of writing-intensive coursework prior to graduation. Three semester hours of the writing-intensive requirement will be fulfilled by an upper-level Core III course; the remaining semester hours will be fulfilled through courses in a student's major specifically designated as writing-intensive by that department's faculty. (See list below.) While most courses in Lakeland's curriculum require that some written work be completed outside of class, instructors teaching the writing-intensive courses offer students additional opportunities to improve their writing skills through peer editing sessions, student-faculty conferences, and in-class instruction. All writing-intensive courses are labeled in this catalog with a **(WI)** designation.

Designated Writing-Intensive (WI) Courses for Majors

All courses are three semester hours.

<u>Course Number and Title</u>	<u>Major(s)</u>
BUS 422 Healthcare Law and Ethics	Healthcare Management
BUS 491 Business Policy and Strategy	Accounting, Business Administration, Marketing, Specialized Administration
COM 350 Rhetorical Criticism	Communication
CPS 445 Systems Analysis and Design	Computer Science
CRJ 492 Contemporary Issues in Crime and Justice	Criminal Justice
EDU 449 Education Capstone Course	Education (PK-6 and 1-8)
PSY 362 Cognition and Learning	Psychology
PSY 463 History and Systems of Psychology	Psychology
WRT 300 Advanced Composition	Communication

Academic Assessment at Lakeland College

We believe that the process of educating students is not complete until the college's faculty have thoroughly assessed student performance and used this feedback information to fine-tune, among other things, an academic program's content, instruction, and measurement instruments.

To this end, each of the college's major and minor programs follows its own comprehensive assessment plan. The various measures of student learning that we obtain through these assessment plans are analyzed annually.

One of the most important aspects of any academic assessment plan is the set of overall expectations that faculty determine for their programs. Readers of this catalog will notice that for each major or minor described on the following pages, we have included a short list of the most important things we expect a student to know or be able to do upon completion of that program.

GENERAL STUDIES

At Lakeland College, every faculty member, no matter his or her field, is a member of the General Studies Division, and almost all Lakeland traditional undergraduate teachers participate in the courses of the General Studies Program. This is because, beneath its rather simple name, “General Studies” stands as the most important part of our curriculum, unifying all the others. Simply put, it represents the College’s and its faculty members’ dedication to our school’s liberal arts tradition.

The General Studies Program comprises those parts of the curriculum that are required of all Lakeland graduates—the classes and course sequences that one must complete regardless of one’s major. These common courses and requirements reflect Lakeland’s commitment to providing students (1) with the foundational skills they need to succeed in college and beyond, (2) with experiences across a breadth of fields and areas of learning, and (3) with the ability to think critically and to bring those forms of knowledge to bear on issues within their chosen programs, the larger community, and their own lives.

To accomplish its goals, the General Studies Program includes three distinct kinds of coursework and sets of requirements, each of which is detailed below:

- I. **College Skills.** These courses prepare students for college work, establishing the essential communicative and quantitative skills that will serve them throughout and beyond their undergraduate careers.
- II. **Distributional Studies.** These requirements expand students’ intellectual horizons, exposing them to multiple areas of study, to styles of thinking and exploration that span the curriculum, and thus to diverse perspectives on the world and their place in it.
- III. **The Core Sequence.** This series of interdisciplinary courses brings focused skills and breadth of inquiry into a single classroom, with classes specially designed to foster critical thinking and help students both to appreciate and to utilize multiple points of view.

Together, these requirements produce graduates who are able to communicate clearly, reason intelligently, and respond knowingly to issues and questions across academic disciplines. As a central component of Lakeland’s educational philosophy, the General Studies curriculum is dedicated to the idea that all college students profit from having a broad foundation of academic skills and experiences, the capacity to comprehend and make connections among diverse perspectives, and the willingness to build on that foundation throughout their lives.

I. College Skills. Taken together, the College Skills requirements ensure that all Lakeland students have secure and enhanced abilities in writing, reading, and mathematics—skills that are needed not only to succeed in college coursework, but also to remain in highest demand by employers. These skill-based requirements come in three types (Fundamental, Rhetorical, and Quantitative). All College Skills courses, however, help students develop undergraduate-level capabilities, all of which enhance their powers of thinking, reasoning, and understanding, both inside and outside their majors.

- A. *Fundamental Skills (“Workshops”).* The Fundamental Skills requirements were designed to ensure that all Lakeland students possess the foundational abilities required for academic and professional success. If evidence of basic proficiency in reading, writing, and mathematics via transfer work or proficiency examination is not demonstrated, the following courses may be required:
 - GEN 100 College Writing Workshop
 - GEN 101 Reading Workshop
 - GEN 102 Mathematics Workshop

Note: No more than six semester hours of Fundamental Skills courses may be applied toward the completion of a Lakeland degree. All courses, however, contribute to a student's full- or part-time status.

- B. *Rhetorical Skills*. Lakeland's written communication sequence develops and reinforces students' capacity for writing clearly, coherently, and correctly, while enhancing students' abilities to use writing as a tool for thinking and analysis. Lakeland's Rhetorical Skills requirement includes the following:

GEN 110 Expository Writing

GEN 112 Persuasive Writing

At least three semester hours of writing-intensive (WI) coursework in the student's major
One writing-intensive (WI) course in the Core Sequence (Core III)

- C. *Quantitative Skills*. Lakeland students develop quantitative literacy through courses designed to establish basic mathematical and statistical reasoning, allowing students to think about their world and themselves through a numerical lens. To complete this requirement, students must earn an ACT mathematics score of 24 or above or pass one of the following courses:

MAT 130 Intermediate Algebra

MAT 150 Statistics for Everyday Life

II. Distributional Studies. As our mission Statement indicates, Lakeland College and its curriculum are rooted deeply in the liberal arts tradition. At Lakeland, we believe a college education should not just prepare students for a specific job or field of study, but should encourage all students to explore the breadth of human achievement and inquiry. Lakeland's Distributional Studies requirement facilitates that kind of exploration by leading students through areas of knowledge associated with the traditional liberal arts and exposing them to each area's essential modes and methods of thought.

Taken together, these distinct disciplinary perspectives offer new ways of seeing and understanding the world. These "ways of seeing" help students to appreciate the ways in which culture and language, history and society, nature and numbers, art and ideas all interact in their lives—ultimately enhancing each student's particular path of learning.

To complete this requirement, students must take at least three semester hours of coursework within any seven of the following eight categories. Although listed course prerequisites still apply, all courses with the parenthetical program designations are acceptable unless specifically excluded below:

Note: Distributional Studies requirements differ for Education majors. A list of these requirements appears on page XX-YY.

Art, Music, and Theatre (ART, MUS, THE)

History and Political Science (HIS, POL)

Literature and Writing (ENG, WRT)

(Excluded courses: WRT 110; WRT 210)

Mathematics (MAT)

(Excluded courses: MAT 130; MAT 150)

Natural Sciences (BIO, CHM, PHY)

Philosophy and Religion (PHI, REL)

Social Sciences (ANT, CRJ, ECN, SOC, PSY)

(Excluded course: SOCP 335)

World Languages (CHI, GER, JPS, SPA)

Distributional Studies Requirements for Education Majors

Art, Music, and Theatre (ART, MUS, THE)

Early Childhood through Middle Childhood Education majors and Middle Childhood through Early Adolescence Education majors should select ARTE 312 and MUSE 317.

History and Political Science (HIS, POL)

Education majors must select two courses: HIS 111 or HIS 112 and POL 221 or POL 231. Early Childhood Education majors and Middle Childhood through Early Adolescence Education majors must also take HIS 101 or HIS 102. Early Adolescence through Adolescence Education majors must also take HIS 101, HIS 102, HIS 211, HIS 232 or HIS 247.

Literature and Writing (ENG, WRT)

(Excluded courses: WRT 110; WRT 210)

Education majors must take one of the following: ENG 200, ENG 211, ENG 212, ENG 220, or ENG 225.

Mathematics (MAT)

(Excluded courses: MAT 130; MAT 150)

Early Childhood through Middle Childhood Education majors and Middle Childhood through Early Adolescence Education majors should select MAT 210. Early Adolescence through Adolescence Education majors must select MAT 162, MAT 220, MAT 230, MAT 231 or MAT 250.

Natural Sciences (BIO, CHM, PHY)

Education majors must select two courses, one Biological Science (BIO 100, BIO101, BIO 110, BIO 111) and one Physical Science (CHM 100, CHM 131, CHM 200, PHY 100, PHY 200, PHY 251).

Social Sciences (ANT, CRJ, ECN, SOC, PSY)

(Excluded course: SOCP 335)

Education majors must take EDUP 230. Early Childhood and Middle Childhood through Early Adolescence Education majors must also take ANT 223.

Education majors must also take a minimum of three (3) semester hours from one of the following categories:

Philosophy and Religion (PHI, REL)

World Languages (CHI, GER, JPS, SPA)

Education Majors must also complete one of the following:

GEN134 Humanities I

GEN 135 Humanities II

III. The Core Sequence. Just as the Distributional Studies requirements are designed to expose students to multiple perspectives on knowledge and the world, Lakeland’s Core Sequence reunites those perspectives within a single series of classes, offered throughout a student’s career. These Core courses are small, seminar-style offerings built around a common issue or class theme. Unlike courses housed within academic departments, however, Core courses are explicitly interdisciplinary, including readings and discussions that are informed by multiple fields of inquiry.

The Lakeland Core Sequence uses these interdisciplinary courses, designed and taught by faculty members across our various divisions and programs, in order to:

- teach and develop methods of critical thinking;
- encourage thoughtful interaction among students and their teachers;
- integrate various disciplinary points of view; and
- examine personal, social, and civic values.

Across four integrated classes, students hone these critical thinking, communicative, and analytical skills at increasing levels of sophistication and on progressively complex topics, beginning with notions of the self, moving out into timeless questions of human existence and, finally, engaging topics of current global relevance.

- A. *Core I: Knowing the Self.* GEN 130 Core I takes the multiple perspectives built into Lakeland’s Distributional Studies requirement (see above) and uses them to help students think about a vital and personal topic: the self. Through readings and experiences in science and sociology, art and religion, and other disciplinary points of view, students explore questions of identity and ways of envisioning who “we” are. This approach develops new students’ critical thinking skills, inviting them to articulate and refine a personal self-concept orally and in writing. A discussion-based format invites students to summarize their discoveries and to explore and interact respectfully with alternate points of view.
- B. *Core II: Exploring the Human Condition.* This sophomore-level course takes the questions, perspectives, and critical-thinking skills of Core I and expands their historical and cultural range, examining persistent questions about the human condition. By focusing on a single “central theme,” students note how such topics have been addressed and readdressed throughout history, across cultures, and within different fields of knowledge. Class discussions and presentations develop critical thinking, reading, and writing skills by exploring effective strategies for argumentation, evaluating evidence, and comparing and contrasting points of view.

Core II courses focus on the following perennial topics:

- GEN 310 Core II: Exploring Vocation
- GEN 311 Core II: Ideas of Human Nature
- GEN 312 Core II: Gender Studies
- GEN 325 Core II: Love and Lust
- GEN 345 Core II: Visions of the Afterlife
- GEN 355 Core II: Science, Non-Science, Pseudoscience
- GEN 365 Core II: Prejudice and Discrimination

- C. *Core III: Shaping the Future.* The Core Sequence's final level asks upper-level students to apply their understanding of individuals and the human condition to a contemporary societal problem. If Core I looks at the present and Core II builds on resources from the past, then Core III looks to the future, using current events and cross-cultural challenges as a springboard for discussing the costs and benefits of potential policies, decisions, and choices. As a "writing intensive" (WI) course, these sections of Core build on the skills developed earlier in the Core Sequence, focus on the ability to research and revise one's ideas, and require students to explore and communicate ethical proposals for change. Lessons and concepts are grounded through service in the local community.

Core III courses focus on the following contemporary topics:

GEN 425 Core III: Excellence and Innovation

GEN 426 Core III: The Digital Divide

GEN 442 Core III: Global Health Issues

GEN 443 Core III: Environment and Consumption

GEN 445 Core III: Global Conflict and Cooperation

Most Lakeland students are required to complete all levels of the Core Sequence. Intermediate and upper-level transfer students, however, are exempt from some Core requirements. Students entering with 30-89 semester hours in transfer credit must complete a Core II and a Core III course, while students entering with 90 or more semester hours in transfer are only required to complete a Core III course.

ACCOUNTING

If business were a country, then accounting would be its language. Accounting is the way in which businesses communicate, keep score, and share the most valuable commodity of all—information. For this reason, accountancy has become one of the most popular professional majors at colleges and universities.

The accounting major does not simply teach one to balance books; it trains students to be economic problem-solvers and analysts, professionals who are able to identify, measure, and make judgments about all types of economic information. These accounting skills lead to rewarding positions in financial and tax planning, business consulting, bookkeeping, auditing, and many other fields in the global marketplace. With a few additional courses, the Lakeland accounting major qualifies its students to sit for the CPA and CMA examinations.

Students who major in Accounting will be able to:

- understand and use the central principles, theories, and rules of accounting as both a field of study and a practical skill;
- appreciate and abide by the ethical and legal rules that govern business relations and specifically govern the accounting profession;
- comprehend the ways in which economic institutions function at various levels and influence the practice of accountancy;
- communicate business and economic information to stakeholders in a clear and professional manner; and
- sit for and pass their chosen professional certifying examinations (CPA, CMA, etc.).

Accounting Major **(57 semester hours)**

ACC	210	Financial Accounting Principles
ACC	220	Managerial Accounting Principles
ACC	350	Federal Income Tax I
ACC	355K	Federal Income Tax II
ACC	395	Intermediate Accounting I
ACC	396	Intermediate Accounting II
ACC	420	Cost Accounting
ACC	465	Accounting Information Systems
ACC	471	Advanced Accounting I
ACC	472	Auditing Theory and Practice
ACC	474	Advanced Accounting II
BUS	301	Management Information Systems
BUS	330	Management Principles
BUS	340	Principles of Business Finance
BUS	350	Marketing Principles
BUS	410	Business Law I
BUS	491	Business Policy and Strategy (<i>Writing Intensive</i>)
ECN	220	Principles of Macroeconomics
ECN	230	Principles of Microeconomics

Accounting Cognate Emphases

Cognate emphases complement the Lakeland College accounting major. By adding courses in an emphasis area to the courses in the major, accounting students can make themselves distinctively qualified, skill-ready, and highly employable in the emphasis field. The following cognate emphasis areas are available: Finance and Insurance, Forensic/Fraud, and Taxation.

Finance and Insurance (18 semester hours):

- BUS 325 The Insurance Industry
- BUS 424 Intermediate Corporate Finance
- BUS 440 Personal Insurance Lines
- BUS 441 Commercial Insurance Lines I
- BUS 442 Commercial Insurance Lines II
- ECN 360 Money, Banking and National Income

Forensic/Fraud Emphasis (12 semester hours):

- ACC 265 Fraud Investigation I
- ACC 365 Fraud Investigation II
- CRJ 140 Introduction to Criminal Justice
- CRJ 345 Criminal Law

Taxation Emphasis (12 semester hours):

- ACC 458 Taxation III
- ACC 459 International Taxation
- ACC 491 Readings and Research in Accounting
- BUS 366 Global Financial Markets

Generally, Lakeland will accept accounting credits earned for coursework taken at accredited two-year, post-secondary institutions to meet requirements for the accounting major. However, ACC 355K Federal Income Tax II, ACC 396 Intermediate Accounting II, ACC 471 Advanced Accounting I, ACC 472 Auditing Theory and Practice, and ACC 474 Advanced Accounting II must be taken and passed at Lakeland to meet requirements of the accounting major. Taking these courses at Lakeland will not cause the loss of credits for courses of the same or similar titles transferred from two-year institutions; nor will taking any two of the following courses: ACC 395 Intermediate Accounting I, ACC 420 Cost Accounting, ACC 350 Federal Income Tax I, or ACC 465 Accounting Information Systems, jeopardize the transfer of credits for courses of the same or similar title taken at a two-year institution.

BUSINESS ADMINISTRATION

Successful businesses, no matter what they sell, have at least one thing in common: they need to be well managed. Successful management, however, is not a narrow set of skills. Business professionals must be able to analyze economic opportunities, predict outcomes, and implement business decisions. They need to be literate in the worlds of accounting, economics, finance, law, ethics, and information technology—all to navigate an ever-changing business world.

The business administration major, the central program of Lakeland's Business Administration Division, produces graduates with this wide range of skills and expertise. Its core set of classes introduces students to the major fields within business and economics, while requiring students to "focus" on a particular area of business through their choice of emphasis. Students thus graduate with essential competencies in business administration, as well as focused understanding of at least one key area. Available emphasis areas include Business Economics, Finance and Insurance, Healthcare Management, Hospitality Management, International Business, Management, Nonprofit Management and Sport Management.

This combination of broad-based and specific knowledge in business opens doors into marketing and finance, as well as leadership positions in private industry, government, and nonprofit organizations. In its comprehensiveness and commitment to developing problem-solving and decision making skills, the business administration program is designed to help its graduates succeed anywhere.

Students who major in Business Administration will be able to:

- utilize the central principles of business and business administration, ranging from key theories and issues to specialized rules and operations;
- understand the structures and institutions of the American and world economic systems, specifically as they relate to the business world;
- comprehend the various ways in which people use their resources to achieve personal, business, and social objectives;
- communicate business and economic information to stakeholders in a clear and professional manner; and
- appreciate and abide by the ethical and legal rules by which business entities relate to one another and to society.

Business Administration Major

(45–51 semester hours)

- ACC 210 Financial Accounting Principles
- ACC 220 Managerial Accounting Principles
- BUS 301 Management Information Systems
- BUS 330 Management Principles
- BUS 340 Principles of Business Finance
- BUS 350 Marketing Principles
- BUS 410 Business Law I
- BUS 491 Business Policy and Strategy (Writing Intensive)
- ECN 220 Principles of Macroeconomics
- ECN 230 Principles of Microeconomics
- MAT 220 Probability and Statistics

And the completion of at least one area of emphasis from the following:

Business Economics (12 semester hours)

- ECN 360 Money, Banking and National Income
- ECN 361 Intermediate Macroeconomics
- ECN 362 Intermediate Microeconomics

One of:

- BUS 309 Healthcare Economics
- ECN 301 Economics of Sports
- ECN 365 International Economics

Finance and Insurance (18 semester hours)

- BUS 325 The Insurance Industry
- BUS 424 Intermediate Corporate Finance
- BUS 440 Personal Insurance Lines
- BUS 441 Commercial Insurance Lines I
- BUS 442 Commercial Insurance Lines II
- ECN 360 Money, Banking and National Income

Healthcare Management (12 semester hours)

Not available to Healthcare Management majors

- BUS 305 Survey of the U.S. Healthcare System
- BUS 308 Healthcare Financial Management
- BUS 309 Healthcare Economics
- BUS 422 Healthcare Law and Ethics

Hospitality Management (12 semester hours)

Not available to Hospitality Management majors

BUS 211 Introduction to Hospitality Management (3 semester hours)

Three of the following courses:

- BUS 312 Facilities Planning and Management
- BUS 313 Hospitality Human Resource Management
- BUS 314 Hospitality Sales and Marketing
- BUS 315 Food and Beverage Management
- BUS 316 Accommodations Management
- BUS 335 Study Abroad in Business

International Business (12 semester hours)

Not available to International Business majors

BUS 284 Principles of International Business

BUS 370 Intercultural Communications OR

BUS 335 Study Abroad in Business

BUS 474 International Laws and Regulations

ECN 365 International Economics

Management (12 semester hours)

BUS 425 Retail Management

BUS 445 Logistics and Supply Chain Management

BUS 455 Entrepreneurial Management

BUS 465 Human Resources Management

Nonprofit Management (12 semester hours)

Not available to Nonprofit Organization Management majors

NPO 140 Introduction to Nonprofit Organizations

NPO 330 Managing Nonprofit Organizations

NPO 365 Fundraising

NPO 473 Strategic Planning for Nonprofits

Sport Management (15 semester hours)

Not available to Sport Management minors

ESS 144 Introduction to Sport Studies

ESS 315 Sport Marketing and Promotion

ESS 324 Programming of Athletic Facilities and Events

ESS 410 Organization and Management of Sport Programs

One of:

ECN 301 Economics of Sports

ESS 450 Essentials of Ethics and Law in Sport

Business Administration Minor

(21 semester hours)

(Not Available to Business Division Majors)

ACC 210 Financial Accounting Principles

BUS 150 Pathways to Success: An Introduction to Business

BUS 330 Management Principles

BUS 350 Marketing Principles

ECN 220 Principles of Macroeconomics

ECN 230 Principles of Microeconomics

—continued on the following page

One divisionally-approved elective course (3 semester hours)

The course selected to meet this requirement may not be used to meet requirements of another Business Administration Division major or minor.

COMMUNICATION

Employers agree: communication skills are one of the most important qualifications their workers can have. Communication is a thoroughly interdisciplinary field of study, combining insights from the creative and liberal arts, business, humanities, and social sciences. At Lakeland, students majoring in Communication may choose one of two emphases for their studies: Rhetoric and Public Communication or Professional Communication. In addition to these emphases, Lakeland's unique curriculum accentuates the growing role of new media in communication. This makes it one of the only Communication programs in the region to specifically prepare students for the realities of the cultural and professional landscape created by new media, in concert with more traditional communication forums.

Regardless of a student's chosen emphasis, Communication majors will learn to develop their public speaking, writing, and critical thinking skills, and become engaged and ethical communicators. Communication majors find opportunities for employment in a wide array of careers, including designing and administrating public and professional communication campaigns, public speaking, working in traditional and new media industries, promotions and advertising, public relations, writing and journalism, web content creation and analysis, public policy research, interviewing and human resources, communication consultancy, corporate training, labor relations, and speech-writing, among many others. Others will find that a degree in Communication also provides a solid foundation for continuing one's education with a professional degree in law or business, or a graduate degree in the arts, humanities, or social sciences.

Communication Major

(42 semester hours)

Complete the following core courses:

- COM 100 Introduction to Mass Media
- COM 111 Fundamentals of Public Speaking
- COM 211 Interpersonal Communication
- COM 220 Persuasion and Advocacy
- COM 325 New Media and Digital Communication
- COM 340 Communication Theory
- COM 350 Rhetorical Criticism (*Writing Intensive*)
- COM 425 Critical Communication Approaches to New Media
- WRT 300 Advanced Composition (*Writing Intensive*)

Three semester hours of additional communication (COM) electives.

And the completion of one of the following areas of emphasis:

Rhetoric & Public Communication Emphasis

Four of the following:*

- COM 225 Political Communication & Activism
- COM 240 American Oratory
- COM 280 Special Topics in Communication
- COM 360 Media Literacy and Effects
- OR SOC 325 Sociology of Media and Mass Communication
- COM 370 Communication and Social Media
- COM 480 Special Topics in Communication

—continued on the following page

Professional Communication Emphasis

Four of the following:*

- COM 212 Team-Based and Group Communication
- COM 280 Special Topics in Communication
- WRT 150 Computer Design/Adobe InDesign for the PC
OR ART 103 Digital Page Layout/InDesign
- WRT 201 News Writing
- WRT 330 Advertising and Public Relations Writing
- COM 370 Communication and Social Media
- COM 480 Special Topics in Communication

***Note:** Students may only use a maximum of two Special Topics in Communication courses (either COM 280 or COM 480) to fulfill requirements in their area of emphasis.

Communication Minor

(24 semester hours)

- COM 100 Introduction to Mass Media
- COM 111 Fundamentals of Public Speaking
- COM 211 Interpersonal Communication
- COM 220 Persuasion & Advocacy
- COM 325 New Media and Digital Communication
- COM 350 Rhetorical Criticism (*Writing Intensive*)

Two of the following:

- COM 212 Team-Based and Group Communication
- COM 225 Political Communication & Activism
- COM 240 American Oratory
- COM 340 Communication Theory
- COM 360 Media Literacy and Effects
- COM 370 Communication and Social Media
- COM 480 Special Topics in Communication

COMPUTER SCIENCE

Computers have become such an essential part of our lives that most of us no longer think about them. We simply expect that they will be there—streamlining our workplace, accessing our information, and providing our entertainment. That’s where computer science graduates come in: they create and maintain computer and information technologies so the rest of us can live better lives.

The computer science major enables students to position themselves “inside” the already-accomplished computer revolution. Majors are presented with a practical background in programming and data management, as well as the skills that will allow them to devise and implement computer solutions to real-world problems. At the upper levels of coursework, students use electives to guide and focus their own studies, preparing themselves for careers in applications programming, information technology, and systems management.

Students who major in Computer Science will be able to:

- understand and work with basic concepts in the fields of computer operations and program design;
- write clear and accurate code in a high-level computer language;
- analyze computer systems and design and implement real-life applications; and
- work effectively in groups and appreciate the importance of such group interactions in the world of computer programming and design.

Computer Science Major

(45–46 semester hours)

- CPS 200 Programming I
- CPS 210 Database Basics
- CPS 212 Programming II
- CPS 362 Introduction to Data Structures
- CPS 440 Database Management
- CPS 445 Systems Analysis and Design (*Writing Intensive*)
- MAT 250 Discrete Mathematics

Eight (8) additional courses from the following, six of which must be computer science (CPS) designated courses:

- CPS 221 COBOL Programming
- CPS 250 Information Security and Forensics I
- CPS 280 Special Topics in Computer Science
- CPS 313 Advanced Programming
- CPS 315 Object-Oriented Programming I
- CPS 316 Object-Oriented Programming II
- CPS 320 Computer Hardware
- CPS 325 Networking and Telecommunications
- CPS 340 Visual Basic
- CPS 420 Operating Systems
- CPS 450 Information Security and Forensics II
- CPS 480 Special Topics in Computer Science
- A foreign language course (4 semester hours)

Computer Science Minor

(27–28 semester hours)

- CPS 200 Programming I
- CPS 210 Database Basics
- CPS 212 Programming II
- CPS 440 Database Management
- CPS 445 Systems Analysis and Design (*Writing Intensive*)
- MAT 250 Discrete Mathematics

Three (3) additional courses from the following, two of which must be computer science (CPS) designated courses:

- CPS 221 COBOL Programming
- CPS 250 Information Security and Forensics I
- CPS 280 Special Topics in Computer Science
- CPS 313 Advanced Programming
- CPS 315 Object-Oriented Programming I
- CPS 316 Object-Oriented Programming II
- CPS 320 Computer Hardware
- CPS 325 Networking and Telecommunications
- CPS 340 Visual Basic
- CPS 362 Introduction to Data Structures
- CPS 420 Operating Systems
- CPS 450 Information Security and Forensics II
- CPS 480 Special Topics in Computer Science
- A foreign language course (4 semester hours)

CRIMINAL JUSTICE

What is crime? What causes it? What should we do about it?

Lakeland's criminal justice program addresses these questions from both practical and theoretical perspectives and combines the analytical and research skills of sociology with a clear vocational emphasis. In criminal justice classes, students learn the details of the correctional and law enforcement systems, from police procedures to community relations. Students are asked to think about the nature of criminal behavior and the ways we have chosen as a society to address it.

Courses focus on the measurement of crime, the analysis and prevention of criminal behavior, and the function of the rule of law in society. Students gain the knowledge and problem-solving abilities they need to pursue graduate study or begin a career in probation/parole, law enforcement, corrections, and related areas of our country's expanding criminal justice system.

Students who major in Criminal Justice will be able to:

- understand the structure, function, and history of our criminal justice and judicial systems;
- comprehend and employ appropriate and up-to-date methods in various areas of crime prevention and control;
- conduct social research appropriate to the field of sociology and criminology, including statistical evaluation of the findings from quantitative measures; and
- analyze social and criminological theories and analyze and critique the criminal justice system.

Criminal Justice Major

(41 semester hours)

An approved Associate of Arts degree in Criminal Justice, Police Science, Corrections, or Law Enforcement plus the following courses:

One of the following:

- PSY 200 General Psychology
- SOC 100 Introduction to Sociology
- MAT 220 Probability and Statistics
- CRJ 140 Introduction to Criminal Justice
- CRJS231 Criminology and Deviance
- CRJ 240 Criminal Justice Research and Report Writing
- CRJ 342 Juvenile Delinquency and Juvenile Justice
- CRJ 344 Policing in America
- CRJ 345 Criminal Law
- CRJ 348 Corrections in America
- CRJ 370 Ethics and Justice
- CRJ 400 Internship in Criminal Justice
(4 semester hours or 200 field experience hours)
- CRJ 492 Contemporary Issues in Crime and Justice: Senior Seminar (*Writing Intensive*)
- SOCP 220 Social Psychology
- SOCP 335 Research Methods for the Behavioral Sciences (4 semester hours)

Two of the following:

- CRJS 341 Sociology of Law
- CRJ 347 Criminal Investigations
- CRJ 355 Offender Assessment and Rehabilitation
- CRJ 450 Race, Ethnicity, and Crime
- CRJ 451 Effective Policing Practices
- CRJ 452 Effective Correctional Practices
- CRJ 480 Special Topics in Criminal Justice

ECONOMICS MINOR

The field of economics has been called "the science of choice"—the systematic study of how people use scarce resources to get the things they want. This science doesn't take place in a remote laboratory, however, but on every corner of our economic world. It addresses the biggest issues of global markets and national tax policy and the smallest everyday decisions about how we will spend our time and money. Whether one is thinking about governments, businesses, or households, our students understand that economic literacy is a must.

Students minoring in Economics are provided a strong foundation in economic theory, while having opportunities to explore practical decision-making situations from the business world. As part of a liberal arts curriculum, economics teaches critical thinking at its most fundamental level, challenging students to question how we assign value to the things in our lives.

Economics Minor

(18 semester hours)

(Not Available to Business Division Majors)

ECN 220 Principles of Macroeconomics

ECN 230 Principles of Microeconomics

ECN 361 Intermediate Macroeconomics

ECN 362 Intermediate Microeconomics

Two from the following:

BUS 309 Healthcare Economics

ECN 301 The Economics of Sports

ECN 360 Money, Banking and National Income

ECN 365 International Economics

Students with additional majors and/or minors in Business Management, International Business, and Marketing, please refer to the restrictions pertaining to the selection of electives associated with each major and minor.

EDUCATION

Teaching is more than a career; it is a calling. One part of our calling as Lakeland teachers is to prepare the next generation of educators—including you. The Education program at Lakeland is committed to providing aspiring teachers with the skills and practical experiences they need to thrive in the classroom. Beyond skills and knowledge, though, the program helps our students to develop into teachers who are caring and reflective, teachers who address the needs of all children, teachers who make a difference.

Lakeland's Education program strives to meet the professional, practical, and personal needs of future teachers. First, our students receive all the coursework, knowledge, and assistance they will need to exceed Wisconsin's requirements for teaching certification. Second, they receive the pedagogical tools and practical experiences that starting teachers need in order to succeed in their own classrooms. Finally and most importantly, our Education majors are encouraged to develop their own voice and teaching style through continual hands-on engagement with the teaching process.

Lakeland's program in teacher education is accredited by the Teacher Education Accreditation Council (TEAC).

Students who complete the professional sequence in Education will be able to:

- understand and apply educational theories, instructional strategies, and management techniques within the classroom;

UNDERGRADUATE PROGRAM

- employ current educational research methods and assessment techniques to evaluate and improve learning opportunities;
- appreciate and celebrate diversity in the classroom, adapting their teaching styles to meet the needs of children with different backgrounds, strengths, and approaches to learning;
- use information technology competently to enhance teaching and learning;
- communicate effectively, both verbally and nonverbally, in order to foster active inquiry, collaboration, and supportive interaction in the classroom; and
- continually evaluate and reflect upon the effects of their choices and actions on pupils, parents, and others in the learning community.

To be admitted into a Lakeland College teacher certification program, a student must do the following at least two years before registering for student teaching and one year before applying for admission to student teaching: (**Note:** Second-degree students may follow an adjusted timeline.)

1. Complete the education program application process which involves submission of a completed application form and transmission of a full set of academic credentials from the Office of the Registrar to the Education Division. These credentials should include transcripts of any prior college work, a final high school transcript with indication of high school class rank and GPA, and a copy of ACT or SAT test scores. The student applicant is responsible for the submission of this file.
2. Obtain written recommendations—one from a Lakeland faculty member inside the Education Division and two from Lakeland College faculty members outside of the Education Division. The recommendations should be sent to the chair of the Education Division at the time the program application form is completed and submitted.
3. Submit evidence of a 3.0 overall grade point average (on a 4.0 scale) over at least the last 40 semester hours of college coursework.
Note: A 3.0 grade point average (on a 4.0 scale) is required in one's major, minor (where certifiable), and professional sequence coursework a year before registering for student teaching.
4. Earn passing scores on all three sections of the state-approved, Pre-Professional Skills Test (PPST), a standardized examination assessing reading, writing and mathematical skills proficiency.
5. Complete EDU 100 Introduction to Education or its equivalent with a grade of C or higher.
6. Submit a personal reflection paper describing your thoughts, feelings, and experiences in regard to education and teaching.
7. Complete and submit the results of a criminal background check (See the Chair of the Education Division for further information.).

Admission decisions will be made at the monthly Education Division meetings during the spring and fall terms. Successful admission to the teacher certification program must be completed no later than the fifth semester of full-time enrollment for students entering Lakeland as freshmen, and no later than the third full-time semester for students entering Lakeland as transfers. In both cases, admission must be completed and approved two years before registering for student teaching and one year before applying for admission to student teaching.

The Education Division provides a curriculum which serves the interests and needs of those students wishing to meet the professional requirements for teacher certification at the preschool, elementary, and middle levels. Teacher preparation demands a broad general background in the liberal arts, foundation courses in educational theory and practice, a concentration of subject matter in a teaching field, successful completion of professional skills and competency requirements, and demonstration of performance-based assessments to meet the Wisconsin Department of Public Instruction teacher standards.

Admission to the teacher certification program is a prerequisite for entry into the following courses:

- EDU 331 Science Teaching Techniques
- EDU 332 Mathematics Teaching Techniques
- EDU 341 Children's and Early Adolescent Literature
- EDU 342 Language Arts and Social Science Teaching Techniques
- EDU 373 Field Experience in Education
- EDUP 375 Field Experience in Psychology for Education Majors
- EDU 379 Early Childhood Teaching Techniques
- EDU 382 Reading Teaching Techniques
- EDU 449 Education Capstone Course (*Writing Intensive*)

Teachers need training in human relations to facilitate effective relations with students from varied backgrounds. The required human relations component of teacher certification includes tutoring special students for a minimum of 50 hours, and enrolling in designated courses. The burden of the responsibility for carrying out these activities lies with the student, under faculty direction and with faculty approval. EDU 373 Field Experience in Education includes 50 hours of tutoring.

Student teachers must meet all statutory requirements for their teaching license prior to enrollment in student teaching coursework. Adequate preparation in environmental education is required for licenses in early childhood, middle childhood to early adolescence, science, and social studies. Social science majors and minors (except psychology) also need adequate instruction in cooperative marketing and consumer cooperatives, which may be satisfied by taking cooperative marketing as a non-credit course. Arrangements for this requirement can be made through the Chair of the Education Division.

To be admitted to student teaching, education students must:

1. Be admitted to a teacher certification program at least two years prior to the student teaching semester;
2. Successfully complete all applicable state content knowledge requirements, including passing scores on standardized subject area exam(s) of the Praxis II series. To be eligible for a fall term placement as a student teacher, the appropriate Praxis II test(s) must be successfully completed and the Registrar's office must receive passing scores from ETS by the second Monday of April of the spring term previous to student teaching. To be eligible for a spring term placement as a student teacher, the appropriate Praxis II test(s) must be successfully completed and the Registrar's office must receive passing scores from ETS by the fourth Monday of September of the same year;
3. Submit a course plan demonstrating that all required coursework will be completed prior to student teaching, including the submission of all transfer coursework;
4. Earn a minimum GPA of 3.0 on a 4.0 scale in all college coursework applied to the general studies requirements, the major, the minor, and the professional sequence; and
5. Complete and submit a student teaching application form at least one year prior to the student teaching semester.

To be recommended for state certification upon completion of student teaching, education students must have completed the following requirements:

1. All Lakeland College Education Division course requirements and all current statutory requirements;
2. Have a minimum GPA of 3.0 on a 4.0 scale in all Lakeland coursework required for the major, minor (where certifiable), and professional sequence, exclusive of the student teaching semester; and
3. Have successfully completed student teaching with a grade of "C" or better and received a positive recommendation from all cooperating teachers.

ADDITIONAL TEACHING CERTIFICATION

Certified teachers who wish to obtain additional teaching certification through Lakeland College must:

1. Hold a valid teaching license from the state of Wisconsin;
2. Complete all current professional education sequence and statutory requirements as specified by PI 3 and PI 34 of the Wisconsin Department of Public Instruction (certified teachers are exempt from the PPST and grade-point-average requirements of initial teacher certification);
3. Satisfy the certification requirements of the major or minor area as specified in the current Lakeland College catalog (some of these courses can be satisfied through the offerings of Lakeland's Master of Education program);
4. Earn at least twenty-four (24) semester hours through Lakeland College, at least 9 of which must be in the certification area;
5. Satisfactorily complete the Praxis II content exam in the relevant subject area(s); and
6. Complete six (6) semester hours of supervised teaching in the new area of certification (The supervisor must be a Lakeland College Division of Education faculty person).

Lakeland College's Kellett School offers the following programs designed to lead to teacher licensure by the State of Wisconsin:

1. **Early Childhood through Middle Childhood (EC-MC)**—approximate ages birth through 11, grades PK–6.

Major in Elementary Education including an Early Childhood minor. The minor is completed via a diploma program or an associate degree program through the Wisconsin Technical College System.

2. **Middle Childhood through Early Adolescence (MC-EA)**—approximate ages 6 through 12 or 13, grades 1–8.

Major in Elementary/Middle Education with an approved teaching minor in English, English as a Second Language, history or political science.

Students are required to achieve a passing score on the standardized examination (PRAXIS II) in each certification major, minor, and concentration unless the field is included in the Middle School examination or is exempted by the State Superintendent.

The State of Wisconsin requires a content test in Foundations of Reading for all students seeking licensure in grades kindergarten through five, beginning with those applying for licensure on or after January 31, 2014. Students will be required to earn a passing score on the exam before they can be placed for student teaching at Lakeland College.

Early Childhood through Middle Childhood Education (Elementary Education) Major/Professional Sequence—approximate ages birth through 11, grades PK–6

In addition to the General Studies coursework required of all Lakeland College graduates, students seeking certification to teach at the Early Childhood through Middle Childhood certification level will be expected to complete the following major/professional sequence and the Wisconsin Department of Public Instruction's (DPI) statutory requirements:

- Completion of Wisconsin Technical College's Early Childhood Education Associate Degree or Diploma program including the Administrative Course (WTCS 307–198)
- COM 111 Fundamentals of Public Speaking (through WTCS 801–198)
- MAT 210 Mathematics for Middle Childhood through Early Adolescence Teachers
- SOC 210 Majority-Minority Relations (through WTCS 809–172)

—continued on the following page

- EDU 100 Introduction to Education (through WTCS 307–148)#
- EDU 140 Introduction to Educational Technology
- EDUP 230 Educational Psychology
- EDU 302 Physical Education and Health Teaching Techniques (through WTCS 307–167)#
- ARTE 312 Art Teaching Techniques (through WTCS 307–178)#
- MUSE 317 Music Teaching Techniques (through WTCS 307–178)#
- EDUP 330 Human Growth and Development (through WTCS 307–151, 307–179)
- EDU 331 Science Teaching Techniques*
- EDU 332 Mathematics Teaching Techniques*
- EDU 341 Children’s and Early Adolescent Literature*
- EDU 342 Language Arts and Social Studies Teaching Techniques*
- EDU 373 Field Experience in Education (through WTCS 307–174, 307–192, 307–197)#
- EDU 379 Early Childhood Teaching Techniques
- EDU 382 Reading Techniques for Teachers*
- EDUP 432 Survey of the Exceptional Person (through WTCS 307–187)
- EDU 449 Education Capstone* (*Writing Intensive*)
- EDU 450 Observation and Student Teaching, Early Childhood–Middle Childhood* (12 semester hours)
- EDU 470 Seminar, Observation and Student Teaching* (2 semester hours)

#These WTCS courses apply in transfer only to these requirements in the Early Childhood–Middle Childhood Education Major (PK–6) and may not be used as such in the Middle Childhood–Early Adolescence Major (1–8). This application of transfer credit applies only to those who have completed an Associate Degree or a diploma in Early Childhood Education through the WTCS System.

**Admission to the Education Division is a prerequisite for entry into these classes.*

Middle Childhood through Early Adolescence Education (Elementary/Middle Education) Major/Professional Sequence—approximate ages 6 through 12 or 13, grades 1–8

In addition to the General Studies coursework required of all Lakeland College graduates, students seeking Middle Childhood through Early Adolescence teaching certification will be expected to complete the following major/professional sequence:

- EDU 100 Introduction to Education
- EDU 140 Introduction to Educational Technology
- EDUP 230 Educational Psychology
- EDU 302 Physical Education and Health Teaching Techniques
- ARTE 312 Art Teaching Techniques (2 semester hours)
- MUSE 317 Music Teaching Techniques (2 semester hours)
- EDUP 330 Human Growth and Development
- EDU 331 Science Teaching Techniques*
- EDU 332 Mathematics Teaching Techniques*
- EDU 341 Children’s and Early Adolescent Literature*
- EDU 342 Language Arts and Social Studies Teaching Techniques*
- EDU 373 Field Experience in Education*
- EDU 382 Reading Teaching Techniques*
- EDUP 432 Survey of the Exceptional Person
- EDU 449 Education Capstone Course (*Writing Intensive*)*
- EDU 450 Observation and Student Teaching for Middle Childhood through Early Adolescence Level (12 semester hours)*

—continued on the following page

EDU 470 Seminar, Observation and Student Teaching (2 semester hours)*,
Must be taken concurrently with EDU 450.

COM 111 Fundamentals of Public Speaking

MAT 210 Mathematics for Middle Childhood through Early Adolescence Teachers

SOC 210 Majority-Minority Relations

**Admission to the Education Division is a prerequisite for entry into these classes.*

Students majoring in Middle Childhood/Early Adolescence Education must also complete a certifiable minor in biology, chemistry, English, English as a Second Language, German, history, mathematics, political science, science: life and environmental science emphasis, or Spanish.

ENGLISH MINOR

The English faculty at Lakeland know that reading can and should be an intense experience—an experience that combines a commitment to language, an eye for beauty and detail, an openness to new experience, and an analytically sharp mind.

The English Minor program prepares its students for careers in education, giving them an extensive knowledge of major writers and movements, and critical terms and techniques.

Students who minor in English will be able to:

- understand the central concepts of literary analysis, form, and history, primarily covering major literary works, authors, and movements in America and Great Britain;
- analyze literature in terms of its formal, thematic, and generic qualities;
- construct an interpretive argument about literature through the use of detail;
- present written arguments clearly and persuasively in both formal and informal contexts; and
- appreciate the value of literature as an expression of personal, historical, and universal concerns.

English Minor

(24 semester hours)

for Middle Childhood through Early Adolescence Education Certification (grades 1–8)

ENG 211 Introduction to British Literature I

ENG 212 Introduction to British Literature II

ENG 220 Introduction to American Literature

ENG 370 Shakespeare

WRT 300 Advanced Composition (*Writing Intensive*)

One additional English (ENG) course numbered at the 200 level

Two additional English (ENG) courses numbered at the 300 level or above
(one of which must be at the 400 level). One must have an emphasis in
American literature.

To qualify for Middle Childhood through Early Adolescence (grades 1–8) teaching certification in English, a student must complete the courses listed above, the Middle Childhood through Early Adolescence Education Major/Professional Sequence and the Wisconsin Department of Public Instruction's (DPI) statutory requirements.

ENGLISH AS A SECOND LANGUAGE MINOR

If you want to teach English, it's not enough to know English. And this rule applies many times over if your students have grown up using a native language other than English. The English as a Second Language (ESL) program shows aspiring teachers how to address the unique language issues faced by new users of English and explores the cultural issues faced by those students when they negotiate the English-speaking world, both in and out of school.

Lakeland students who gain this expertise, however, and receive their ESL teaching certification enter an educational system that desperately needs their services. Demographically and legislatively, the demand for ESL teachers has never been higher, with more of these rewarding positions opening every year.

ESL (English as a Second Language) Minor **(23 semester hours)**
for Early Childhood through Middle Childhood Education Certification (grades PK–6)
and/or Middle Childhood through Early Adolescence Education Certification (grades 1–8)

ENG 380/780 The English Language*

ESL 321/721 English Grammar*

One of the following:

HISP 372 United States Ethnic History (*Writing Intensive*)

ESL 322/722 Second Language Acquisition and Applied Linguistics*

ESLE 324/724 Teaching Methods in ESL*

One year of a foreign language (8 semester hours)

To qualify for either Early Childhood through Middle Childhood (grades PK–6) or Middle Childhood through Early Adolescence (grades 1–8) teaching certification in English as a Second Language, a student must complete the courses listed above, the Early Childhood through Middle Childhood Education Major/Professional Sequence or the Middle Childhood through Early Adolescence Education Major/Professional Sequence, and the Wisconsin Department of Public Instruction's (DPI) statutory requirements.

**Students enrolled in Lakeland College's Master of Education (M.Ed.) graduate program may register for these courses for graduate-level credit.*

HEALTHCARE MANAGEMENT

This major is designed to serve the multi-faceted array of providers across the continuum of healthcare services. The major offers students the opportunity to acquire managerial skills, explore real-life applications, and develop problem-solving and decision-making skills. The core classes encompass an extensive knowledge base driven by case analysis, critical thinking, and writing to enable one to successfully navigate an ever-changing environment in the healthcare industry.

Students who major in Healthcare Management will be able to:

- understand and use the United States and the global healthcare systems, their structures, institutions, and the environments within which they function;
- understand and use quantitative and qualitative measures of business and economic conditions and operations that relate to the healthcare systems;
- employ skills in reasoning, problem-solving, decision-making, and communication to convey such information to stakeholders through writing and oral presentation;
- use interpersonal skills to achieve personal, business, and societal objectives that relate to healthcare delivery;

UNDERGRADUATE PROGRAM

- understand the philosophic, ethical, and legal rules by which the healthcare entities and professionals relate to one another and to society; and,
- use basic business functions and their interrelationships to accomplish business and societal objectives.

Healthcare Management Major

(42 semester hours)

An approved Associate Degree in a healthcare-related field plus the following courses:

- ACC 210 Financial Accounting Principles
- ECN 230 Principles of Microeconomics
- BUS 305 Survey of the United States Healthcare System
- BUS 308 Healthcare Financial Management
- BUS 310 Quality Systems in Healthcare
- BUS 330 Management Principles
- BUS 350 Marketing Principles
- BUS 415 Technology Strategies for Healthcare Management
- BUS 422 Healthcare Law and Ethics (*Writing Intensive*)
- BUS 430 Healthcare Policy Analysis
- BUS 465 Human Resource Management
- BUS 491 Business Policy and Strategy (*Writing Intensive*)

Two additional courses (6 semester hours) from the following:

- BUS 307 Health Promotion and Disease Prevention
- BUS 309 Healthcare Economics
- BUS 388 Integrated Marketing Communications
- BUS 421 Healthcare Operations and Risk Management
- BUS 426 Six Sigma in Healthcare
- BUS 427 Decision Analysis in Healthcare

HISTORY MINOR

History is about life—the way people in the past made lives for themselves, the cultures they created, the political and social forces that shaped them, and how those forces continue to influence the world today.

History lends perspective to the educated mind, allowing students to understand the social, economic, political, intellectual, and religious structures that have shaped the modern world. The field encourages students to think critically and creatively, to take evidence about how people once lived and use it to create valid historical arguments and interpretations. These skills and attitudes prepare our graduates to be inspiring teachers and insightful historians, and can also lead them towards such fields as law, government service, ministry, and the business world.

History Minor

(24 semester hours)

for Education* and Non-education Minors

- HIS 102 World History II
- HIS 111 United States History I
- HIS 112 United States History II
- HIS 190 Introduction to the Skills of Historical Practice

—continued on the following page

One of the following:

- HIS 101 World History I#
- HIS 211 History of Asia
- HIS 221 History of Europe
- HIS 232 History of Africa
- HIS 246 History of Latin America I
- HIS 247 History of Latin America II
- HIS 311 The Ancient World#

#It is recommended that education students select either HIS 101 World History I or HIS 311 The Ancient World in order to ensure adequate preparation for the state-mandated content exam in history.

HIS 461 Historiography and Historical Methods

Two additional history (HIS) courses numbered at the 300-level or above

*To qualify for Middle Childhood through Early Adolescence (grades 1–8) teaching certification in history, a student must complete the courses listed above, the Middle Childhood through Early Adolescence Education Major/Professional Sequence and the Wisconsin Department of Public Instruction’s (DPI) statutory requirements.

MARKETING

People who work in marketing have two interrelated jobs—to sell to clients what they are looking to buy, and to educate clients as to what is available for sale. The real art of marketing comes in the various ways that marketers meet these two goals. The study of marketing considers all phases of product/service delivery, from the conception of new ideas to packaging, pricing, promotion, and distribution. To be successful, one engaged in this endeavor needs to be proficient in market research techniques, along with an understanding of logistics, supply chain management, public relations and critical thinking in discerning general market trends and the changing needs of the end user of one’s products and services.

A Lakeland degree in marketing allows the graduate to enter this dynamic field with a solid foundation in economic theory, business management, market research and consumer behavior. Experiential learning is incorporated within the curriculum to accomplish this objective.

Students who major in marketing will be able to:

- utilize the central principles, theories, and rules of marketing in serving clients and their evolving needs;
- appreciate the need for multicultural understanding and sensitivity in serving local, regional and global markets;
- understand the role of marketing in the larger context of business organizations;
- communicate business and economic information to stakeholders in a clear and professional manner;
- respect and abide by ethical conduct in serving markets.

Marketing Major

(45 semester hours)

- ACC 210 Financial Accounting Principles
- BUS 301 Management Information Systems
- BUS 330 Management Principles
- BUS 350 Marketing Principles
- BUS 375 Marketing Research
- BUS 389 Pricing and Financial Management

—continued on the following page

BUS 410 Business Law I
 BUS 445 Logistics and Supply Chain Management
 BUS 485 Marketing Management
 BUS 491 Business Policy and Strategy (*Writing Intensive*)
 ECN 220 Principles of Macroeconomics
 ECN 230 Principles of Microeconomics
 MAT 220 Probability and Statistics

Two courses (6 semester hours) from the following:

BUS 314 Hospitality Sales and Marketing
 BUS 388 Integrated Marketing Communications
 BUS 469 Global Marketing and Management
 BUS 487 Sales Management
 COM 220 Persuasion and Advocacy
 COM 370 Communication and Social Media
 SOC 325 Sociology of Media and Mass Communication
 WRT 330 Advertising and Public Relations

MATHEMATICS MINOR

The rewards of pursuing a mathematics degree are manifold. Of course, math majors can process data, evaluate statistics, and manipulate numbers. But at its core, the study of mathematics is much more a science of puzzle-solving than of number-crunching. Mathematics exercises one's logical and analytical faculties. Ultimately, it is perhaps the world's most useful mind game.

Lakeland's mathematics major easily leads to graduate study or careers in teaching or statistical analysis, and it can be combined with other major programs, such as Computer Science, Business Management, Chemistry, and Biochemistry.

Students who major in Mathematics will be able to:

- understand and use the basics concepts of algebra, analysis, and geometry;
- develop and deploy high-level skills in problem solving, inductive reasoning, logical thought, formal mathematical definitions and proofs, and computations, including the use of computer software;
- communicate their findings effectively by formulating precise definitions, stating clear theorems, and constructing formal proofs; and
- apply mathematical ideas and tools, including computer technology, to real-world problems.

Mathematics Minor **(26 semester hours)**

for Middle Childhood through Early Adolescence Education Certification (grades 1–8)

CPS 100 Introduction to Computers
 MAT 231 Calculus I (4 semester hours)
 MAT 242 Calculus II (4 semester hours)
 MAT 250 Discrete Mathematics
 MAT 322 College Geometry (*Writing Intensive*)
 MAT 330 Mathematical Statistics
 MAT 352 Differential Equations
 MAT 430 Foundations of Mathematics

—continued on the following page

To qualify for Middle Childhood through Early Adolescence (grades 1-8) teaching certification in mathematics, a student must complete the courses listed above, the Middle Childhood through Early Adolescence Education Major/Professional Sequence and the Wisconsin Department of Public Instruction's (DPI) statutory requirements.

POLITICAL SCIENCE MINOR

Politics affect the neighborhoods we live in, the schools we attend, the votes we cast, and the taxes we pay. The study of political science directly enhances our understanding of everyday life by encouraging us to learn how people throughout history have used government, power, and public sentiment to get what they want.

Lakeland's political science minor introduces students to the main traditions and theories of governance. As a field of study, it supplements the major of anyone who plans to enter a career in law, government service, or public policy administration. Moreover, the political science minor can help anyone to take a more confident hand in the decision-making processes that shape our world.

Political Science Minor **(18 semester hours)**
for Education* and Non-Education Minors

- POL 221 American Government I
- POL 231 American Government II
- POL 350 Political Theory
- POL 480 Special Topics in Political Science

Two of the following:

- HISP 322 Twentieth Century Europe
- HISP 341 United States Economic History
- HISP 352 United States Intellectual History
- HISP 361 The Modern Middle East
- HISP 362 United States Women's History (*Writing Intensive*)
- HISP 372 United States Ethnic History (*Writing Intensive*)

**To qualify for Middle Childhood through Early Adolescence (grades 1–8) teaching certification in political science, a student must complete the courses listed above, the Middle Childhood Through Early Adolescence Major/Professional Sequence and the Wisconsin Department of Public Instruction's (DPI) statutory requirements.*

PSYCHOLOGY

Psychology is a very broad discipline that employs the methods of scientific inquiry as it observes, describes, and explores the brain's role in emotion, thought, and behavior. Students in the psychology program are called upon to think critically and creatively as they examine how organisms adapt to their surroundings through biological, social, emotional, perceptual, and cognitive capacities. Students learn to become clear communicators, attentive listeners, and dynamic and sensitive problem solvers.

An undergraduate degree in psychology will prepare students for careers in human services as well as for graduate school programs in psychology, counseling, social work, or law.

Students who major in Psychology will be able to:

- demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology;

UNDERGRADUATE PROGRAM

- understand and apply basic research methods in psychology, including research design, data analysis, and interpretation;
- respect and use critical and creative thinking, skeptical inquiry, and the scientific approach to solve problems related to behavior and mental processes;
- understand and apply psychological principles to personal, social, and organizational issues; and
- weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.

Psychology Major

(40 semester hours)

MAT 220 Probability and Statistics
PSY 200 General Psychology
PSY 362 Cognition and Learning (*Writing Intensive*)
PSY 411 Physiological Psychology
PSY 463 History and Systems of Psychology (*Writing Intensive*)
SOCP 335 Research Methods for the Behavioral Sciences (4 semester hours)

Two of the following:

EDUP 330 Human Growth and Development
PSY 321 Personality
PSY 372 Abnormal Psychology
SOCP 220 Social Psychology

Five additional psychology (PSY) courses from listing below or list immediately above:

PSY 305 Health Psychology
PSY 381 Counseling: Methods and Ethics
PSY 400 Internship in Psychology
PSY 405 Psychopathology of Childhood
PSY 410 Group Therapy
PSY 480 Special Topics in Psychology
PSY 490 Independent Study
PSY 495 Psychology Honors Thesis
PSYS 221 Sexuality: Psychosocial Perspectives
PSYS 227 Cross-Cultural Psychology
PSYS 361 Aging: Bio-psychosocial Perspectives
EDUP 230 Educational Psychology
EDUP 375 Field Experience in Psychology for Education majors (1 semester hour)
EDUP 432 Survey of the Exceptional Person

Psychology Minor

(25 semester hours)

MAT 220 Probability and Statistics
PSY 200 General Psychology
SOCP 335 Research Methods for the Behavioral Sciences (4 semester hours)

One of the following:

PSY 362 Cognition and Learning (*Writing Intensive*)
PSY 411 Physiological Psychology

Two of the following:

EDUP 330 Human Growth and Development
PSY 321 Personality
PSY 372 Abnormal Psychology
SOCP 220 Social Psychology

—continued on the following page

Two additional psychology (PSY) courses from listing below or list immediately above:

- PSY 305 Health Psychology
- PSY 381 Counseling: Methods and Ethics
- PSY 405 Psychopathology of Childhood
- PSY 410 Group Therapy
- PSY 480 Special Topics in Psychology
- PSYS 221 Sexuality: Psychosocial Perspectives
- PSYS 227 Cross-Cultural Psychology
- PSYS 361 Aging: Bio-psychosocial Perspectives

SPECIALIZED ADMINISTRATION

This unique program is offered to students who come to Lakeland having already completed an associate of arts (A.A.) degree in a technical or highly specialized field at a two-year college or technical school. The program allows those experienced students to build upon their expertise by adding a full range of business, accounting, and economics courses. With the "management side" of their specialty then completed, those students can graduate with a bachelor's degree in Specialized Administration that references their specific field.

Students who major in Specialized Administration will be able to:

- apply the central principles of business and business administration, specifically to the students' chosen areas of expertise;
- comprehend the ways in which economic institutions and behavior at various levels—personal, business, and social—influence administrative practices and decisions;
- specialize in non-business subject areas in order to explore business opportunities connected to the students' areas of expertise;
- communicate business and economic information to stakeholders within specialized fields in a clear and professional manner; and
- appreciate and abide by the ethical and legal rules by which business entities relate to one another and to society.

Specialized Administration Major (30 semester hours plus approved A.A. degree)

An approved Associate Degree in a technical field plus the following courses:

- ACC 210 Financial Accounting Principles
- BUS 301 Management Information Systems
- BUS 330 Management Principles
- BUS 350 Marketing Principles
- BUS 410 Business Law I
- BUS 491 Business Policy and Strategy (*Writing Intensive*)
- ECN 220 Principles of Macroeconomics
- ECN 230 Principles of Microeconomics

Six (6) semester hours of divisionally approved electives

Courses selected to meet this requirement may not be used to meet requirements of another business major or minor. Courses selected from divisions other than the Business Administration Division may be used to satisfy this requirement. Contact your Kellett School advisor.

UNDERGRADUATE PROGRAM COURSE DESCRIPTIONS

The following pages list the courses in the undergraduate curriculum. They are organized alphabetically according to subject headings.

Transfer credit for these disciplines, and others, may be available for fulfilling General Studies distributional requirements. See the traditional undergraduate program catalog at http://www.lake-land.edu/Catalog/CATALOG_MASTER_2013-2014.pdf for a broader list of courses.

Subject Headings	Subject Codes	
Accounting .....	.ACC	Exercise Science and Sport StudiesESS
Anthropology .....	.ANT	General Studies
Art .....	.ART	History
Art/Education .....	.ARTE	History/Political Science
Business Administration .....	.BUS	Mathematics
Communication .....	.COM	Music
Computer Science .....	.CPS	Music/Education
Criminal Justice .....	.CRJ	Nonprofit Organization Management .NPO
Criminal Justice/Sociology .....	.CRJS	Philosophy
Economics .....	.ECN	Political Science
Education .....	.EDU	Psychology
Education/Psychology .....	.EDUP	Psychology/Sociology
English .....	.ENG	Religion
English as a Second Language .....	.ESL	Sociology
English as a Second Language/ Education .....	.ESLE	Sociology/Psychology
		Writing

All courses listed on the following pages are three-semester-hour courses unless indicated otherwise.

Courses marked (WI) are Writing Intensive courses.

ACCOUNTING (ACC)

ACC 210 Financial Accounting Principles

Emphasizes basic procedures and concepts of financial accounting: analyzing, recording and interpreting financial data. Includes technical aspects and microcomputer applications for communicating financial accounting information to stakeholders. Prerequisite: None.

ACC 220 Managerial Accounting Principles

Continuation of the study of the principles, concepts, and problems of recording and interpreting accounting data. Emphasis on valuation and its relation to income determination and analysis as well as managerial accounting concepts. Prerequisite: ACC 210 Financial Accounting Principles.

ACC 265 Fraud Investigation I

An introduction to different types of economic fraud committed against organizations by integrating accounting, criminal justice, and computer information systems concepts. The course includes limited accounting theory and concentrates on financial fraud, white-collar crime, how financial fraud is perpetrated, and approaches to fraud investigation, detection, and prevention. Prerequisite: ACC 210 Financial Accounting Principles.

ACC 350 Federal Income Tax I

Emphasizes the fundamentals of income taxation related to individual taxpayers and partnerships. The course covers exclusions, gross income, adjusted gross income, exemptions, deductions and credits. It also includes coverage of planning to maximize participation in preferential tax opportunities, limited exposure to characteristics of estate and gift taxes and an introduction to concepts involved in the taxation of corporations, estates and trusts. Prerequisite: ACC 220 Managerial Accounting Principles.

ACC 355K Federal Income Tax II

A study of federal income tax issues relating to corporations, Subchapter S corporations, and partnerships, including organization, capital structure, reorganizations, liquidations, corporate tax planning, and pending developments in the federal taxation of these forms of business organizations. Prerequisite: ACC 350 Federal Income Tax I.

ACC 365 Fraud Investigation II

This course will expose students to real world fraud case studies and give students experience using data analysis software used by practitioners to detect and prevent fraud. Auditing techniques will be emphasized along with the analysis of internal controls of an organization. Prerequisite: ACC 265 Fraud Investigation I.

ACC 395 Intermediate Accounting I

The conceptual framework of financial accounting. Communication of financial information on the income and retained earnings statements, the cash flow statement, and the balance sheet. Accounting concepts relating to current and operational assets of the firm. Prerequisite: ACC 210 Financial Accounting Principles completed with a grade of C or above.

ACC 396 Intermediate Accounting II

Accounting theory and practice related to corporation formation and operation, analyses of incomplete records, liabilities, pension costs, leases, price level adjustments, application of concepts of present value, and current issues in financial accounting. Prerequisite: ACC 395 Intermediate Accounting I completed with a grade of C or above.

ACC 420 Cost Accounting

Product costing and control as related to job order, process, and standard cost systems. Covers cost-volume-profit relationships, operational budgeting, and responsibility accounting. Prerequisite: ACC 220 Managerial Accounting Principles completed with a grade of C or better.

ACC 458 Taxation III

Tax issues related to gifts, trusts, and estate planning. While attention is given to federal tax planning, the course focuses on issues pertaining specifically to state and local tax requirements and the planning therefor. Current tax issues related to estates, trusts, and state and local taxation are also reviewed. Prerequisites: ACC 355K Federal Income Tax II and ACC 471 Advanced Accounting I.

ACC 459 International Taxation

The basic concepts and issues surrounding U. S. taxation of international transactions, with an emphasis on those areas of international taxation generally deemed essential to tax practitioners. Included are issues relative to foreign tax credits, transfer pricing, anti-avoidance provisions governing foreign corporations, foreign sales corporations, foreign currency translation and transaction, tax treaties, and the planning of foreign operations. Practicum experiences are integral to this course. Prerequisite: ACC 355K Federal Income Tax II or consent.

ACC 465 Accounting Information Systems

A study of the design of information systems used by accounting professionals in gathering, processing, and reporting financial and operating information in business organizations. Applications in basic financial systems with an emphasis on information requirements for business decision making and internal control over data processing are studied. Packaged software applications are used to enhance the student's ability to obtain a hands-on perspective to accounting information systems. Prerequisite: ACC 396 Intermediate Accounting II or consent.

ACC 471 Advanced Accounting I

An advanced course for students who wish to qualify for admission to the accounting profession. It covers accounting theory and practice as they relate to branch operations, business combinations and affiliated companies, consolidated financial statements,

reporting for multinational operations, and global accounting and translation. Students are exposed to the theoretical constructs of accounting and current pronouncements of the FASB and other authoritative bodies. Students will complete a variety of classroom practicum exercises that will prepare them for the external practicum experiences in ACC 474 Advanced Accounting II. Prerequisite: ACC 396 Intermediate Accounting II.

ACC 472 Auditing Theory and Practice

Covers auditing principles, standards, procedures, and practices, including preparation of working papers and various kinds of audit reports. Includes the conceptual framework of auditing; rules of conduct; external reporting concepts; audit methodology, including procedures for gathering evidence; internal control, audit verification, and the role of statistical sampling in auditing for financial information systems. The application of auditing procedures in the review of the financial affairs of business organizations is also included. Prerequisite: ACC 396 Intermediate Accounting II.

ACC 474 Advanced Accounting II

A continuation of advanced accounting topics for students who wish to qualify for admission to the accounting profession. The course focuses specifically on accounting practices and procedures for governmental and not-for-profit entities, partnership entities, fiduciary entities (estates and trusts), and a variety of accounting issues dealt with in reorganizations and bankruptcy situations. A set of practicum experiences is integral to this course. Prerequisites: ACC 471 Advanced Accounting I.

ACC 491 Readings and Research in Accounting (1–4 semester hours)

Special course affording advanced accounting majors the opportunity to propose and effect independent and/or collaborative study projects of their own design within the field of accounting. Prerequisites: sen-

ior standing and approval of project proposal by the chair of Business Administration Division; limited to Accounting majors.

ANTHROPOLOGY (ANT)

ANT 110 Introduction to Anthropology

An introduction to the “science of humanness.” There will be a general overview of each of the five subfields of anthropology stressing both the unity and diversity of the field. Emphasis will be placed on the evolutionary and cultural contributions to understanding the human condition. Prerequisite: none.

ANT 223 Cultural Anthropology

A look into the various differences and similarities among different cultures of the world. Emphasis is placed on such areas as political organization, religion, and the fine arts. Prerequisite: none.

ART (ART)

ART 103 Digital Page Layout/InDesign

This course provides a thorough training in the use of the tools and capabilities of the Adobe InDesign software on the Macintosh format, the new standard for page layout in the graphic design industry. Of equal importance, the students in this class will be gaining an understanding of type characteristics and the principles of typesetting necessary to create successful and appealing pages. Students will not receive credit for both ART 103 and WRT 150. Prerequisite: none.

ART 263 Art History I

This course examines historical developments of a variety of artistic styles, eras and artworks by artists from across the world, dating from the Stone Age to the Gothic Era. Prerequisite: none.

ART 264 Art History II

This course examines historical developments of a variety of artistic styles, eras and artworks by artists from across the world,

dating from the European Renaissance to contemporary developments around the world. Prerequisite: none.

ART/EDUCATION (ARTE)

ARTE 312 Art Teaching Techniques for Middle Childhood through Early Adolescence (2 semester hours)

Students are introduced to content, curriculum, development, implementation, research, practice and evaluation of artwork. This course also develops the student’s working knowledge and confidence about the elements of art through experiences in both two- and three-dimensional art disciplines. An understanding of the developmental stages of art that elementary/middle school children will pass through. The preparation and presentation of art lessons for elementary/middle school children will be covered. Prerequisite: EDU 100 Introduction to Education.

BUSINESS ADMINISTRATION (BUS)

BUS 150 Pathways to Success: An Introduction to Business

This course is designed to provide students contemplating careers in business with an overview of the business-economics workplace and an appreciation for the work, people, and personal skills essential for success in it. Through classroom and directed “Student-As-Practitioner” activities, the student will become acquainted with the economic environment in which business operates, the organizational structures, functional areas, career options, terminology, ethics, and protocols of business. The students in this course will also begin the process of résumé generation and portfolio development. Prerequisite: Not open to students with a major in the division of Business Administration who are at junior

standing or above or to students who have taken BUS 330 Management Principles or its equivalent. Consent may be given in special situations only by the chair of the Business Administration Division.

BUS 211 Introduction to Hospitality Management

An introduction to the types and functions of businesses in the hospitality industry, and an overview of contemporary planning and control, including demographics and analysis of relevant domestic and international market segments. Prerequisite: none.

BUS 284 Principles of International Business

An introduction and overview of the principal disciplines of business, such as accounting, finance, management, and marketing, as they apply to international business situations. International economics, government, and intercultural communications. Prerequisite: none.

BUS 285 Special Topics in Business

An opportunity to study topics in business of special interest and importance. Prerequisite will be announced in conjunction with topic selected.

BUS 301 Management Information Systems

An introduction to management information systems and computer applications used in business. Designed to provide the business student with the background needed to interface with information technology. This course will include spreadsheet applications, database systems, protection of data and information, and legal and ethical issues in information systems. May also discuss e-commerce and enterprise information systems. Prerequisite: none.

BUS 305 Survey of the United States Healthcare System

This course will explore the basic evolutionary track of the United States healthcare delivery system, its primary attributes, the continuous reconfiguration of delivering the multi-faceted health services, and the role of the public and private sectors in

shaping the system. The course will focus on the positioning and repositioning of the system's strategic process to meet the changes and capitalize on the new developments in the geo-demographic and new technological advancements. The course will discuss the basic foundations of the health care system by utilizing an integrative approach to the interrelatedness of the financing of health care services and the delivery system. In addition, the course will discuss the future of healthcare services. Prerequisite: none.

BUS 307 Health Promotion and Disease Prevention

In an age with a shifting focus on disease prevention, this course provides an overall introduction to the principles and foundations of health promotion and education. It offers the student a solid understanding of the scope and practice of health educators in the emerging profession of Health Promotion and Education. Topics covered are the history of health, health care, and health education, the roles and responsibilities of health educators, health promotion programs in various settings, the ethics of the profession, and disease prevention and future trends for health promotion and education professionals. Prerequisite: none.

BUS 308 Healthcare Financial Management

Designed to introduce the healthcare professional with a limited knowledge of business finance to key financial concepts and tools used in various healthcare institutions. Topics covered are financial management in a pluralistic system characterized by public and private financing, revenue cycle and resource allocation under private and third party payers, and the Medicare and Medicaid programs. Includes financial reporting, management and financing of working capital, operational planning, capital budgeting and the utilization of financial analysis tools to facilitate the financial decision making process to sustain short and long-term financial health of the institution. Prerequisite: ACC 210 Financial Accounting Principles.

BUS 309 Healthcare Economics

The study of understanding the relevancy of economics around a set of basic economic principles including resource allocation, supply and demand, utility and profit maximization by utilizing analytical economic tools to develop an informed view about healthcare issues. Topics covered are the labor markets for healthcare professionals, the role of government in healthcare markets, governmental regulations, and the continuous dynamic nature of healthcare services. Prerequisite: BUS 305 Survey of the United States Healthcare System and ECN 230 Principles of Microeconomics.

BUS 310 Quality Systems in Healthcare

Analysis of the basic premises behind Quality Management and an overview of the historical background. Emphasizes the different quality control mechanisms and their applications in the healthcare institution based on a customer-driven strategy deployed through the human capital within the organization. Utilizes a case-based approach to apply the theory and concepts. It will emphasize an embedded philosophy in creating a responsive organizational culture to changes in the environment that promotes continuous improvement. Prerequisite: junior standing.

BUS 312 Facilities Planning and Management

A quantitative approach to planning, developing, and operating a hospitality facility. Maintenance requirements of facilities from preventive, routine, and emergency perspectives. Prerequisite: junior standing or consent; limited to Hospitality Management major and emphasis.

BUS 313 Hospitality Human Resource Management

The role of management in recruiting and developing personnel for various segments of the hospitality industry. A thorough assessment of needs, various methods of training and evaluation processes. Job analysis and management development. Prerequisite: junior standing or consent.

BUS 314 Hospitality Sales and Marketing

Marketing principles as applied to the hospitality industry and the development of marketing strategies and research as they relate to the changing demographics of the industry. Prerequisite: junior standing or consent.

BUS 315 Food and Beverage Management

Hospitality food, beverage, and service practices. Quantity and quality decisions in meal planning and nutrition. Production policies and menu design. Includes student practicum. Prerequisite: junior standing or consent; limited to Hospitality Management majors and emphasis.

BUS 316 Accommodations Management

Front office procedures and practices, including guest accommodations, financial accounting, report preparation, and auditing. Relevant housekeeping issues and procedures are explored. Includes student practicum. Prerequisite: junior standing or consent; available only to Hospitality Management majors and emphasis.

BUS 317 Hospitality Industry Law

Liability and other laws directly impacting the hospitality industry. Risk management, responsibilities to patrons, and other laws relating to general hotel operation. Prerequisite: junior standing or consent.

BUS 318 Food, Beverage and Labor Cost Controls

The use of financial techniques and systems to control food, beverage and labor costs in hospitality food service operations. Prerequisite: junior standing or consent.

BUS 325 The Insurance Industry

An introduction to the insurance industry, including insurance principles, the concepts of risk and underwriting, and an overview of policy procedures, claims processing and other related topics. Prerequisite: none.

BUS 330 Management Principles

The major approaches and techniques of management, including the administrator's task of organizing, planning, leading, and controlling the organization, its people, and its resources. Prerequisite: ACC 210 Financial Accounting Principles or consent.

BUS 335 Study Abroad in Business

This course will explore business and economic issues in an international context. Students will be introduced to the local culture, language and business practices. Location varies by term. Course may be taken multiple times for credit. Prerequisite: sophomore standing.

BUS 340 Principles of Business Finance

Acquisition and use of short- and long-term funds by business. Concepts covered include cost of capital, ratio analysis, cash budgets, capital budgeting, debt, and equity financing. Prerequisite: ACC 210 Financial Accounting Principles.

BUS 350 Marketing Principles

Basic study of pricing, channels of distribution, private brands, institutions, regulations, costs, efficiency, contemporary marketing problems, and laws. Prerequisite: ECN 230 Principles of Microeconomics or consent.

BUS 365 Personal Financial Management

Introduction to topics in personal financial planning, including personal investing, retirement planning, insurance, and cash and debt management issues. Prerequisite: sophomore standing.

BUS 366 Global Financial Markets

Application of financial theory to the operations of multinational firms; survey of the international financial environment; determinants of international portfolio and direct investment capital flows; management of foreign exchange positions and hedging strategies; evaluation of foreign investment projects (multinational capital budgeting); international financial structure decisions; multinational credit institutions and capital

markets; taxation of international business. Prerequisite: BUS 340 Principles of Business Finance.

BUS 370 Intercultural Communications

A survey of the norms, values, and beliefs that differentiate regions of the globe, and their application by domestic concerns not only to enter and succeed in the economic market of those regions, but also to acquire a better understanding of the people functioning within such contexts. Prerequisite: sophomore standing.

BUS 375 Marketing Research

The objective of marketing research is to offer information to decision makers which allow them to make better operating decisions and strategy formulation. This course focuses on both the qualitative and quantitative aspects of marketing research including its utilization in market segmentation, market demand analysis, new product design and sales forecasting, among other topics. Students will become familiar with the different stages of the marketing research process; further development of analytical skills to allow students to successfully undertake such research and to be conversant in the terminology and methods used in this endeavor. In addition this course seeks to improve skills in project management, critical thinking, analytical business problem solving, working in a teamwork setting and the use of oral and written communication skills in presentation of research work. Prerequisites: BUS 350 Marketing Principles and MAT 220 Probability and Statistics. Offered spring.

BUS 384 New Product Management

New product development, competitive strategies, and product life cycles as components of effective product management. The impact of environmental factors in positioning the product at the marketplace. Prerequisite: BUS 350 Marketing Principles.

BUS 388 Integrated Marketing Communications

Designed to develop an understanding of the communication process between the firm and its customers/clients. Consumer behavior as it relates to advertising, personal selling, publicity, and sales promotion as components of the promotional mix are topics covered, as are social and legal constraints of promotion. Includes an introduction to the concept of advertising and promotion management. Prerequisite: BUS 350 Marketing Principles.

BUS 389 Pricing and Financial Management

Designed to cover pricing strategies and budgeting techniques that support the marketing mix initiative over the product life cycle. Incorporates an overview of basic marketing research techniques and applications. Prerequisites: BUS 330 Management Principles and BUS 350 Marketing Principles.

BUS 390 Comparative Government and Economic Systems

An in-depth review and analysis of the political and economic environment of major societies which impact the world scene. This course seeks to compare and contrast the institutional environments of these societies as a basis for conducting international trade, advancing economic development, and fostering mutual understanding and cooperation. Prerequisite: ECN 230 Principles of Microeconomics.

BUS 410 Business Law I

The nature of the American legal system and its operations. Subjects include principles of the law of contracts as applied to selected business transactions and relationships; court structure, jurisdiction and civil procedures; and crimes and torts. Prerequisite: BUS 330 Management Principles and senior status.

BUS 412 Business Law II

A continuation of BUS 410 Business Law I. Subjects include sales, credit, commercial paper, agency, partnerships, corporate law,

regulations, and ethics. Prerequisite: BUS 410 Business Law I.

BUS 415 Technology Strategies for Healthcare Management

This course will provide an overview of basic MIS concepts and applications and links quality, productivity and technology management in health care. The course will focus on developing an understanding of information and technology management from the manager's perspective rather than the technical specialists and provides the manager with the skills and competencies to effectively manage health care information system. The course will investigate the evaluation process of investing in the information system which captures the flow of data and manipulates the data to produce timely, reliable and relevant information to make an informed-decision. The course will explore the process to develop an information system which takes into account the internal and external environmental variables to offer solutions to the health care system. The course will discuss HIPAA privacy and security regulations, health informatics, and the Healthcare Decision Support System [HDSS]. Prerequisite: BUS 330 Management Principles.

BUS 421 Healthcare Operations and Risk Management

Designed to provide appropriate methodologies to align strategic and operational goals, including the use of project management tools and balanced-scorecard techniques to execute and monitor projects. Thoroughly explores process improvement tools, techniques, and programs. The course will utilize examples from a fictitious but realistic organization that illustrate important concepts. The course offers the students the opportunity to organize and devise a successful risk management program. In addition, the course is designed to identify steps in the risk management process, red flags, tools, activities, and functions; and stress communication with consumers. Topics covered will include an introduction to Risk Management Dynamics, General Risk Management

Strategies, and Specific Strategies for Specific Risk Areas. Prerequisite: Senior standing.

BUS 422 Healthcare Law and Ethics (WI)

Basic overview of the multiple legal and ethical issues for healthcare professionals in a variety of settings. Topics covered under the legal environment and medical ethics framework are the legal system, the physician-patient relationship, professional liability, medical malpractice, medical professional code of ethics, the medical record, HIPAA; ethical concerns such as information technology [informatics]; and bioethical issues resulting from medical technology. Prerequisites: GEN 112 Persuasive Writing and BUS 305 Survey of the United States Healthcare System.

BUS 424 Intermediate Corporate Finance

The theory and operation of a firm are examined in the context of risk management, valuation, capital budgeting and financing structure. Topics covered include debt and equity, dividend and stock policies, evaluation of the firm's governance, mergers and acquisitions, and loss control. Prerequisite: BUS 340 Principles of Business Finance completed with a grade of B or above.

BUS 425 Retail Management

Planning, directing, and control of selling and marketing activity in an organization. Includes formulation of marketing objectives, policies, programs, and strategies as well as managerial aspects of product, price, promotion, and distribution decisions. Prerequisite: BUS 350 Marketing Principles.

BUS 426 Six Sigma in Healthcare

Focuses on the deployment of Six Sigma in healthcare institutions to improve healthcare processes by using a holistic methodology to stream line the operations through introducing planned changes to structure, human capital, technologies, and technology. Topics covered are the execution

of these changes and the need for an ongoing continuous improvement process to achieve and sustain competitive advantage in the delivery of quality healthcare services at a competitive pricing structure. Prerequisite: BUS 310 Quality Systems in Healthcare or consent.

BUS 427 Decision Analysis for Healthcare

Designed to introduce healthcare manager's in service organizations to understand the process of improving resource utilization, input-output processes and enhance the delivery of quality services in a shorter time period. Topics covered are the decision making process in an open-system environment, the value creating process, resolving bottlenecks and managerial conflicts, and managing constraints and limitations within the organization and the industry. Prerequisite: BUS 330 Management Principles or BUS 310 Quality Systems in Healthcare.

BUS 430 Healthcare Policy Analysis

Provides a comprehensive view of the economic forces that shape change in today's healthcare delivery system. Designed to engage a thoughtful discourse of health policy to better understand why the health system has evolved to its current state. Topics covered are the effects of increased medical expenditures on health, governmental programs, managed care, United States competitiveness and rising health costs, the future role of the hospital, and use of the Internet in health care. Background in economics or healthcare management is not required to benefit from this course. Prerequisite: BUS 305 Survey of the United States Healthcare System or BUS 309 Healthcare Economics.

BUS 440 Personal Insurance Lines

This course will allow students to develop an in-depth understanding of personal insurance policies and coverage. Students will develop the skills required to profitably price, underwrite, and manage a personal insurance portfolio. Upon the conclusion of the course, students will be prepared to take

the CPCU 555 industry exam. Prerequisites: BUS 325 The Insurance Industry and BUS 424 Intermediate Corporate Finance.

**BUS 441 Commercial Insurance
Lines I**

An opportunity for students to develop an in-depth understanding of commercial insurance policies and coverage. Students will be introduced to building and personal property coverage; flood, earthquake, and specialty insurance; business income insurance; inland marine and ocean cargo coverage; commercial crime insurance, equipment breakdown coverage; and business owners policies and security bonds. Upon conclusion of the course, students will be prepared to take the CPCU 551 industry exam. Prerequisites: BUS 325 The Insurance Industry and BUS 424 Intermediate Corporate Finance.

**BUS 442 Commercial Insurance
Lines II**

The course will allow students to develop an in-depth understanding of commercial liability industry. Topics will include commercial general liability, business auto, garage and motor carrier, workers compensation and employers liability, management liability, professional liability, environmental, aviation, excess and umbrella liability insurance, cyber risk and terrorism. Upon conclusion of the course, students will be prepared to take the CPCU 552 industry exam. Prerequisite: BUS 441 Commercial Insurance Lines I.

**BUS 445 Logistics and Supply Chain
Management**

Analysis of physical product through channels of distribution. Linkage between processes controlling physical flows, major functions of firm (finance, marketing, operations, etc.) to develop integrative supply chain management strategy. Prerequisites: BUS 330 Management Principles and BUS 350 Marketing Principles.

**BUS 455 Entrepreneurial
Management**

Entrepreneurial topics include the outcomes of entrepreneurial process: the creation of wealth, new enterprise, marshalling resources, organizational change, increased firm value, and exploitation of opportunities. The focus of the course is both on the entrepreneur and the entrepreneurial process with results in a variety of outcomes essential to economic development. Prerequisite: BUS 330 Management Principles.

**BUS 465 Human Resources
Management**

This foundation course covers the challenging environmental changes taking place: globalization of business which calls for multinational workforces; rapid change in products; technology and work methods which call for management of organizational change; increased diversity of the American labor force; and evolving work and family roles which call for innovative programs to accommodate these changes and ensure that organizations have effective workforces. Prerequisite: BUS 330 Management Principles.

**BUS 469 Global Marketing and
Management Strategies**

Study of the structure of foreign trade aimed at understanding the socio-cultural differences in foreign marketing strategies and their adaptation by domestic interests in developing successful marketing strategies for international markets. Considers present and probable future developments in international management styles and their implications on managerial decision making in domestic companies. Prerequisites: BUS 330 Management Principles, and either BUS 350 Marketing Principles or BUS 284 Principles of International Business.

BUS 474 International Laws and Regulations

An exploration of the international legal environments and legal issues and problems that confront businesses as they cross international frontiers. The course covers international trade, foreign investment and fund transfer, transfer of technology, copyrights and patent protections, international dispute resolution, the role of the WTO and other international agencies. Prerequisite: BUS 410 Business Law I.

BUS 480 Special Topics in Business

A seminar-style course where selected topics and issues are covered with a small group of upper class students. Students are expected to demonstrate an ability to handle approaches, express themselves orally in a seminar format as well as in writing, and logically evaluate the topics. Prerequisites: junior standing and consent.

BUS 485 Marketing Management

The study and integration of the marketing concept, strategic planning, marketing research, and information systems. Consumer and organizational buying behavior, sales forecasting, market segmentation and positioning, organizing, evaluating, and control of marketing are among the several other topics treated in this capstone course of the marketing program. Prerequisites: BUS 350 Marketing Principles, and BUS 445 Logistics and Supply Chain Management.

BUS 487 Sales Management

The broad set of verbal and writing skills utilized by today's sales managers is explored to prepare students for front-line sales management. Effective management of customer and employee issues, company objectives, financial accountability, customer behavior and employee motivation are applied to various management methodologies. Legal, social, and ethical standards are overlaid against the manager's need to maximize sales and maintain budget efficiency. Employee mentoring and inter-company communications skills are developed with interactive role playing and case study

assignments. Prerequisites: BUS 350 Marketing Principles.

BUS 491 Business Policy and Strategy (WI)

Students learn to systematically analyze a firm's internal and external environments and to apply concepts and theories related

to the formulation and implementation of business-level and corporate-level strategies. The influence of other functional areas (marketing, finance, accounting, etc.) on strategic thinking is emphasized in teaching students the linkage between strategic problems, management interpretations, solutions, and firm performance. Oral and written business communication skills will be emphasized throughout the course. Prerequisite: senior standing.

COMMUNICATION (COM)

COM100 Introduction to Mass Media

A survey of the history of newspapers, magazines, book publishing, radio, television, and film. mass media theory and contemporary media issues are discussed in detail. Prerequisite: GEN 110 Expository Writing.

COM111 Fundamentals of Public Speaking

As the study and application of the basic techniques of researching, constructing, and delivering a speech, this course helps students develop these skills through class room performances on a variety of speaking topics in various situations. Prerequisites: none.

COM211 Interpersonal Communication

A study of how humans communicate and behave in one-on-one situations or in small groups, this course explores how we form our self-perceptions, manage our identity, construct our view of other people, and interface with people in our lives. By looking at our behavior and that of others, the course examines communication climate,

listening, language, defensiveness, relational dynamics, semantic reactions, non-verbal communication, emotion management, and conflict resolution. Prerequisite: COM 111 Fundamentals of Public Speaking.

COM212 Team-Based and Group Communication

An introduction to the principles and practices of communicating in small group and goal-oriented team settings. Prerequisite: COM 111 Fundamentals of Public Speaking.

COM220 Persuasion & Advocacy

This course focuses on research, theory, and practice relating to persuasion and strategic influence, and studies the motivational factors involved in persuasive speaking to secure belief and action. These topics include advocacy, or how to “sell” oneself in a competitive professional world and successfully pitch ideas. Students will be assessed in large part through project-based evaluations. Prerequisite: COM 111 Fundamentals of Public Speaking.

COM225 Political Communication & Activism

A study of the role of symbols in political communication and the techniques and strategies employed by politicians, campaign officials, and social activists. Activism is the intentional effort to bring about social, political, or cultural change in a group or society. Students will investigate strategies for effective campaign communication and activism, the role of activism in democratic society, and the close connection of activism to the study of communication. Special attention is given to recent election campaigns and social movements. Prerequisite: GEN 110 Expository Writing.

COM240 American Oratory

This course extensively considers the values, rights, and restrictions of free speech in America by examining the impact of public discourse and particular momentous speeches on the history and culture of the united States. Prerequisites: none.

COM280 Special Topics in Communication

An opportunity to study topics of special interest and importance. Prerequisite(s) will be announced in conjunction with selected topic.

COM325 New Media and Digital Communication

This course will introduce students to a variety of skills and practices needed to successfully negotiate the increasingly digital world of communication. Additionally, students will study the influence and impact of digital technologies on the processes of communication, including the ways in which technology both enhances and limits our individual, social, organizational, and cultural communicative capacities. Prerequisites: GEN 110 and completion of one 200-level COM course.

COM340 Communication Theory

Communication is one of the oldest academic disciplines, and communication theory today is still strongly influenced by its origins. Thus, this course surveys communication theory in three major units: communication theory throughout history, communication theory in the 20th and early 21st centuries, and new “cutting edge” work in communication research. Prerequisite: COM 111 Fundamentals of Public Speaking.

COM350 Rhetorical Criticism (WI)

A survey of a variety of rhetorical methods of analyzing discourse and other communicative objects/artifacts, including how and why rhetorical analysis is attempted and what can be done with the results. Students will write and revise several pieces of rhetorical criticism over the duration of the course. Prerequisites: GEN 112 Persuasive Writing, completion of one 200-level COM course, and at least junior standing.

COM360 Media Literacy and Effects

A survey of communication research on the effects of various media on the attitudes and actions of media users, with special attention given to the need to cultivate skills for media literacy. Topics include priming, agenda-setting, partisanship, hostile media phenomenon, entertainment programming, uses and gratification theory, and many others. Students will learn to interpret the results of social-scientific research and design projects addressing problems with media use, public engagement, and media literacy. Prerequisites: COM 100 Introduction to mass media and COM 111 Fundamentals of Public Speaking.

COM370 Communication and Social Media

Social media in human communication is now firmly established and nearly ubiquitously present throughout the developed world. It has re-situated the individual user at the center of media production and consumption and is rapidly changing the way we understand communication and social relationships. Students in this course will learn about contemporary research in social media and apply strategies for effective social media use and visibility in a series of group and individual projects. Prerequisite: COM 100 Introduction to Mass Media.

COM425 Critical Communication Approaches to New Media

Students will critically analyze and enact creative new media research projects commensurate with the expectations of one who is completing an undergraduate degree in communication. Concepts discussed include the effects of new media on public memory, the influences of new media in contemporary global political movements, public sphere theory, the dynamics of publicity and secrecy in the age of new media, identity formation in virtual communication settings, and many others. Prerequisite: COM 325 New Media and Digital Communication.

COM480 Special Topics in Communication

Seminar style course where topical issues in communication will be covered with a small group of advanced-level students. Prerequisites: Completion of two 200-level Communication (COM) courses and junior standing or above.

COMPUTER SCIENCE (CPS)

CPS 100 Introduction to Computers

A survey course of modern computer concepts and applications. The course relates computer concepts to the elements of an information system. Generalized overview of computing hardware, software, data management, computing systems and procedures, critical thinking about an application of online resources, and using computing technology to effectively participate and achieve in college. Hands-on usage of word processing, database, spreadsheet, graphics, desktop publishing, operating systems, online course technologies, and the internet. Prerequisite: none. This course does not qualify for credit in the computer science major or minor. Offered fall.

CPS 200 Programming I

An introduction to computer programming. Emphasis on problem solving techniques, structured programming, and top-down program design. Control structures, functions, arrays, and data files. Prerequisite: none. Offered fall and spring.

CPS 210 Database Basics

Basic concepts of database layout, design, and theory. Intermediate to advanced work with forms, reports, and queries. The course includes a general overview of Information Technology Management Systems. Prerequisite: Competence with basic computer software. Offered spring.

CPS 212 Programming II

A continuation of CPS 200 Programming I. This course includes an introduction to data management and object-oriented programming using a high-level programming language. Topics include data types, functions, file structures, arrays, pointers, strings, and classes. Prerequisites: MAT 250 Discrete Mathematics and CPS 200 Programming I or equivalent. Offered fall.

CPS 221 COBOL Programming

An introduction to programming in COBOL. Structured programming techniques are emphasized throughout the course. Students write several programs involving input, output, assignment, selection and iteration structures. Data validation, control-break reporting, table handling and file processing concepts are studied and utilized. Prerequisite: CPS 200 Programming I. Offered occasionally.

CPS 250 Information Security and Forensics I

This course provides an introduction to the fundamental principles of Information Technology Security, and is based on forensic science and computer security technologies. The course involves the application of scientific methods for the collection, analysis, auditing, interpretation, and presentation of potential evidence. A major component of the course will be focused around describing the variety of types of computer crime, considering the approaches used to perpetrate such crimes, and the investigative techniques available for these crimes. Topics include history and examples of computer crime, identity theft, and computer crime prevention strategies. Prerequisite: CPS 200 Programming I or equivalent, or consent.

CPS 280 Special Topics in Computer Science

This introductory-level course will cover current and evolving industry trends. Prerequisite: CPS 200 Programming I or equivalent.

CPS 313 Advanced Programming

A continuation of CPS 212 Programming II, and an introduction to programming using the language Visual C++. Exclusively using Object-Oriented Programming (OOP), the student will develop applications with and for a Graphical User Interface (GUI). Prerequisite: CPS 212 Programming II or equivalent. Offered occasionally.

CPS 315 Object-Oriented Programming I

A first course in problem-solving, software design, and computer programming using the Java language. It is intended for student with programming experience in at least one other language. Prerequisite or co-requisite: CPS 212 Programming II or equivalent. Offered occasionally.

CPS 316 Object-Oriented Programming II

A second course in problem-solving, software design and computer programming using the Java language. This course is an introduction to web server development using Java, HTTP, XML, and Java Server Pages. It covers Java Web Server, Java Database Connectivity (JDBC) to automated servlet programming, and three-tiered solutions using HTTP tunneling. XML and JSP are used to create dynamic Web content. Prerequisite: CPS 315 Object-Oriented Design and Programming I. Offered occasionally.

CPS 320 Computer Hardware

An overview of computer hardware. Includes hardware components, hardware installation, computer troubleshooting, and user support. Topics include an in-depth analysis of human factors relating to computing, help desk, IT support and IT management. Prerequisite: CPS 200 Programming I or equivalent. Offered occasionally.

CPS 325 Networking and Telecommunications

Networking hardware and software. The course will cover the installation and maintenance of networks, network management, telephony and security. Students will learn to manage at least two different network server operating systems. Prerequisite: CPS 200 Programming I or equivalent. Offered occasionally.

CPS 340 Visual Basic

An introduction to the Visual Basic integrated development environment (IDE) and the process of creating Graphical User Interface (GUI) applications. Essential components of the Visual Basic language to be covered include variables, data types, procedures, control structures, objects (OOP), and programming using the Active X technology. Students will work with forms and controls and their associated properties, methods, and events to create the GUIs for their applications. Prerequisite: CPS 212 Programming II or equivalent. Offered occasionally.

CPS 362 Introduction to Data Structures

A study of data structures, including lists, arrays, and linkages. Topics include stacks, queues, deques, trees, dynamic storage allocation, garbage collection for disks systems and recursive programs. Prerequisite: CPS 212 Programming II or equivalent. Offered spring, even years or as needed.

CPS 420 Operating Systems

General theory of operating systems. Components of an operating system and the processes involved. Data storage, hard drive control, and memory management. The course will include a comparison of at least two operating systems. Prerequisites: junior standing and completion of at least one (1) 300-level Computer Science (CPS) course or consent. Offered occasionally.

CPS 440 Database Management

This course utilizes combination of 4th generation software development packages and standardized application design methods

and processes to develop a large scale database management solution. Using database programming techniques, students will create projects that will be immediately applicable to the college, a local business, or other organization. Prerequisites: Completion of three (3) Computer Science (CPS) courses, including CPS 210 Database Basics, or consent. Offered fall.

CPS 445 Systems Analysis and Design (WI)

This Computer Science capstone course applies several computer science and business concepts in the development and maintenance of a management information system. CASE tools are utilized in developing and analyzing the implementation of team projects. These projects will address real world needs and attempt to solve a real problem for a client. Prerequisites: GEN 112 Persuasive Writing, completion of three (3) Computer Science (CPS) courses, or consent.

CPS 450 Information Security and Forensics II

This course investigates advanced topics of system and data security breaches, and presents detailed analysis of tools used in computer security. Topics include: security standards, policies and best practices; principles of ethical and professional behavior; regulatory compliance and legal investigations; information assurance; risk management and threat assessment; business continuity and disaster recovery planning; security architecture and design; elements of cryptography; digital forensics; physical (environmental) security; networking fundamentals; access control and authentication; network and application security; exploiting network, web, software and insider vulnerabilities. Prerequisite: CPS 250 Information Security and Forensics I, completion of at least two (2) additional Computer Science (CPS) courses.

CPS 480 Special Topics in Computer Science

These rigorous advanced-level special topics courses are designed to expand and

enhance the students' growing understanding of computer science by providing instruction in an evolving field within the discipline. Prerequisites: junior standing and completion of at least two (2) Computer Science (CPS) courses at the 300-level or above.

CRIMINAL JUSTICE (CRJ)

CRJ 140 Introduction to Criminal Justice

The three primary levels of the criminal justice system-police, courts, and corrections-and the professional roles within each level. Prerequisite: none.

CRJ 240 Criminal Justice Research and Report Writing

This course will provide students with the skills needed for report writing in criminal justice as well as scholarly writing. Students will be exposed to multiple types of official reports used within the criminal justice system in order to understand how these reports are used and the importance of accuracy and sound writing skills in these reports. In addition, students will also focus on scholarly writing by learning how to write a research paper in criminal justice and the research tools necessary to complete the task. Prerequisite: CRJ 140 Introduction to Criminal Justice.

CRJ 342 Juvenile Delinquency and Juvenile Justice

The nature, definition, etiology, and extent of juvenile delinquency, the structure and format of the juvenile justice system, and alternative programs, policies, and goals of intervention. Prerequisite: CRJS 231 Criminology and Deviance or consent.

CRJ 344 Policing in America

An overview of policing, including its history, practices, and evolving function. Roles, responsibilities, issues, and trends pertinent to contemporary policing will be examined including community policing

philosophies, applications, issues, and contemporary research. Other topics include investigation tactics, administrative functions, and their use within contemporary policing mandates. Prerequisite: CRJ 140 Introduction to Criminal Justice or consent.

CRJ 345 Criminal Law

A survey of criminal law includes an analysis of substantive criminal law, judicial opinions related to the criminal justice process, types of criminal evidence, standards of proof, and the legal requirements relating to the admissibility of evidence in court. Prerequisite: CRJ 140 Introduction to Criminal Justice or consent.

CRJ 347 Criminal Investigations

This course is an introduction and review of the history, practice and principles of criminal investigation. The course will cover a number of basic topics such as information sources, physical evidence, interviews, interrogations and managing criminal investigations. In addition, students may learn about more specialized investigation issues such as crime scene reconstruction, sex crime investigations, homicide investigations and burglary investigations. Prerequisite: CRJ 344 Policing in America.

CRJ 348 Corrections in America

An examination of the historical context, philosophical concepts and major developments which have shaped corrections in the United States. Various sentencing options, correctional programs and the role of corrections in the larger justice system are examined. Prerequisites: CRJ 140 Introduction to Criminal Justice, CRJS 231 Criminology and Deviance, or consent.

CRJ 355 Offender Assessment and Rehabilitation

This course examines the theories and application of research relevant to the identification, evaluation, and treatment planning of persons under the supervision of probation, parole, prison, and other community-based correctional organizations. Risk, classification, and psychological assessments used with offenders are explored. Counseling methods and treatment modalities, such as reality therapy, cognitive-behavioral therapy, behavioral therapy and group and family treatment approaches are also examined. The challenges and limitations of engaging in therapeutic work with correctional populations are also evaluated. The course involves a blend of lecture, discussions and experiential exercises. Prerequisites: CRJ 348 Corrections in America and PSY 200 General Psychology.

CRJ 370 Ethics and Justice

The study of leadership and ethics in criminal justice as an exploration for challenging a number of beliefs and assumptions. Within a test of student's personal values and beliefs, challenging questions will be addressed such as, "Can moral and ethical behavior be considered illegal and legal actions be considered immoral?" Within this approach the course will encompass a variety of disciplines that continue to contribute to criminal justice, including the law, economics, psychology, sociology, philosophy, and theology. Ultimately, the course gets students to analyze aspects of who they are and how their personalities are ultimately shaped by their minds, relationships with each other, and the intentions and motives that underline their actions within their inner and outer environment. Prerequisite: CRJ 140 Introduction to Criminal Justice.

CRJ 400 Internship in Criminal Justice (4 semester hours)

A field internship in a criminal justice or legal organization arranged in advance by the student in consultation with the faculty

sponsor and the Career Development office. Students are expected to participate extensively in the work and activities of a criminal justice or legal organization. Prerequisite: senior standing.

CRJ 450 Race, Ethnicity, and Crime

An examination of the multiple connections between race, ethnicity, and criminal justice. The course begins with an overview of the historical origins of racial and ethnic tension in the United States and their connection to racial and ethnic issues in criminal justice today. Issues of disproportionality, victimization, public policy, racial profiling and discrimination are among the many topics that will be covered. Prerequisites: CRJ 140 Introduction to Criminal Justice and CRJS 231 Criminology and Deviance.

CRJ 451 Effective Policing Practices

Evidence-based policing calls for police departments to utilize scientific policing research to determine the most appropriate policing practices for their jurisdiction. In addition, it encourages in-house program evaluations to determine if such practices are having the intended effect. This course will explore the major findings in policing research and how they may be applied at the local level. Students will also discuss the strength of the findings as well as the political pitfalls and practicality of implementing the programs that research indicates are effective means of policing. Prerequisites: CRJ 140 Introduction to Criminal Justice, CRJS 231 Criminology and Deviance and SOCP 335 Research Methods for the Behavioral Sciences.

CRJ 452 Effective Correctional Practices

This course will examine historical and contemporary correctional practices, including those offered in institutional settings, the utility of institutional sanctions, diversion programs, specialty courts, and other community-based programs. The student will examine and evaluate correctional interventions from multiple theoretical perspectives using classic and current empiri-

cal research literature on correctional practices. Prerequisites: CRJ 348 Corrections in America, SOCP 335 Research Methods for the Behavioral Sciences, and junior or senior standing, or consent.

CRJ 480 Special Topics in Criminal Justice

Special topics courses are seminar-style courses in which the content changes in response to student and faculty interests. Prerequisites: CRJS 231 Criminology and Deviance and junior standing or consent.

CRJ 492 Contemporary Issues in Crime and Justice: Senior Seminar (WI)

A senior seminar that focuses on criminal justice issues of concern to faculty and students. Topics will vary and may include: Miscarriages of Justice, Crime and Justice in American Film, Prevention of Crime and Delinquency, Theory and Practice in Criminal Justice as well as other topics. Prerequisites: GEN 112 Persuasive Writing and senior standing.

**CRIMINAL JUSTICE/
SOCIOLOGY (CRJS)**

CRJS 231 Criminology and Deviance

The major sociological perspectives on crime and deviant behavior with particular emphasis on the causes of crime and deviance, the measurement of crime, and the prevalence and impact of both “street” crime and white-collar crime in the United States. Prerequisites: SOC 100 Introduction to Sociology or PSY 200 General Psychology or consent.

CRJS 341 Sociology of Law

An historical and sociological analysis of the major concepts of law, crime, order, and justice, the relationship of these concepts to the larger social structures and processes of a society, and the reasons for the existence of a criminal justice system. Prerequisite: CRJS 231 Criminology and Deviance or consent.

ECONOMICS (ECN)

ECN 220 Principles of Macroeconomics

General introduction to the problems of resource allocation, supply and demand, national income employment and price levels, fiscal and monetary policy, operation of the banking system, and elements of international trade. Prerequisite: none.

ECN 230 Principles of Microeconomics

General introduction to the theories of production and consumption, pricing and the market system, perfect and imperfect competition, business and labor regulations, and international trade. Prerequisite: none.

ECN 301 The Economics of Sports

Students will examine economic issues surrounding the professional sports industry in the United States. The course is organized into three major sections: Industrial Organization, Public Finance, and Labor Markets. We will examine the industrial structure of pro sports by briefly exploring the history of sports leagues and analyzing the impact that the monopoly-like status has on the profitability of teams, on player salaries, on fan welfare, and on the size of subsidies that state and local governments are paying to sports franchises for stadium construction. Prerequisite: ECN 220 Principles of Macroeconomics or ECN 230 Principles of Microeconomics.

ECN 360 Money, Banking and National Income

Study of the monetary and banking system in the United States. Considers the Federal Reserve System and its control of the commercial banking industry. Also considers government fiscal policy and the use of monetary and fiscal policy to control unemployment, inflation and economic growth. Prerequisite: ECN 220 Principles of Macroeconomics.

ECN 361 Intermediate Macroeconomics

A theoretical analysis of the aggregate economy. Topics include national income accounting, market equilibrium, money and labor markets, stabilization policies, economic growth, classical, Keynesian, and supply-side economics. Prerequisite: ECN 220 Principles of Macroeconomics.

ECN 362 Intermediate Microeconomics

The application of microeconomic theory in the solution of business problems. Emphasis on the development of a conceptual framework for business decision-making. Prerequisite: ECN 230 Principles of Microeconomics.

ECN 365 International Economics

A study of international trade theory, the balance of payments, tariff policy, and trade controls. Prerequisites: ECN 220 Principles of Macroeconomics and ECN 230 Principles of Microeconomics.

EDUCATION (EDU)

EDU 100 Introduction to Education

The study of historical, philosophical, and social foundations of education; organization and administration of education; classroom management and discipline; teaching strategies and learning theory; curriculum development, research and professionalism. Prerequisite: Intended Education major.

EDU 140 Introduction to Educational Technology

Addresses the fundamentals of educational technology and instructional design. Students will explore media, computers, and related technologies as they relate to the classroom setting. Students will explore and evaluate how, when, and where technology should be integrated in the classroom. Prerequisite: none.

EDU 302 Physical Education and Health Teaching Techniques for Middle Childhood through Early Adolescence

A focused study of the meaning and purpose of physical and health education. The characteristics of childhood motor learning methods. Techniques of teaching and planning of physical and health education programs. Game activities for primary and middle school students and current issues in health education. Prerequisite: EDU 100 Introduction to Education.

EDU 331 Science Teaching Techniques for Middle Childhood through Early Adolescence

The content and method of teaching both the life and physical sciences. The relationships between science, technology, society, and the environment. Educational research and practice related to curriculum development, implementation and evaluation for students at the elementary through middle school level. Prerequisites: EDU 100 Introduction to Education and admission to the Education Division.

EDU 332 Mathematics Teaching Techniques for Middle Childhood through Early Adolescence

The content and method of teaching both the characteristics and properties of mathematical operations, critical thinking, and problem solving. Educational research and practice related to curriculum development, implementation and evaluation for students at the elementary through middle school level. Prerequisites: EDU 100 Introduction to Education and admission to the Education Division.

EDU 341 Children's and Early Adolescent Literature

A practical study of the literature available for children and early adolescents and the most effective approaches in using that literature. Includes information on selecting, evaluating, and using a wide variety of published materials in a classroom setting.

Picture books, traditional literature, modern fantasy, realistic fiction, historical fiction, multicultural literature, nonfiction, and human relations materials are used. Prerequisites: EDU 100 Introduction to Education and admission to the Education Division.

EDU 342 Language Arts and Social Studies Teaching Techniques for Middle Childhood through Early Adolescence

The content and methods for teaching verbal and written expression including grammar, listening skills, spelling, writing, integrated thematic unit planning, and authentic assessment. The inter-relationships among these areas are shown from kindergarten to middle school levels. The content and teaching methods for the social sciences including current affairs, economics, government, geography, history, social concerns, political science, sociology, global perspectives, and multi-ethnic education. Instructional material, research, curriculum development, practice and evaluation, classroom management, discipline, and professionalism will be covered in both sections of the course. Prerequisites: EDU 100 Introduction to Education and admission to the Education Division.

EDU 373 Field Experience in Education

For field experience in education, students are individually placed in area elementary and middle school classrooms, under the direct supervision of full-time teachers as well as Lakeland faculty. Prerequisites: EDU 100 Introduction to Education and admission to the Education Division.

EDU 379 Early Childhood Teaching Techniques

Content, methodology, and research related to early childhood and kindergarten education. Curriculum development, implementation, and evaluation in all subject areas will be covered. Other topics include classroom organization and management, current issues, multicultural teaching, under-

standing individual differences, and professionalism. There is a field experience component in this course. Prerequisites: EDU 100 Introduction to Education and admission to the Education Division.

EDU 382 Reading Teaching Techniques

The interactive nature of reading and reading instruction, developmental stages of reading, reading strategies, and effective instructional techniques, including phonics are covered. Students learn to design, implement, and evaluate effective reading programs to meet a wide range of student needs for early childhood, elementary, and middle level students. Participants are expected to apply theory and research to classroom practice through a clinical experience in reading with a one-on-one tutoring experience of at least five (5) hours. Prerequisites: EDU 100 Introduction to Education and admission to the Education Division.

EDU 449 Education Capstone Course (WI)

This course is designed to provide education students with the opportunity to draw upon the knowledge and skills attained through coursework and related experiences that have been integral to their previous educational preparation. Prerequisites: admission to the Education Division, GEN 112 Persuasive Writing, and senior standing.

EDU 450 Observation and Student Teaching for Early Childhood/Middle Childhood/Early Adolescence Level Teachers (12 semester hours)

Students have an opportunity to teach classes under the supervision of both College faculty and a cooperating teacher from an area elementary/ middle school. Student teaching is a full-day, full-semester experience which follows the semester calendar of the cooperating school. The classroom teaching experience is supplemented by required seminar sessions addressing the development of the professional portfolio.

Prerequisites: Two semesters prior to registering for student teaching, you must have a cumulative overall GPA of 3.0, acceptance into the Education Division, consent of the Education Division chair, completion of the Early Childhood/Middle Childhood/ Early Adolescence Professional Sequence, completion of academic major and minor areas, a passing score on the relevant Praxis II content test, and completion of the application process for student teaching. Must be taken concurrently with EDU 470.

EDU 470 Seminar, Observation and Student Teaching (2 semester hours)

A required two (2) hour student teaching seminar held on a bi-weekly basis throughout the full semester of student teaching for a total of nine (9) sessions. Must be taken concurrently with EDU 450.

**ART/EDUCATION, See ARTE
MUSIC/EDUCATION, See MUSE**

EDUCATION/ PSYCHOLOGY (EDUP)

EDUP 230 Educational Psychology

Educational and psychological theories and their application in the classroom, including various aspects of classroom management and organization, teaching methods and strategies, motivation, moral and personality development, special education and exceptional children, and measurement and evaluation. Special emphasis on relating the theoretical concepts of education and psychology to practical problems of education.

Prerequisite: none.

EDUP 330 Human Growth and Development

The nature of human development from conception through adulthood. A comprehensive overview of human development research methodology. Special emphasis on key concepts in major developmental theories including biosocial, cognitive, psycho-

logical, emotional, and social development and their application to the maturing individual. First-hand knowledge of contemporary issues and controversies in the study of infants, children, adolescents, and adults. Prerequisites: PSY 200 General Psychology or EDUP 230 Educational Psychology or SOCP 220 Social Psychology and sophomore standing.

EDUP 432 Survey of the Exceptional Person

A survey of developmental disorders and disabilities as they affect parents and families, students, and teachers of exceptional children. Emphasis on acquiring the knowledge and skills necessary to identify and evaluate children and youth with exceptional educational and psychological needs and talents while gaining familiarity with methods of assessing the biosocial, cognitive, psychological, emotional, and social process. Relates educational and psychological methods and approaches in special education to the most effective educational practices at the preschool, elementary, and secondary levels. Prerequisites: EDUP 330 Human Growth and Development and junior standing.

ENGLISH (ENG)

ENG 200 World Literature

Selected masterpieces of literature from both the Western and non-Western traditions, excluding Anglo-American literature. Writers studied may include Homer, Molière, Kafka, Ibsen and Garcia Márquez. Prerequisite: none.

ENG 211 Introduction to British Literature I

Major writers and trends in British literature from the Anglo-Saxon period through the eighteenth century. Prerequisite: none.

ENG 212 Introduction to British Literature II

Examines writers and movements from Romanticism through the present. Prerequisite: none.

ENG 220 Introduction to American Literature

Examines how the idea of “America” was created, challenged, and sustained through the literature of the country’s greatest writers. This survey focuses on major authors—from colonial times to the postmodern era—and the themes that link these artists into a national literary tradition. It also explores how these writers’ “American dreams” continue to inform our culture. Prerequisite: none.

ENG 225 Multicultural American Literature

Explores the contributions of African Americans, Native Americans, Asian Americans, and other cultural groups to the American literary tradition. The course also investigates how these writers challenge and inform our understanding of “culture” itself. Prerequisite: none.

ENG 250 Introduction to Women's Literature

Examines women's writing from 1800 to the present. Focuses on representations of women in literature, challenges faced by women writers, and the development of a women's literary tradition. Emphasis on developing skills needed for literary analysis. Authors studied may include Austen, Dickinson, Chopin, Woolf, Rich, and Morrison. Prerequisite: none.

ENG 275 The Art of Comics

Comics are an art form—a medium for self-expression. The purpose of this class is to study that art form, to see how it works, and to put that knowledge into creative practice. By looking closely at more than 100 years of comics—from one-panel cartoons to award-winning graphic novels—we will analyze the basic structures, rules, and techniques of this powerful form of storytelling. Students will also learn about comic art by creating and analyzing their own cartoons and graphic narratives. Prerequisites: none.

ENG 280 Special Topics in Literature

Exploration of a single topic, author, or theme in literature. Possible topics include

war literature, dramatic comedies, comics and graphic narratives, Native American women's autobiographies, or Irish literature. Designed as an introductory course. May be taken more than once with different topics. Prerequisite: none.

ENG 310 British Literature: Renaissance and Restoration

The culture and literature in Britain in a period of great economic and political upheaval as the society moved out of medievalism and into the modern world. Examines the work of writers such as Spenser, Marlowe, Shakespeare, Donne, Jonson, Webster, Herbert, Milton, and Restoration dramatists such as Congreve, Wycherley and Etherege. Prerequisites: one 200-level ENG course, junior standing, or consent.

ENG 315 British Literature: The Ages of Reason and Romanticism

Covering the years from 1700 to 1832 in English literature—the Neoclassical, Augustan, and Romantic periods. Authors include Pope, Swift, Johnson, Defoe, Wordsworth, Coleridge, Blake, Byron, Shelley, Keats, and Austen. Prerequisites: one 200-level ENG course, junior standing, or consent.

ENG 323 Nineteenth-Century American Literature (WI)

Explores the era in which American writers declared their literary independence—the American Renaissance of 1835–1865. Highlights include Emerson, Melville, Hawthorne, Thoreau, Douglass, and Dickinson. The course examines how these writers and other artists conducted “experiments in American individualism” throughout this landmark century. Prerequisites: GEN 112 Persuasive Writing, one 200-level ENG course, junior standing, or consent.

ENG 324 Twentieth-Century American Literature (WI)

Studies the highpoints of American literary realism and modernism, from the turn of the century and the 1920s to the 1950s and beyond. We explore how writers in these vital periods confront the ideals of America by examining concepts of “the real.” The course emphasizes literary argument, but also connects literature to parallel movements in philosophy, painting, popular culture, and the nation at large. Prerequisites: GEN 112 Persuasive Writing, one 200-level ENG course, junior standing, or consent.

ENG 335 British Literature: Victorian Period (WI)

Emphasis on the influence of medical, political, and educational changes on concepts of British identity and culture in the Victorian Period. Major Victorian writers such as Dickens, the Bronte sisters, the Brownings, Stevenson, Collins, Arnold, and Tennyson. Prerequisites: GEN 112 Persuasive Writing, one 200-level ENG course, junior standing, or consent.

ENG 340 Twentieth Century British Literature (WI)

Focused study of critical, literary and historical developments in the twentieth century, specifically the rise of literary modernism and the fall of the British Empire. Explores ways that events of the twentieth-century challenge British notions of nation and complicate traditional themes and genres. Representative authors include Joyce, Woolf, Lawrence, Rhys, Yeats, and Beckett. Prerequisites: GEN 112 Persuasive Writing, one 200-level ENG course, junior standing, or consent.

ENG 370 Shakespeare

Shakespearean drama—representative comedies, histories, tragedies, and romances—within the cultural context of the late 1590s and 1600s. In addition to addressing literary questions—such as genre, characterization, and theme—the instructor will approach the plays as scripts for performance. Films and attendance at a theatrical performance supplement the in-

class discussion. Prerequisites: one 200-level ENG course, junior standing, or consent.

ENG 380 The English Language

A general introduction to the field of linguistics, presenting a variety of topics from the history of the language to contemporary theories of grammar. Prerequisite: GEN 112 Persuasive Writing.

ENG 420 Major Author Seminar

Students study one author in depth and conduct research on that author's work. Students are expected to handle different critical approaches, express themselves orally in a seminar format, and evaluate a major writer in a literary-historical context. Prerequisites: one 200-level ENG course, junior standing, or consent.

ENG 430 Chaucer

An overview of Chaucer's major works, including *The Book of the Duchess*, *Troilus and Criseyde*, and *The Canterbury Tales*. All are read in the original Middle English. Prerequisites: one 200-level ENG course, junior standing, or consent.

ENG 480 Special Topics in English

A seminar focusing on an individual genre (fiction, poetry, or drama) or author in a historical context or special problem in literary criticism. Students are expected to demonstrate an ability to handle different critical approaches, express themselves orally in a seminar format and evaluate major writers or movements. Prerequisites: one 200-level ENG course, junior standing, or consent.

ENG 499 Literature and Theory (Capstone Course)

Literary theory and literature studied in a seminar format with students researching, writing, and presenting a substantive paper to the class. The seminar generally focuses on a single literary genre or type of writing, and approaches that work with the tools that critics use in the study of literature, language, and culture. Prerequisites: completion of one 300-level English course.

ENGLISH AS A SECOND LANGUAGE (ESL)

ESL 321 English Grammar

An in-depth analysis of English grammar in preparation for teaching English as a Second Language. Topics to be studied include morphology, syntax, and contrastive analysis, as well as grammar teaching methods and error correction approaches. Prerequisite: GEN 112 Persuasive Writing.

ESL 322 Second Language Acquisition and Applied Linguistics

A study of linguistics in preparation for teaching English as a Second Language. Topics include theories of first and second language acquisition, contrastive analysis, error analysis, discourse analysis, and ESL/bilingual education. Prerequisite: GEN 112 Persuasive Writing.

ENGLISH AS A SECOND LANGUAGE/EDUCATION (ESLE)

ESLE 324 Teaching Methods in ESL

Preparation for ESL certification. The first half of this course includes study and demonstration of general methods for teaching English as a Second Language; the second half includes study and demonstration of methods for teaching academic content to ESL students. Both sections focus on instructed language acquisition (early childhood through adolescence) and include assessment methods, curriculum development, and materials evaluation. Prerequisites: Admission to the Education Division, ENG 380/780 The English Language, ESL 321/721 English Grammar, ESL 322/722 Second Language Acquisition and Applied Linguistics, and foreign language study.

EXERCISE SCIENCE AND SPORT STUDIES (ESS)

ESS 144 Introduction to Sport Studies

This course will study sport from a sociological, psychological, historical, economic, and scientific perspective. Prerequisite: none.

ESS 315 Sports Marketing and Promotion

This course will be an introduction to marketing concepts as they apply to the sport industry. Consumer behaviors, corporate sponsorships, licensing concepts and market research will be studied. Prerequisite: ECN 230 Principles of Microeconomics or consent.

ESS 324 Programming of Athletic Facilities and Events

This course studies the techniques in administration/management of sport venues including the steps in planning, building and supervising the facility. Emphasis will be placed on understanding the role and purpose of planning such facilities. The student will also study the event management issues concerning indoor and outdoor facilities. Prerequisite: junior standing.

ESS 410 Organization and Management of Sport Programs (WI)

A look at the total environment of sport management as viewed by top management within several dimensions of the sport industry. Also an overview of practical applications of management theory in the sport environment. The student will be exposed to the body of knowledge associated with a career in sport management. An analysis of effective management strategies, leadership styles, decision making, managing conflict and change, motivation of employees and volunteers and career opportunities. Prerequisites: GEN 112 Persuasive Writing, ESS 143 Introduction to Exercise Science or ESS 144 Introduction to Sport Studies, and junior standing.

ESS 450 Essentials of Ethics and Law in Sport

This course will survey ethical and legal issues in the sport industry. Ethical issues include gambling, cheating, violence, and drug abuse. Legal issues include contracts, civil rights, due process, and work-related legalities. Students will be exposed to ethical and legal principles and the application of ethics and law in sport. Prerequisite: junior standing.

GENERAL STUDIES (GEN)

GEN 100 College Writing Workshop

Through frequent assignments and varied exercises, this course prepares students for Lakeland's regular sequence of writing courses, GEN 110 Expository Writing and GEN 112 Persuasive Writing. Students successfully completing College Writing Workshop should be able to:

- 1) write clear, logical, and grammatically correct sentences;
- 2) write organized, developed paragraphs;
- 3) use basic rhetorical patterns to write essays that contain an introduction, a body, and a conclusion;
- 4) identify the parts of speech, parts of a sentence, and types of sentence structures; and
- 5) understand the different phases of writing, including prewriting, revising, editing, and proofreading.

Prerequisite: none.

GEN 101 Reading Workshop

Students enrolled in this course learn to adjust their reading rate (words/minute) to their purpose. Regardless of how well they read before the course, they can expect their rate to increase dramatically—100 w.p.m. on the average—while comprehension also increases. Vocabulary improvement is heavily stressed; daily quizzes encourage active participation outside of class. Class time is devoted to individualized programs

which assist students to learn to skim and scan, to recognize main ideas, to understand general principles, to read critically, to perceive organizational patterns, and to study more efficiently.

The objectives of Reading Workshop are to

- 1) develop independence in identifying unfamiliar words;
- 2) increase reading speed and comprehension;
- 3) improve attitudes about reading;
- 4) develop improved understanding of vocabulary;
- 5) enhance recognition of the organizational patterns of readings;
- 6) improve the ability to evaluate the contents of materials; and
- 7) develop concentration, recall, and effective study procedures.

Prerequisite: none.

GEN 102 Mathematics Workshop

This course prepares students to take college-level mathematics courses. Its content ranges from basic arithmetic through basic algebra.

The objectives of Math Workshop are to:

- 1) provide minimal mathematical skills deemed essential for a college graduate and
- 2) provide the skills requisite for all mathematics courses offered at Lakeland College, namely, the skills of
 - (a) adding, subtracting, multiplying, and dividing whole numbers, decimals, fractions, and mixed numbers;
 - (b) performing basic operations with percentages, squares, signed numbers, monomials, and polynomials;
 - (c) constructing and interpreting graphs; and
 - (d) solving word problems.

Prerequisite: none.

GEN 110 Expository Writing

Through a series of six extended essays, this course teaches students to write clear,

thoughtful, expository prose. Students successfully completing Expository Writing should be able to:

- 1) develop expository essays in each of the following patterns of development: narration; comparison/contrast; process analysis; classification/division; definition; and causal analysis;
- 2) organize complete and thoughtful essays around a central thesis statement, supporting the main idea with well-developed and effectively-organized paragraphs;
- 3) make appropriate use of introductions and conclusions to frame their main discussion;
- 4) demonstrate a generally clear and sophisticated writing style;
- 5) be effective drafters, revisers, editors, and proofreaders of their own work.

Prerequisites: ACT English score above 16 or completion of GEN 100 College Writing Workshop. Students who score at or above 24 on the English portion of the ACT are exempted from GEN 110 Expository Writing.

GEN 112 Persuasive Writing

Through a series of assignments integrating argumentation, rhetoric, and research, this course helps students develop skills in critical reading, thinking, and writing. Students successfully completing Persuasive Writing should be able to:

- 1) develop and revise argument-driven essays, utilizing clear and supportable claims, logical reasons, reliable evidence, and appropriate acknowledgment of counterarguments;
- 2) write a lengthy college-level research paper, exhibiting skills in library usage; summary, paraphrase, and quotation; responsible documentation; and organizing and outlining a large body of material;
- 3) identify and employ basic parts of a rhetorical argument, avoiding logical fallacies.

Prerequisites: ACT English score above 24 or SAT Verbal score 570 or above or com-

pletion of GEN 110 Expository Writing.

GEN 134 Humanities I

Introduces, integrates, and places in historical context the literature, drama, philosophy, religion, music, painting, sculpture, and architecture of Mediterranean and European cultures until approximately 1400 A.D. Prerequisites: GEN 100 College Writing Workshop and GEN 101 Reading Workshop.

GEN 135 Humanities II

Continues GEN 134 Humanities I for European and American cultures approximately 1400 to the present. Prerequisites: GEN 100 College Writing Workshop and GEN 101 Reading Workshop.

GEN 183 Natural Science

An introduction to the history, major discoveries, and the methods of the natural sciences. The intent of this course is to outline, not only what scientists know, but also how they learn. This course will provide the information to become scientifically literate and the ability to cope with the world of the future.

GENERAL STUDIES/ INTERDISCIPLINARY STUDIES: CORE COURSES

GEN 130K Core I: Knowing the Self

The first level of the General Studies Core uses the theme of self-discovery to integrate the course's critical-thinking and skill-building goals. Students will be asked to wrestle with questions of identity, frame of reference, and life goals. They will also be introduced to the academic disciplines they will encounter through readings, discussions, and activities that pertain to the development of a self concept. They will begin working on the skills they will need to develop in their college careers as a means to the larger goal of developing a sense of personhood and identity. Emphasis will be placed on developing analytical skills in written and oral form, in both informal and formal formats. Prerequisite: none.

GEN 310K Core II: Exploring Vocation

This course examines some of the diverse ways people have explored the question, “What should I do with my life?” in dialogue with their interests, values, goals, abilities, world view and social norms. Students are also invited to engage in their own vocational discernment utilizing critical reflection in conversation with the various resources and perspectives encountered in the course. Prerequisites: Core I, sophomore standing or above, and GEN 112 Persuasive Writing.

GEN 311K Core II: Ideas of Human Nature

No question is more human than this: “What does it mean to be human?” And few questions have received a wider variety of conflicting and competing answers. This course looks at the topic of human nature through the lenses of various traditions and academic disciplines—including philosophy, sociology, the arts, evolutionary biology, economics, computer science, and psychology. Students are required to test these theories against contemporary issues, as well as their own knowledge and experience. In the process, they learn to question and to support claims about the central facts of the human condition. Prerequisites: Core I, sophomore standing or above, and GEN 112 Persuasive Writing.

GEN 312K Core II: Gender Studies: Biology, Culture, and Performance

One of the central questions of the human condition is explored in this course: how does biological sex influence the performance and perception of gender and sexual identity? Students will analyze the biological and sociological debates about gender that have persisted throughout history and across cultures through a combination of class discussion, historical study, formal presentations, and written work. Texts are as diverse as the topic, covering formal gender theory, sociological research, biological and evolutionary arguments, per-

sonal narrative, art, literature, and film. Prerequisites: Core I, sophomore standing or above, and GEN 112 Persuasive Writing.

GEN 325 Core II: Love and Lust

We live in a world that celebrates love, but sometimes condemns the feelings and actions that accompany this powerful emotion. This course examines ideas of romantic and erotic love from multiple disciplinary perspectives to explain what exactly love is, how it affects us, and the roles it plays in cultures worldwide. Our class texts will be both academic and popular, from science and philosophy to advertisements and romantic comedies. Overall, the class will try to do the one thing that many say one can never do with love: understand it. Prerequisites: GEN 130 Core I, sophomore standing or above, and GEN 112 Persuasive Writing.

GEN 345K Core II: Visions of the Afterlife

This course will explore some of the diverse ways people have responded to the mystery of what becomes of human beings after they die. Focused attention will be given to various conceptions of life after death in different traditions and cultures. Drawing from a variety of fields such as anthropology, history, psychology, religion and science, the course will also examine explanations for the pervasiveness of the belief in life after death and different perspectives on the possibility of life after death. Students will be invited to consider how these various perspectives inform their own understanding of what, if anything, comes after their life here on earth. Prerequisites: Core I, sophomore standing or above, and GEN 112 Persuasive Writing.

GEN 355K Core II: Science, Non-Science, and Pseudoscience

“Science, Non-Science, and Pseudoscience” presents the questions and status of science itself as one of these central questions—a question at least as old as the modern era and the rise of empiricism, materialism, and the scientific method.

Since that time, science has become an inescapable part of life on the planet. We use it to make our lives easier, but we also use science as a way to understand our world and ourselves. Science has become a primary player in a war of ideas about who we are, how we should live, and what our purpose in life is. Prerequisites: Core I, sophomore standing or above, and GEN 112 Persuasive Writing.

GEN 365K Core II: Prejudice and Discrimination

This course explores the etiology and effects of prejudice and discrimination from multiple perspectives. Anthropological, economic, historical, psychological, religious, sociobiological, and sociological approaches to understanding will be examined in addition to the depiction of prejudice and discrimination in literature and art. Topics may include well-recognized forms of prejudice and discrimination, such as racism, sexism, anti-Semitism, homophobia, the exploitation and domination of indigenous peoples, and less obvious forms such as ageism, sizeism, and classism. Students will critically evaluate the various approaches to understanding prejudice and the ramifications of discrimination. Prerequisite: Core I, sophomore standing or above, and GEN 112 Persuasive Writing.

GEN 425K Core III: Excellence and Innovation (WI)

Students will study the potential of excellence and innovation to yield models of action which advance human endeavor. If excellence is understood as the set of values and goals which define what is beneficial for the individual and/or society and innovation is understood as the creative and practical means by which excellence is achieved, this course explores how excellence and innovation create solutions resulting in the enhancement of cultures in which students live and work. Prerequisites: Core II, junior standing or above, and GEN 112 Persuasive Writing.

GEN 426K Core III: The Digital Divide (WI)

This discussion-based course looks at the role that technology plays in our lives, how it is developed, and who has access to it. The factors that impact how accessible technology is, how it is used, and how it impacts individuals and societies, if at all, will be examined through numerous disciplines. Students will develop plans for actions with regard to the development, availability, use, or possible impacts of technology as it relates to current issues. Prerequisites: Core II, junior standing or above, and GEN 112 Persuasive Writing.

GEN 442K Core III: Global Health Issues (WI)

This course is designed to provide a critical analysis of factors that affect personal and community health throughout the world. General topics may include health care funding, communicable and non-communicable disease, hunger and nutrition, mental health, drug use and abuse, and environmental health. Students will develop plans for future action. Prerequisites: Core II, junior standing or above, and GEN 112 Persuasive Writing.

GEN 443K Core III: Environment and Consumption (WI)

This course invites students to explore a web of issues surrounding the relationship between the health of our natural environment and the consumption of goods and services by North Americans. Drawing from numerous disciplines, the course helps students investigate the impact of North American consumerism on ecosystems worldwide, the various rationales behind calls to adopt or reject environmental policies, and concrete solutions to what students identify as specific dimensions of the problem. Prerequisites: Core II, junior standing or above, and GEN 112 Persuasive Writing.

GEN 445K Core III: Global Conflict and Cooperation (WI)

Through an examination of current global issues (population, human rights, conflict resolution, culture, etc.), this course explores the themes of global cooperation and planning for the future in a worldwide perspective. Group and individual research projects involve students in original work on selected, unresolved, world issues. Prerequisites: Core II, junior standing or above, and GEN 112 Persuasive Writing.

HISTORY (HIS)

HIS 101 World History I

The geographic, social, cultural, ethnic, political, economic, intellectual, and creative history of the world's people groups from human prehistory into the sixteenth century C.E. Prerequisites: none.

HIS 102 World History II

A continuation of HIS 101 World History I, which surveys the geographic, social, cultural, ethnic, political, economic, intellectual, and creative history of the world's people groups from the sixteenth century C.E. to the present. Prerequisites: none.

HIS 111 United States History I

The geographic, social, cultural, ethnic, political, economic, intellectual, and creative history of the region that became known as the United States of America, from the arrival of its first native American inhabitants through the Civil War. Prerequisite: none.

HIS 112 United States History II

A continuation of HIS 111 United States History I, which surveys the geographic, social, cultural, ethnic, political, economic, intellectual, and creative history of the United States of America from the conclusion of the Civil War to the present. Prerequisite: none.

HIS 190 Introduction to the Skills of Historical Practice

This course trains students for successful performance in the Lakeland College history program, which is designed to produce graduates who "excel in practicing the skills necessary to enjoy success in the history professions for which they have chosen to prepare." Specific areas of instruction and experience will include note-taking for history lectures and discussions, discovering and utilizing both primary and secondary sources, accessing and evaluating internet archives, drawing information and interpretations from history textbooks and scholarly monographs, writing clear and effective historical prose, documenting sources used in history papers, writing exam essays, and identifying and exploring possible career tracks in the history professions. Prerequisite: none.

HIS 211 History of Asia

The geographic, social, cultural, ethnic, political, economic, intellectual and creative history of the Asian continent from B.C.E. 500 to the present, focusing primarily on China, India, and Japan. Prerequisite: none.

HIS 221 History of Europe

The geographic, social, cultural, ethnic, political, economic, intellectual, and creative history of the European continent from C.E. 500 to the present, focusing primarily on Britain, France, Germany, Italy, and Russia. Prerequisite: none.

HIS 232 History of Africa

The geographic, social, cultural, ethnic, political, economic, intellectual, and creative history of the African continent from C.E. 500 to the present, focusing primarily on Sub-Saharan cultures. Prerequisite: none.

HIS 246 History of Latin America I

This course will survey the history of the cultures and civilizations of Latin America from its first inhabitation to the independence period in the nineteenth century. Six major themes will be addressed: the devel-

opment of the great Amerindian civilizations, the encounter between Europeans and Amerindians, the making of a colonial society in Spanish America and Brazil, the struggles leading to the collapse of colonial rule, and the civil wars of independence. The main focus of this survey is to provide an understanding of how the complex interaction between the different cultures that met in the Americas shaped these colonial societies, and how some elements of this legacy persisted and/or were transformed by different social groups before and after independence. Prerequisite: none.

HIS 247 History of Latin America II

This course will survey the history of the cultures and civilizations of Latin America from the Independence era (c. 1830) to the present. This period witnessed the development of independent nations that remained economically dependent. Over time Latin American countries have become key players in international affairs. The course will focus on how social movements both reflected and drove these major transformations. Areas of concern will include the social implications of various models of economic development, the opportunities and problems which result from economic ties to wealthy countries, changing ethnic, gender, and class relations in Latin America, and the diverse efforts of Latin American people to construct stable and equitable political systems. The general approach of the course will be thematic but examples will be drawn from the histories of various Latin American countries, including Mexico, Argentina, Brazil, Nicaragua, El Salvador, Peru, Cuba, and Venezuela. The course will suggest ways in which an understanding of historical processes is absolutely essential in the understanding of current conflicts and social and political aspirations. Prerequisite: none.

HIS 260 United States History of the 1960s

This course will provide an overview of the history in the 1960s, focusing mostly on the United States. Course lectures, readings,

and discussions will emphasize 3 major themes: (1) the changing role of government in American lives; (2) changing patterns of social interaction and cultural norms; and (3) the activities and impact of various social movements on American society. Prerequisite: none.

HIS 311 Ancient World

The histories of various ancient cultures in Europe, the Near East, Africa, Asia, and Central America from prehistory to C.E. 500, as well as the techniques employed by specialists in ancient history. Prerequisite: HIS 101 World History I or consent.

HIS 381 East Asia Since 1800

Historical evolution of the region, focusing primarily on China and Japan but also including Korea and the transformation of the Pacific Rim from colonial property to global economic and political force. Prerequisites: HIS 102 World History II, or HIS 211 History of Asia or consent.

HIS 461 Historiography and Historical Methods (WI)

An introduction to the tools historians use in the responsible pursuit of their profession, by covering trends in historical writing as well as major authors and philosophers who shaped the field's theoretical foundation. Proper methods of historical research and paper writing. Prerequisites: GEN 112 Persuasive Writing and one 300-level History (HIS) course or History/Political Science (HISP) course.

HISTORY/POLITICAL SCIENCE (HISP)

HISP 322 Twentieth Century Europe

The evolution of European history from World War I to the present, focusing on such areas as the changes in national boundaries, cultural identity, politics, and diplomacy. Prerequisite: HIS 221 History of Europe or consent.

HISP 341 United States Economic History

The development of the economy of the United States from the colonial period to the present, including the political, industrial, transportation, and commercial dimensions of the United States. Prerequisites: HIS 102 World History II, or HIS 111 United States History I, or HIS 112 United States History II or consent.

HISP 352 United States Intellectual History

The birth of an “American Intellect” and its development through the Colonial, Revolutionary, early national periods, the Civil War, imperial experimentation, progressivism, World War I, the Great Depression, World War II, and Cold War manifestations. The literary history and artistic creativity of the United States are also explored in considerable depth. Prerequisites: HIS 102 World History II, or HIS 111 United States History I, or HIS 112 United States History II or consent.

HISP 361 The Modern Middle-East

The disintegration of the Ottoman Empire marked the beginning of modern, political Middle East. Topics covered include: interaction between Arab leaders and colonial powers, Jewish settlement and the birth of Israel, dynamics of the Cold War’s influence on the region, Arab-Israeli conflicts, the making and remaking of religious/ethnic identities, Arab nationalism, and the concept of Arab unity, Islamism, and the Iranian revolution. Prerequisite: HIS 102 World History II or consent.

HISP 362 United States Women’s History

Major developments in the varied experiences of women in the United States of America, including political rights, reproductive rights, gender roles in childhood, marriage and parenting, occupational choices, educational opportunities, wage discrimination, race and ethnicity, and feminism. Prerequisite: HIS 102 World History II, or HIS 111 United States History I, or

HIS 112 United States History II or consent.

HISP 372 United States Ethnic History

The varied experiences and accomplishments of American ethnic groups from the pre-Colonial Period to the present. Through the study of each separate history, students will improve their understanding of the rich cultural mosaic that makes up the United States. The struggles for self empowerment of ethnic peoples in response to the following issues: extermination, domination, slavery, immigration, assimilation, integration, and multiculturalism. The chief focus groups are Native Americans, Hispanic Americans, Asian Americans, African Americans, and Southeastern European Americans. Prerequisite: HIS 102 World History II, or HIS 111 United States History I, or HIS 112 United States History II or consent.

HISP 392 Modern Southern Africa

The political and social history of modern South Africa. Topics include: Colonialism, industrialization, class conflict, ethnic identity, and nationalism. Prerequisites: HIS 101 World History I, HIS 102 World History II, HIS 232 History of Africa or consent.

MATHEMATICS (MAT)

MAT 130 Intermediate Algebra

Reviews basic algebraic techniques, including operations on polynomials and linear equations with applications. Also covers quadratic equations and applications, fractional expressions, and systems of linear equations. Prerequisite: GEN 102 Mathematics Workshop or ACT score at or above 20.

MAT 150 Statistics for Everyday Life

A course in statistical literacy intended for those students whose majors or minors do not require MAT 220 Probability and Statistics. The topics covered include: sam-

pling, confidence statements and margin of error, opinion polls, experiment design, measurements of central tendency, measurements of variability, the normal distribution, two-way tables, scatter plots and correlation, association and causation, graphical display of data, psychological influences on personal probability, the discrepancy between our intuitive notion of probabilities and their relative frequency interpretation. Prerequisite: GEN 102 Mathematics Workshop or ACT score at or above 20.

MAT 162 Pre-Calculus

Advanced algebraic techniques, logarithms and exponentials, trigonometry, and various function concepts including graphing and analytical geometry. Prerequisite: MAT 130 Intermediate Algebra or ACT score at or above 24.

MAT 210 Mathematics for Middle Childhood through Early Adolescence Teachers

Set theory, algebraic structures, the real number system, and symbolic logic, as illustrations of mathematical thought. History and cultural aspects of mathematics. Prerequisite: MAT 130 Intermediate Algebra or ACT score at or above 24.

MAT 220 Probability and Statistics

The elementary principles of probability and statistics including expectation, means, standard deviations, probability distributions, and hypothesis testing. Applications to business and the social sciences are presented. Prerequisite: MAT 130 Intermediate Algebra or ACT score at or above 24.

MAT 231 Calculus I (4 semester hours)

Differential calculus, including limits and continuity, differentiation, and applications. The course also covers an introduction to integral calculus, including integrals, antidifferentiation, and the fundamental theorems of calculus. Prerequisite: MAT 162 Pre-Calculus or ACT score at or above 28.

MAT 242 Calculus II (4 semester hours)

Integral calculus, including techniques of integration, area, volume, arc length, and

other applications of integrals. The course also covers sequences and series. Prerequisite: MAT 231 Calculus I.

MAT 250 Discrete Mathematics

An introduction to discrete mathematics intended primarily for computer science and mathematics majors. Combinatorics, logic, algorithm design and analysis, graph theory, and Boolean algebra. Prerequisite: MAT 130 Intermediate Algebra or ACT score at or above 24.

MAT 322 College Geometry (WI)

An axiomatic treatment of Euclidean geometry and an introduction to non-Euclidean geometries and projective geometry. Prerequisites: GEN 112 Persuasive Writing and one year of high school geometry or consent.

MAT 330 Mathematical Statistics

An advanced course in statistics intended primarily for mathematics majors and minors. Includes discrete and continuous probability distributions, expectation, variance, the Central Limit Theorem, estimation, testing hypotheses, goodness of fit tests, testing independence, and linear regression. Prerequisite: MAT 242 Calculus II.

MAT 352 Differential Equations

Methods of solving ordinary differential equations. Applications to many disciplines are included. Prerequisite: MAT 331 Calculus III or consent.

MAT 430 Foundations of Mathematics

The arithmetic properties of the integers. Formal development of the rational numbers. Algebraic extensions of the rational numbers. Cardinality. Analytic definitions of the real numbers. Geometric constructability. This capstone course in mathematics places special emphasis on the student's abilities to reason inductively and to present formal proofs. Prerequisites: MAT 242 Calculus II, MAT 250 Discrete Mathematics and junior standing.

MUSIC (MUS)

MUS 120 Music History and Appreciation

A general introduction to the history, significant composers, and major works of the Western European musical tradition. Prerequisite: none.

MUSIC/EDUCATION (MUSE)

MUSE 317 Music Teaching Techniques for Middle Childhood through Early Adolescence (2 semester hours)

Basic introduction to the special methods and techniques necessary for effective introduction to music education in the elementary/middle school classroom. Educational research and practice related to the development, implementation, and evaluation of curricula in music. Preparation and presentation of music lessons for elementary/middle school children. Prerequisite: EDU 100 Introduction to Education.

NONPROFIT ORGANIZATION MANAGEMENT (NPO)

NPO 140 Introduction to Nonprofit Organizations

The volunteer or nonprofit organizations in the United States have played a major role in the nation's development. This course introduces the nonprofit sector as it has developed and currently exists, including its history, its role, its size and characteristics, as well as the structure and types of nonprofit organizations and the ethics of charitable work. Prerequisite: none.

NPO 330 Managing Nonprofit Organizations

An introduction to the approaches used in managing nonprofit organizations including planning, organizing and leading the board, staff, and volunteers and managing the resources. Prerequisite: NPO 140 Introduction to Nonprofit Organizations or consent.

NPO 365 Fundraising

Fundraising is an essential skill for nonprofit organization managers. This seminar covers the principles, strategies and practice of fundraising in nonprofit organizations. Through readings, discussion and experience students will learn to prepare the organization, design a strategy, and practice the key methods: the annual fund, direct requests, capital fundraising special events, grant writing and planned giving. In addition to classroom discussion of the principles, students will work outside the class with an area organization. Prerequisite: NPO 140 Introduction to Nonprofit Organizations or consent of instructor.

NPO 473 Strategic Planning for Nonprofits (WI)

In-depth coverage of approaches and methods used in strategic decision making and the effective leadership of boards, staff, volunteers and clients in the process. members of this course will create a complete organizational plan for a new nonprofit organization or launch a new program within an existing organization. Prerequisite: GEN 112 Persuasive Writing and NPO 330 managing Nonprofit Organizations or consent.

PHILOSOPHY (PHI)

PHI 110 Logic

A study of the formal structure of thinking: language and definitions, informal and formal fallacies, deductive and inductive arguments, traditional and symbolic forms. Prerequisite: none.

PHI 221 Introduction to Philosophy

The scope and methods of philosophical thinking. Philosophy and its ties to related disciplines are stressed along with an introduction to basic philosophical problems and representative solutions. Prerequisite: none.

PHI 232 Ethics

An introduction to major ethical theories and theories of value. Exercises in the application of these theories to contemporary problems. Prerequisite: none.

HISTORY/POLITICAL SCIENCE, See HISP

POLITICAL SCIENCE (POL)

POL 221 American Government I

The concepts of government and politics, as seen by philosophers and political scientists. A study of the federal system, the Constitution, the Bill of Rights. An examination of the three branches of government, in order to understand their strengths and weaknesses in the American political system. Prerequisite: none.

POL 231 American Government II

Voting behavior and the political process in the United States. An in-depth examination of state and local governments in order to understand the strengths and weaknesses of the American federal system. Prerequisite: none.

POL 350 Political Theory

The origins and content of political theories as well as the similarities and differences between such philosophical structures. Various political systems, both global and historical, are studied within the context of these theories, with the aim of determining to what degree each endorses and lives up to one or more of them. Propaganda, decision-making, crisis management and conflict resolution also constitute major areas of study. Prerequisite: POL 221 American

Government I or POL 231 American Government II.

POL 480 Special Topics in Political Science

An opportunity to study topics of special interest and importance. Prerequisites: junior standing and consent.

PSYCHOLOGY (PSY)

PSY 200 General Psychology

An introduction to the major of psychology, including the biological bases of behavior, sensation and perception, learning, memory, personality, and psychological disorders. This course will focus on both the empirical nature of the field and the practical application of the theory and research. Prerequisite: none.

PSY 305 Health Psychology

Studies how health is influenced by personality, interpersonal relationships, behaviors, cognitions, and biological factors. Topics will include long-term illnesses such as cancer, AIDS, hypertension, and chronic pain as well as addictive behaviors, eating disorders, and short-term problems such as the common "cold" and headaches. Research on the interactions between the patient and the health care system, influences of culture and gender on health, and the effectiveness of complementary medicine such as hypnosis and acupuncture will be examined. Students will leave this course with the knowledge and ability to explore interventions which enhance the trajectory of health and disease over the lifespan. Prerequisite: PSY 200 General Psychology.

PSY 321 Personality

Four broad personality strategies (psycho-dynamic, dispositional, environmental, and representational) will be explored. The theoretical underpinnings, constructs, and applications of the theories will be examined and critiqued in historical, bio-psychosocial, and scientific contexts. Prerequisite: PSY 200 General Psychology.

PSY 362 Cognition and Learning (WI)

An exploration of human cognitive abilities, including perceptual processes, attention, learning and memory, motivation, language, and thinking. This course will examine the research methodology used to study cognitive abilities and how these abilities can be applied to everyday life. Prerequisites: GEN 112 Persuasive Writing and PSY 200 General Psychology.

PSY 372 Abnormal Psychology

The description, diagnosis, classification, treatment, and theoretical perspectives of disorders of behavior, emotion, and consciousness. Prerequisites: PSY 321 Personality.

PSY 381 Counseling: Methods and Ethics

An examination of the basic skills and procedures of adult counseling as well as ethical issues germane for professional, counselor-client relationships. This course will be a combination of lecture, discussion, and experiential exercises. Prerequisite: PSY 321 Personality, or consent.

PSY 400 Internship in Psychology

A structured practicum in which students in the social sciences acquire and apply knowledge and skills while working in a responsible role within the community. The student intern works and learns under the joint supervision of a site supervisor and a faculty sponsor. Internships are arranged in advance by the student through consultation with a faculty sponsor and the Career Development office. Prerequisites: junior standing or above and consent of the chair of the Social Science Division.

PSY 405 Psychopathology of Childhood

An overview of the psychological disorders of childhood and adolescence, including their assessment, diagnosis, etiology, and treatment. This course will emphasize general theoretical models as well as empirical findings. Legal, ethical, and cultural issues will be addressed. Prerequisite: PSY 372 Abnormal Psychology.

PSY 410 Group Therapy

An examination of the theory, procedures, and processes of group psychotherapy. The focus will be on group therapeutic factors as well as the evolution of groups including the formation, initial, transition, working, and ending stages of the group. This course will involve a combination of didactic and experiential elements. Prerequisites: PSY 381 Counseling: methods and Ethics and consent.

PSY 411 Physiological Psychology

The study of the anatomy and physiology of the brain and the neural mechanisms underlying the sensory and motor systems, learning, memory, sleep and waking, emotion, communication, and the psychological disorders. Prerequisite: limited to Psychology majors of senior or advanced junior standing, or by consent.

PSY 463 History and Systems of Psychology (WI)

An in-depth exploration of psychology's philosophical and scientific roots from the ancient Greeks to the 20th century "schools" of psychology. Prerequisite: GEN 112 Persuasive Writing; limited to Psychology majors of senior or advanced junior standing, or by consent.

PSY 480 Special Topics in Psychology

A seminar-style course in which the content is determined by student and faculty interests. Possible topics include: community psychology, health psychology, addictive behaviors, cognitive-behavioral therapy, human sexuality, and advanced research. Prerequisites: limited to Psychology majors of junior standing or above, and consent.

PSY 490 Independent Study in Psychology

An opportunity to complete an in-depth, supervised, independent study of a topic of special interest to the student in an area not covered by established courses. Consultation with the instructor. The course culminates in a research paper. Prerequisites: limited to Psychology majors

of junior standing or above, and consent.

PSY 495 Psychology Honors Thesis

This two semester project involves conducting a literature review on a topic of interest to the student, developing a hypothesis, designing a study, collecting and analyzing data, writing the paper in APA style, and participating in a thesis defense. Prerequisite: senior standing and consent.

**PSYCHOLOGY/
SOCIOLOGY (PSYS)**

PSYS221 Sexuality: Psychosocial Perspectives

This is a course about human sexuality. As sexuality is an integral part of life, knowledge of the personal, historical, scientific, cultural, and political/legal aspects of sexuality are essential. We will study hormones, anatomy, menstruation, pregnancy, birth, birth control, the sexual response cycle, gender differentiation and identity, sexual orientation, love and attraction, relationships and marriage, sexually transmitted infections, sexual deviations, coercive sexual behaviors, and pornography. As appropriate, the topics in this course will be examined through the following perspectives: historical, biological, evolutionary, cross-species, sociological, psychological, feminist, queer, and eclectic. Prerequisite: PSY 200 General Psychology, SOC 100 Introduction to Sociology, ANT 110 Introduction to Anthropology, EDUP 230 Educational Psychology, or consent.

PSYS227 Cross-Cultural Psychology

The cultural forces across the globe that influence human behavior and social relationships are examined in the context of psychological, sociological, and ecological research. Using a comparative approach, the predominant modes of human activity (e.g., social interaction, problem solving, emotional experiences, communication, perceptual abilities) are examined in relation to the many cultural contexts in which humans exist. Prerequisite: none.

PSYS361 Aging: Bio-psychosocial Implications

Theories and research concerning developmental processes in years after age 65. The biological, psychological, social, and cultural factors that influence development and personality during adulthood and old age. Prerequisite: PSY 200 General Psychology or SOC 100 Introduction to Sociology.

RELIGION (REL)

REL 111 Old Testament Theology

A study of the faith, history, and literature of ancient Israel as recorded in the Old Testament. Israel's covenantal faith, worldly theology, and prophetic tradition will be examined in light of contemporary scholarship. Prerequisite: none.

REL 122 New Testament Theology

A study of the faith, history, and literature of the earliest Christians as recorded in the New Testament. The Gospels and the Pauline and other New Testament letters will be examined in light of contemporary scholarship. Prerequisite: none.

REL 132 Religion in America

Examines and compares American religious groups, both old and new: Catholic, Protestant, Jewish, sectarian, and marginal. Considers recent evangelical, charismatic, and new age movements. Prerequisite: none.

REL 220 Introduction to Christianity

A general survey covering the origins and the development of the Christian faith. Biblical, theological, and academic perspectives from the beginnings of Christianity to the present. Stresses an ecumenical perspective and analyzes in detail the differing perspectives which inform and support the many denominational churches which currently carry on the Christian tradition. Prerequisite: none.

REL 232 Eastern Religious Traditions

Study of the major living religions of the Eastern hemisphere; their basic beliefs, practices and values; their historical development; their interaction with society and with each other. Prerequisite: none.

REL 233 Western Religious Traditions

Study of the major living religions of the Western hemisphere; their basic beliefs, practices and values; their historical development; their interaction with society and with each other. Prerequisite: none.

SOCIOLOGY (SOC)

SOC 100 Introduction to Sociology

An introduction to the concepts, subject matter, and theories of sociology. A lecture-discussion format is used to analyze such topics as culture; social structure; socialization; deviance; various social institutions; and inequalities of class, race, and gender. Prerequisite: none.

SOC 210 Majority-Minority Relations

A lecture-discussion course exploring theories and patterns of past and present discrimination, prejudice, and intergroup conflict. Current patterns of institutionalized discrimination and prejudice with attention to how these patterns have developed from the historical exploitation of minorities are presented through overview of the cultures and contributions of the various ethnic groups of the United States and an analysis of strategies for reducing intergroup tensions. Prerequisite: none.

SOC 325 Sociology of Media and Mass Communication

A lecture-discussion course exploring the role of mass media in life and society that emphasizes the development of skills for critically evaluating both conventional wisdom and one's own assumptions about the media process—the industry, its products, its consumers/audiences, technology, and the broader social world. This course provides accessible analyses that draw upon current media debates such as regulation of

the Internet, concentration of media ownership, social stereotypes in the media, amateur media, and the growth of global media. Prerequisite: SOC 100 Introduction to Sociology or consent.

SOCIOLOGY/ PSYCHOLOGY (SOCP)

SOCP 220 Social Psychology

A lecture-discussion course addressing the question of why humans behave as they do. Reviews biological, psychological, and sociological theories about the causes and effects of human behavior; presents an interdisciplinary picture of the genetically determined and socially acquired influences on personal behavior. The course addresses individual and group tendencies as they relate to a series of distinctive behaviors, such as aggression, altruism, attitudes, attraction, communication, conformity, group interaction, and prejudice. Prerequisite: PSY 200 General Psychology or SOC 100 Introduction to Sociology.

SOCP 335 Research Methods for the Behavioral Sciences (4 semester hours)

The procedures and techniques which social scientists use to describe, explain, and predict behavior. Develops a critical understanding of research conclusions and basic research skills for conducting social science research. Prerequisites: SOCP 220 Social Psychology or EDUP 230 Educational Psychology and Current Issues, and MAT 220 Probability and Statistics completed with a grade of C or above and one 300-level or above social science course or consent.

WRITING (WRT)

WRT 150 Computer Design/ Adobe InDesign for the PC

The principles of good page design and practical experience in demonstrating these principles using Adobe InDesign (Windows

version), word processing, image scanning, and paint/draw programs. Students have opportunities to experiment with design and layout by creating many different types of documents, including personal stationery, business cards, print advertisements, brochures, flyers, web pages, business presentations, and newsletter, newspaper, and yearbook pages. Students will complete camera ready art for a final project of their choice. The instructor and outside speakers discuss various applications of computer layout skills in the workplace. Students will not receive credit for both WRT 150 and ART 103. Prerequisite: none.

WRT 201 News Writing

A practical introduction to basic news story organization and reporting techniques. Prerequisite: GEN 100 Writing Workshop or consent.

WRT 300 Advanced Composition (WI)

Requires students to closely scrutinize models of non-academic writing (e.g., biographical profiles, reviews, newsletters, articles, epistles, and manifestos) and to employ the techniques associated with them, producing manuscripts exemplary of professional endeavor. Emphasis on development of the means of cogent expression. Prerequisite: GEN 112 Persuasive Writing.

WRT 330 Advertising and Public Relations Writing

Designed to acquaint students with important avenues for their writing in the fields of public relations and advertising. Students read about, discuss, and write in various genres, including news and advertising copy for print media, radio, and television. Considers the research and evaluation process, which is essential to public relations and advertising strategy. Students develop a public relations or advertising writing project for a company or organization in the community. Prerequisite: GEN 112 Persuasive Writing.

GRADUATE STUDIES PROGRAMS

Academic Calendar

Admission Requirements

Academic Policies

Transferring to Lakeland

Course Policies/Guidelines

Curriculum

Master of Business Administration (M.B.A.)

Master of Arts in Counseling (M.A.)

Master of Education (M.Ed.)

Course Descriptions

GRADUATE PROGRAM CALENDAR

MASTER OF ARTS IN COUNSELING (M.A.C.)
MASTER OF BUSINESS ADMINISTRATION (M.B.A.)
MASTER OF EDUCATION (M.ED.)

3-Semester-Hour, 7-Week & 12-Week Classes

FALL 2013

First Day of Classes (12 Week/7 Week I).....	Tuesday, September 3
Last Day to Add/Drop Classes (7 Week I).....	Thursday, September 5
Last Day to Add/Drop Classes (12 Week).....	Tuesday, September 10
Last Day to Withdraw from Classes (7 week I).....	Friday, October 11
Last Day of Classes (7 Week I).....	Monday, October 21
First Day of Classes (7 Week II).....	Tuesday, October 22
Last Day to Add/Drop Classes (7 Week II).....	Thursday, October 24
Registration for Spring 14 Opens.....	Thursday, October 31
Last Day to Withdraw from Classes (12 Week).....	Friday, November 1
Last Day of Classes (12 Week).....	Monday, November 25
Thanksgiving Recess – No Classes.....	Wednesday, November 27 – Sunday, Dec. 1
Last Day to Withdraw from Classes (7 Week II).....	Monday, December 2
Last Day of Classes (7 Week II).....	Thursday, December 12

SPRING 2014

First Day of Classes (12 Week/7 Week I).....	Wednesday, January 8
Last Day to Add/Drop Classes (7 Week I).....	Friday, January 10
Last Day to Add/Drop Classes (12 Week).....	Wednesday, January 15
Last Day to Withdraw from Classes (7Week I).....	Friday, February 14
Last Day of Classes (7 Week I).....	Tuesday, February 25
First Day of Classes (7 Week II).....	Wednesday, February 26
Last Day to Add/Drop Classes (7 Week II).....	Friday, February 28
Last Day to Withdraw from Classes (12 Week).....	Wednesday, March 12
Registration for Summer 14 Opens.....	Thursday, March 20
Last Day of Classes (12 Week).....	Tuesday, April 1
Last Day to Withdraw from Classes (7 Week II).....	Friday, April 4
Last Day of Classes (7 Week II).....	Tuesday, April 15
Baccalaureate and Commencement.....	Sunday, May 4

SUMMER 2014

First Day of Classes (12 Week).....	Tuesday, May 27
Last Day to Add/Drop Classes (12 Week).....	Tuesday, June 3
First Day of Classes (7 Week).....	Tuesday, July 1
Last Day to Drop Classes (7 Week).....	Thursday, July 3
Independence Day (No Classes).....	Friday, July 4
Last Day to Withdraw from Classes (12 Week).....	Friday, July 25
Last Day to Withdraw from Classes (7 Week).....	Friday, August 8
Last Day of Classes (12 Week & 7 Week).....	Monday, August 18

ADMISSION TO GRADUATE STUDIES PROGRAMS

Enrollment Prior to Admission

An applicant may register for one graduate course prior to being formally admitted to the respective program. An official transcript indicating a completed bachelor's degree is required. Registration in subsequent courses is contingent upon acceptance to the program. *Please refer to the M.B.A. and M.Ed. programs for exceptions to this policy and to the non-degree seeking student process for the M.A.C. program.*

General Admission Requirements

Please see individual programs for additional admission requirements and conditional admission policies.

To be considered for admission into a graduate program at Lakeland College, an applicant must submit:

1. A completed Application for Admission and a non-refundable \$50.00 application fee.
2. All official transcripts from undergraduate coursework including an official transcript from a regionally accredited institution of higher education indicating completion of a baccalaureate degree with a minimum cumulative grade point-average (GPA) of 2.75 on a 4.00 point scale.
3. Military transcripts, if applicable.
4. Two letters of recommendation indicating the applicant's potential for success in the graduate program. M.A.C. applicants must use the program-specific form.

Note: By submitting an application for admission, you are granting permission to Lakeland College to verify any information on the form. Inaccurate information may affect enrollment, tuition or financial aid status.

An international applicant is required to follow steps 1 through 3. An international student applying for admission must also complete the following:

- a. Submit, if his/her native or first language is not English, Test of English as a Foreign Language (TOEFL) scores. The minimum TOEFL score for graduate admission is 550 (213, for the computer-based test; 80, for the internet-based test). Under certain circumstances an international student who completes the language preparation of Lakeland's English Language Institute may be admitted with scores less than 550.
- b. Provide financial documentation (certification of finances) that shows the student's ability to pay for college and living expenses while studying and residing in the United States.

Note: A qualified international student will be sent the Certificate of Eligibility (I-20) form required to obtain a student F-1 visa.

GRADUATE PROGRAMS

Application Deadlines

The following admissions deadlines apply to students seeking admission to the Kellett School graduate programs.

Student	Application Deadline
Master of Arts in Counseling	5 business days prior to the first day of the new term
Master of Business Administration	5 business days prior to the first day of the new term
Master of Education	5 business days prior to the first day of the new term

General Degree Requirements

1. Complete all required coursework specific to the graduate program being pursued.
2. Complete a minimum of 36 semester hours of graduate credit (with the exception of the Master of Arts in Counseling program which requires 48 semester hours of graduate credit).
3. Earn a minimum of 27 semester hours of graduate credit through Lakeland College (with the exception of the Master of Arts in Counseling program which requires a minimum of 39 semester hours of graduate credit).
4. Maintain a cumulative grade-point-average of at least 3.0 in Lakeland College coursework.

ACADEMIC POLICIES

The following policies, in addition to those outlined at the beginning of this catalog, guide the matriculation, withdrawal, and graduation of Lakeland graduate students, as well as establish the normal rules by which courses are conducted and credit is granted.

Contingent upon continuous enrollment, students will be allowed to complete any degree program offered by Lakeland College as of the date of their first course enrollment in that program, providing no substantive curricular changes have been made. Continuous enrollment is defined as completion of a minimum of one three-semester-hour course each three-term period. Students will be required to apply for readmission before registering for courses after a period of non-enrollment which exceeds two terms. If degree requirements have changed since the time of one's last admission to the program, the reapplication process will revise the degree plan in accord with the new requirements.

Course requirements in all graduate programs must be completed in seven (7) years from the date of acceptance. Exceptions must be for cause and specifically granted by the directors of the respective graduate programs.

Lakeland's academic policies all assume that the basic credit unit is the semester hour. One Lakeland semester hour is equivalent to 1.5-quarter hours. Unless designated otherwise, all Lakeland courses carry three semester hours of credit.

Students who believe they have legitimate grounds for appealing or being excluded or waived from the requirements of any Lakeland academic policy included in this catalog should address those appeals to the Vice President for Academic Affairs.

Enrollment Classification

Full-time status is defined as enrollment in nine (9) or more graduate semester hours during the fall, spring, or summer terms. International students must enroll in a minimum of nine (9) graduate semester hours per term during the fall and spring terms. Enrollment in more than 4 and fewer than 9 semester hours will qualify as one-half-time status with the exception of students enrolled in culminating experiences. The culminating experience courses are listed below:

BA 800 Master's Thesis
CN 767, 777, 787 Internship I
CN 768, 778, 788 Internship II
ED 810 Master's Thesis or Project

Students enrolled in culminating experiences will be classified as full-time enrollment for the purposes of enrollment status, financial aid, military benefits, and SEVIS classification.

Overload Policy

As is indicated above, nine (9) semester hours per semester is considered a full-time academic load. A graduate student who wishes to take more than 9 semester hours in any one academic term must receive permission to do so. The student's previous academic record and current work schedule will be considered in the approval process, as well as any special circumstances which may be pertinent. No student may be enrolled in more than 12 semester hours per term. The following conditions apply:

1. The student must have completed at least one prior term at Lakeland College.
2. The student's GPA must be above 3.5.

Approval must be obtained from the Program Director.

TRANSFERRING TO LAKELAND

A student who wishes to transfer to Lakeland from another college must be in good academic standing and must submit official academic transcripts from all other colleges attended. Upon the approval of the directors of the respective graduate programs, up to nine (9) graduate semester hours of coursework in which grades of "B" or better have been earned and are relevant to the program may be accepted in transfer from accredited institutions of higher education. Transfer courses must have been taken within ten (10) years prior to application to the graduate program.

Grades earned at other colleges are not included in the Lakeland College GPA. All work completed at other colleges will be converted to semester hours when evaluating transferable credits. Upon acceptance to Lakeland, transfer applicants will receive an evaluation of their transferable credits with a listing of the courses required to complete a Lakeland College degree.

Lakeland College does not award academic credit for life experience or other informal learning experiences.

A prospective student who has already earned a comparable graduate degree is not eligible for admission to Lakeland College's equivalent graduate program.

GRADUATE PROGRAMS

COURSE POLICIES/GUIDELINES

The following information pertains to policies and guidelines pertinent to courses offered in the graduate program.

Grading

The grades of A, AB, B, BC, C, CD, D and F are used to indicate the following:

A = 4.0 quality points per semester hour. Superior work.

AB = 3.5 quality points per semester hour.

B = 3.0 quality points per semester hour. Above average work.

BC = 2.5 quality points per semester hour.

C = 2.0 quality points per semester hour. Satisfactory achievement.

CD = 1.5 quality points per semester hour.

D = 1.0 quality points per semester hour. Course requirements were satisfied at a minimum level.

F = 0.0 quality points per semester hour. Course requirements were not satisfied.

*The grades/notations of I, P, *, W, AU, UAU, WAU, and NR are also used as follows:*

I = Incomplete: Indicates that a student has the prior consent of the instructor to complete required coursework after the end of a regular term. For graduate courses, a grade of Incomplete must be raised within one calendar year from the last day of the term in which it was assigned. Failure to satisfy the requirement for which the Incomplete was assigned results in the grade of Incomplete remaining permanently on the transcript.

Due to course delivery restrictions, a grade of Incomplete cannot be issued for the following courses: BA 771 Advanced Industrial Accounting I, BA 772 Advanced Industrial Accounting II, BA796 Advanced Public Accounting I, BA 797 Advanced Public Accounting II, and BA 798 Advanced Public Accounting III.

Incomplete grades may not be awarded to international students during their final term at Lakeland College.

P = Pass: Given in courses which are graded on a pass/fail basis.

***** = Repeated: Indicates a repeated course along with the original grade received.

W = Withdraw: Indicates that the student has formally withdrawn from a course. Formal withdrawal must be completed before the end of the ninth week of classes in the spring, summer, or fall terms. Courses offered in subterms (i.e. 7-week sessions) are subject to a different withdrawal schedule which is announced on the Lakeland website each term.

AU = Audit: Used when students have formally declared that they are taking a course on an audit basis and have completed all work required of audit students by the course instructor. Formal declaration of audit status or withdrawal from an audit must be completed on or before the date announced as the last day to withdraw as indicated on the academic calendar for the relevant term. Failure to meet the instructor's conditions will be recorded as UAU; withdrawal from the course will be recorded as WAU. These marks are not computed in GPAs. Refer to the Auditing a Course section for more details.

NR = Not reported: This is a temporary mark. It indicates that the grade for the course had not been received by the Registrar at the time the grades were posted.

Repeating a Course

A student may repeat a course for which he or she has already received a grade; however, students may repeat a course only one time and will receive credit for a course only once. The higher course grade will be recorded and used when calculating the GPA. The lower grade will remain on the transcript and will be marked with an asterisk.

Auditing a Course

A student may audit any Lakeland College course. Requirements for auditing a course are decided by the instructor. The minimal requirement for an audit is regular class attendance. Upon completion of the work assigned by the instructor, an auditing student will receive a letter grade of “AU” on his or her permanent academic record. No credit is earned for an audited course. Failure to meet the instructor’s conditions will be recorded as “UAU”; withdrawal from the course as “WUAU”. Course enrollment may be converted to audit status on or before the date announced as the last day to withdraw as indicated on the academic calendar for the relevant term.

There is no audit tuition reduction for a student enrolled in a graduate program course.

Independent Study Courses—Graduate Program

Approval for courses taught on an independent study basis is contingent upon the availability of a qualified, experienced instructor and the permission of both the Vice President for the Kellett School and the Vice President for Academic Affairs/Dean of the College. Regularly scheduled courses will be approved as independent studies only when they have been unavailable to students due to scheduling conflicts on the part of the college and when students need the independent study course as a pre-requisite to another course, where, without the independent study, the student is unable to advance in the curriculum. The independent study course must follow the course description, learning objectives and contact hours that would be required if the course were taken in its "regular" format. With appropriate approvals, students may take up to two courses on an independent study basis in any one subject area.

If a student's academic advisor believes the student would benefit from an independent study, the academic advisor should verify, with assistance from the Office of the Registrar if needed, whether the student is eligible for the independent study and whether the student must complete the course requested for independent study in the proposed term. When the proposal is for the independent completion of a regularly scheduled course, the student must provide a rationale for why he or she was unable to complete the course during the regularly scheduled time. The academic advisor must submit the proposal for independent study to the Vice President for the Kellett School. If supported, the Vice President for the Kellett School will submit the proposal to the Vice President for Academic Affairs/Dean of the College. If the proposal is approved, the student must submit a completed independent study form to the Office of the Registrar when registering for the course. A copy of an approval from the Vice President for the Kellett School and the Vice President for Academic Affairs/Dean of the College must accompany the form. Independent study forms are available from the academic advisor. The independent study form and approvals must be turned in to the Office of the Registrar no later than the last day to Add/Drop a course in each term.

GRADUATE PROGRAMS

ACADEMIC STANDING

The intent of these minimum performance standards is to encourage students to give their best efforts to their college coursework at all times, thereby enhancing their own future opportunities for employment and the timely completion of their college degree programs. Maintenance of good academic standing and minimum academic progress is also required in order to retain eligibility for future financial aid awards.

Standards for Academic Good Standing

Kellett School graduate students must maintain a minimum grade-point-average (GPA) of 3.00 on a 4.00 scale during each of their terms at Lakeland. In addition, all students must successfully complete a minimum of three (3) semester hours of coursework during each three-term period. Students who fail to pass the required number of semester hours also face academic probation, suspension, or dismissal from Lakeland College.

The Vice President for Academic Affairs, in collaboration with the Registrar, Kellett School personnel, and the Director of Financial Aid will review each student's term and cumulative GPAs at the end of regular semesters. Based on the findings of this review, the Vice President for Academic Affairs will implement the following policies.

Academic Probation, Suspension, and Dismissal

Probation. Students whose cumulative GPA falls below the minimal standard or who fail to pass the required number of semester hours will be placed on academic probation for the following term. The Vice President for Academic Affairs will inform those students placed on academic probation of their status and the conditions under which they can return to academic good standing.

Suspension. Students who fail to fulfill the terms of their academic probation will be suspended for one term. After a suspended student has been away from Lakeland College for one term, he or she may apply for readmission. A student who has been readmitted to the college after a period of academic suspension will return on academic probation.

Dismissal. Students who are readmitted after an academic suspension and fail to meet the appropriate term GPA standard may be academically dismissed. Dismissed students may no longer enroll in Lakeland College coursework and are ineligible for readmission to Lakeland College.

Appeals of suspension decisions may be made to the Vice President for Academic Affairs. Letters outlining the details of appeals and appropriate student contact information should be sent to the Vice President for Academic Affairs at least one week prior to the first day of the next academic term. Dismissals may not be appealed.

Withdrawal from the College

A student who wishes to withdraw from Lakeland during a term must contact his/her Kellett School advisor and complete the official withdrawal process if he/she wishes to withdraw in good standing. (Please refer to the "Financial Information" section of this catalog for the refund policy.)

Readmission to the College

A student who has withdrawn, fallen out of enrollment, or who has been suspended from the college must make written application for readmission in order to be re-enrolled in Lakeland courses. A student who wishes to be considered for readmission must submit the following materials:

1. A completed application form,
2. A current resume including 3 references (with email addresses and telephone numbers),
3. A personal statement describing the reason for seeking readmission and why it will help in accomplishing future goals, and
4. An official transcript if applicant has attended another institution since leaving Lakeland.

Note: A current background check for an applicant returning to the Master of Arts in Counseling program may be required.

Prior to readmission, the college will conduct an overall review of the student's records relating to his or her prior experience at Lakeland College. This review will include academic performance, conduct, compliance with financial obligations, and any other factors deemed relevant. The college reserves the right to make the readmission decision based on any combination of the above factors in the best interests of the student as well as the college community. This policy applies to all students seeking readmission regardless of the reasons for the student's initial withdrawal or suspension from the institution. Additionally, successful readmission requires the complete payment of all prior balances due to the college and approval of specific program directors.

Readmitted students are subject to the degree requirements in effect at the point of their reentry to the college.

Readmission Following Suspension

In addition to following the steps listed under Readmission to the College, a student who has been suspended is subject to an additional set of rules when applying for readmission. Such a student must wait to reapply until one (1) academic term has elapsed since his/her suspension. A letter of recommendation from an employer or a supervisor who observed the applicant's performance during the time he/she was absent from Lakeland is required. Successful readmission is contingent upon the approval of the Vice President for Academic Affairs and the approval of the relevant program director.

If readmitted, a student who was previously suspended will be placed on probation until his/her coursework merits a return to good academic standing. A student who has been readmitted following a suspension must improve his/her overall GPA each term until he/she has earned a return to good academic standing. Failure to earn a return to good academic standing will result in dismissal from the college.

MASTER OF BUSINESS ADMINISTRATION (M.B.A.)

The Lakeland College Master of Business Administration (M.B.A.) degree, designed with the working adult in mind, provides a broad-based professional education consisting of coursework that integrates research, case studies, technology and other learning processes. Objectives include an understanding of business and economic problems, and the development of managerial skills to address these problems in the context of an ethical and global workplace. In addition to the traditional M.B.A. degree, four M.B.A. degree concentrations are also available: Accounting, Finance, Healthcare Management and Project Management. Lakeland carefully reviews and admits those adults it believes will thrive and succeed in the M.B.A. program as well as professionally. An undergraduate degree in a business area is not required.

Admission Requirements for the MBA in Addition to Those Listed Under General Admission Requirements

- An applicant must have completed coursework in the areas of economics, accounting, finance, basic statistics, and computer literacy with grades of “C” or better before being formally admitted.
- An applicant with a GPA of less than 2.75 will be required to achieve a minimum score of 450 on the Graduate Management Admission Test (GMAT).
- A written statement of purpose is required, indicating how an M.B.A. educational experience would help the applicant meet professional goals and what leadership or managerial skills the applicant would bring to this program. The statement should be limited to 250 words.
- A current resume must also be submitted.

Conditional Admission Policy

An applicant who is lacking coursework in the foundation areas of economics, accounting, finance, basic statistics, and/or computer literacy may be admitted conditionally. Upon completion of specific undergraduate courses in the areas of the foundation requirements and/or by completing one or both of the graduate-level foundation courses available through Lakeland College, and/or by providing to the program director evidence of sufficient work experience to warrant a waiver of specific foundation requirements, the applicant may be admitted to the program without conditions.

Exceptions to the Policy Regarding Enrollment Prior to Admission

A student who is not interested in completing the Lakeland M.B.A. degree, but wishes to enroll in only one or more courses in the CMA or CPA Accounting Concentration, may do so but does not need to be admitted to the College or the M.B.A. program, provided he/she meets the other program requirements as well as the course requirements. Should this student subsequently decide to pursue the Lakeland M.B.A. degree, he/she will need to apply for admission as a degree-seeking applicant. The CPA and/or CMA coursework may then be applied to the M.B.A. degree program requirements.

A non-degree-seeking student is not required to complete BA 700 Business Research Methodology within the first nine (9) semester hours of coursework. If he/she subsequently decides to pursue the Lakeland College M.B.A. degree, he/she will need to be formally admitted into the M.B.A. program and will need to complete BA 700 within the next nine (9) semester hours of coursework.

Master of Business Administration**(36 semester hours)***Complete the following core courses:****Only required if foundational requirement has not been satisfied****BA 600 Economics and Statistics Foundation****BA 610 Accounting and Finance Foundation*

BA 700 Business Research Methodology

(Degree-seeking students must successfully complete this course within the first nine (9) semester hours of coursework.)

BA 715 Applied Microeconomic Theory

BA 720 Applied Managerial Accounting

BA 730 Organizational Effectiveness

BA 750 Applied Marketing Management

BA 760 Production and Operations Management

BA 770 Legal and Regulatory Environments of Business

BA 780 Managerial Finance

BA 790 Corporate Strategy and Decision Making

Nine (9 semester hours) from the following list of elective courses or completion of one concentration:

BA 710 Applied Macroeconomic Theory

BA 725 Applied International Economics

BA 735 International Trade and Finance

BA 740 Management Information Systems

BA 745 Cultural Understanding and International Business

BA 755 Buyer Behavior

BA 765 Financial Decision Making

BA 775 Human Resources Management

BA 785 Special Topics and Issues

BA 795 Special Studies Project

BA 800 Master's Thesis (6 semester hours)

Accounting Concentration*Nine (9) additional semester hours from the following:*

BA 771 Advanced Industrial Accounting I

BA 772 Advanced Industrial Accounting II

BA 785 Special Topics and Issues

BA 789 Corporate Financial Management

BA 796 Advanced Public Accounting I

BA 797 Advanced Public Accounting II

BA 798 Advanced Public Accounting III

Finance Concentration*Nine (9) additional semester hours from the following:*

BA 735 International Trade and Finance

BA 765 Financial Decision Making

BA 786 Cash Management and Investments

BA 787 Capital Budgeting and Risk Analysis

BA 788 Mergers and Acquisitions

BA 789 Corporate Financial Management

Healthcare Management Concentration

BA 701 Leadership for Healthcare Professionals

BA 702 Healthcare Management I

BA 703 Healthcare Management II

—continued on the following page

Project Management Concentration

BA 781 Fundamentals of Project Management

BA 782 Managing the Project Team

BA 783 Project Procurement and Contract Management

Note: A course used to satisfy the requirements of one concentration may not be applied to the requirements of another concentration.

MASTER OF ARTS IN COUNSELING (M.A.)

The Lakeland Master of Arts (M.A.) in Counseling degree is designed to provide a broad-based education in counseling for professionals in the field and for interested educators. Students accepted into this program can pursue an emphasis in one of three areas: Early Childhood through Adolescence School Counseling, Community Counseling, or Higher Education Counseling. Lakeland analyzes not only the academic background, but also the temperament and the professionalism of candidates for the Master of Arts in Counseling program. An undergraduate degree in the behavioral sciences is not required.

Admission Requirements for the M.A. in Counseling in addition to those listed under General Admission Requirements:

- An applicant with a non-behavioral science undergraduate degree is required to show evidence of nine (9) semester hours with grades of “B” or better in coursework related to human services or behavioral sciences.
- A completed personal statement responding to a designated set of questions.
- A current resume.

Conditional Admission Policy

An applicant may apply for conditional admission to the Master of Arts in Counseling program. To be considered for conditional admission by the program director, applicants must meet all of the following criteria:

- Submit official transcripts reflecting a cumulative undergraduate GPA of at least a 2.5, but less than a 2.75;
- Submit official transcripts reflecting a cumulative GPA of at least 3.0 in the last 60 semester hours of undergraduate work;
- Submit a Personal Statement which reflects assets and awareness of liabilities as a potential professional counselor;
- Submit three letters of recommendation from supervisors or instructors that provide support and evidence of the applicant’s ability to achieve success at the graduate level.

The applicant’s conditional status will be reviewed once he/she completes 6 semester hours of graduate coursework. An applicant in conditional status who achieves a cumulative GPA of 3.00 or higher may be granted full admission.

Non-Degree Seeking Student Policy

Students may apply to be non-degree seeking in Lakeland College’s Master of Arts in Counseling program. Non-degree seeking student applications and registrations are permitted by those students who would like to strengthen an existing or emphasis, develop a new area of interest, or complete requirements for a new profession. Non-degree seeking student registration will be granted only to those students who are not pursuing a master’s degree in counseling at Lakeland College.

Non-degree seeking student status is available for those who possess a bachelor's degree or higher from a regionally accredited institution. Non-degree seeking students are required to complete a Graduate Admission Application and are subject to the following unique policies:

- Non-degree seeking students are only allowed to register for up to 12 credits.
- Enrollment in courses is on a space-available or standby basis. Students fully admitted or on conditional admission status into the M.A.C. program will be given priority in all courses.
- With the exception of applicable Veterans Benefits, no financial aid is available.
- Application for non-degree seeking registration enrollment must be made, in writing, to the Admissions Advisor.
- Practicum, Internship and Independent Study courses are not available to non-degree seeking students.
- Non-degree seeking students must meet all identified course prerequisites.

For more information about the non-degree seeking student program and tuition costs, please contact an Admissions Advisor.

Master of Arts in Counseling

(48 semester hours)

Complete the following core courses:

- CN 710 Introduction to Counseling and Ethics
- CN 714 Multiculturalism and the Practice of Counseling
- CN 716 Lifespan Development and Counseling: An Integration
- CN 718 Psychopathology
- CN 724 Counseling Methods and Ethics
- CN 726 Counseling Theories
- CN 728 Psychometrics and Assessment
- CN 734 Research Methods and Program Evaluation
- CN 736 Counseling Children and Adolescents
- CN 738 Group Therapy
- CN 739 Career Counseling and Development
- CN 744 Crisis Intervention and Conflict Resolution

Complete one of the following areas of emphasis:

School Counseling Emphasis

- CN 765 Seminar: Structure and Organization of School Counseling
- CN 766 Practicum in School Counseling (125 clock hours)
- CN 767 Internship I: School Counseling (300 clock hours)
- CN 768 Internship II: School Counseling (300 clock hours)

Community Counseling Emphasis

- CN 775 Seminar: Structure and Organization of Community Counseling
- CN 776 Practicum in Community Counseling (125 clock hours)
- CN 777 Internship I: Community Counseling (300 clock hours)
- CN 778 Internship II: Community Counseling (300 clock hours)

Higher Education Emphasis

- CN 785 Seminar: Structure and Organization of Higher Education Counseling
- CN 786 Practicum in Higher Education Counseling (125 clock hours)
- CN 787 Internship I: Higher Education Counseling (300 clock hours)
- CN 788 Internship II: Higher Education Counseling (300 clock hours)

Master of Arts in Counseling Elective Coursework

- CN 752 Psychopharmacology

MASTER OF EDUCATION (M.Ed.)

Assessment, academic standards, technology, curriculum design—these are more than just buzzwords for professionals in today’s complex world of education. Today’s teachers and administrators need a broad range of skills to help their districts achieve goals of providing top quality education to students. Lakeland College understands the challenges that teachers face and has responded with a Master of Education program designed to provide basic knowledge and offer opportunities for learning specific to a school’s or district’s quality initiatives. Lakeland admits classroom teachers, school administrators, and others involved in education to the M.Ed. program. An undergraduate degree in education is not required.

Admission Requirements for the M.Ed. in addition to those listed under General Admission Requirements:

Applicants must have evidence of one of the following:

- A valid teaching license.
- Approval from the Director of the M.Ed. program and successful completion of foundation courses in educational psychology, human growth and development, the exceptional person, and majority-minority relations.

Conditional Admission Policy

An applicant who has a cumulative GPA lower than 2.75 in his/her undergraduate coursework may be considered for conditional admission upon a recommendation from the Director of the M.Ed. program. The applicant’s conditional status will be reviewed once he/she completes 6 semester hours of graduate coursework. An applicant in conditional status who achieves a cumulative GPA of 3.00 or higher will be granted full admission.

An applicant who does not possess a valid teaching license may also be granted conditional admission. Once the applicant successfully completes courses in educational psychology, human growth and development, the exceptional person, and majority-minority relations, his/her status will be reviewed, and he/she may be granted full admission. These courses must be completed within two semesters of conditional admission.

An Exception to the Policy Regarding Enrollment Prior to Admission

A student who wishes to enroll in M.Ed. courses which have been designed primarily for professional development is not required to make formal application for admission. These students may register and enroll in any courses provided they meet the program and course requirements.

Master of Education

(36 semester hours)

Complete the following core courses:

- ED 701 Contemporary Philosophies of Education
- ED 702 Organization and Operation of American Education
- ED 703 Learning and Cognition

One of the following

- ED 714 Curriculum and Classroom Dynamics
- ED 717 Political and Legal Aspects of Education
- ED 720 Assessment in the School and Classroom
- ED 800 Educational Research and Evaluation
- ED 810 Master’s Thesis or Project

—continued on the following page

Fifteen (15) semester hours from the following list of elective courses:

- ED 706 Differentiating Instruction
- ED 707 Gifted Education
- ED 708 Classroom Management Strategies
- ED 712 Multicultural Education
- ED 716 Special Education: Meeting Exceptional Educational Needs
- ED 741 Reading in the Content Area
- ED 751 Supervision of Student Teachers (1 semester hour)
- ED 780 Special Topics in Education (1–3 semester hours)
A maximum of nine (9) semester hours of special topics courses may be applied to the elective requirement with the approval of the Director of the M.Ed. program.
- ED 790 Tutorial I: Focused Individualized Reading/Research Topic (1–3 semester hours)
- ED 791 Tutorial II: Focused Individualized Reading/Research Topic (1–3 semester hours)
- ED 792 Tutorial III: Focused Individualized Reading/Research Topic (1–3 semester hours)

Graduate students seeking additional certification in English as a Second Language (ESL) may take the following courses as part of the ESL certification requirements. These courses may apply toward the elective requirements of the M.Ed. degree program. (For the complete outline of the requirements for ESL certification, please refer to the undergraduate section of this catalog.)

- ENG 780 The English Language
- ESL 721 English Grammar
- ESL 722 Second Language Acquisition and Applied Linguistics
- ESLE 724 Teaching Methods in ESL

GRADUATE STUDIES PROGRAMS COURSE DESCRIPTIONS

The following pages list the College's graduate studies curriculum. They are organized alphabetically according to program headings.

Programs	Codes
Master of Business Administration . . .	.BA
Master of Arts in Counseling . . . . .	.CN
Master of Education . . . . .	.ED
<i>Also included are:</i>	
English . . . . .	.ENG
English as a Second Language . . . . .	.ESL
English as a Second Language/ Education . . . . .	.ESLE

All courses listed on the following pages are three-semester-hour courses unless indicated otherwise.

BUSINESS ADMINISTRATION (BA)

BA 700 Business Research Methodology

This course provides an overview of the M.B.A. program, specifically its research methodology. It is a practical treatment of the process of business decision-making using quantitative methods, tools, and techniques. Topics covered include hypothesis testing, confidence intervals, sampling, probability analysis, proportions, regression analysis, and interval estimation. Prerequisite: basic statistics.

BA 701 Leadership for Healthcare Professionals

This course is designed to facilitate leadership buy-in for the transformation of the United States healthcare system to a sustainable “win-win” future. It will focus on describing a transformational portrait for the United States healthcare system, the implications for stakeholders, and a change management plan to guide implementation. Prerequisite: none.

BA 702 Healthcare Management I

Students will have the opportunity to review case studies while simultaneously developing a business plan for an electronic medical record, electronic health record, or one or more components of an enterprise-class medical system. The business plan will be designed in response to the needs as expressed by a local physician, clinic, or hospital provider (a.k.a. “community partner”). This course is deliberately scheduled subsequent to Leadership for Healthcare Professionals. The Leadership course enhanced the student’s ability to lead or manage groups and projects. This course provides the opportunity to utilize those skills while working collaboratively with a community partner. Prerequisite: BA 701 Leadership for Healthcare Professionals.

BA 703 Healthcare Management II

In this course, students will analyze case studies, regulatory legislation, and components of quasi-voluntary guidelines.

Students will study these objective criteria within the framework of myriad subjective challenges found in all organizational cultures. Concepts from the Healthcare Leadership course bolster the integration of organizational development and regulatory compliance. Prerequisite: BA 702 Healthcare Management I.

BA 710 Applied Macroeconomic Theory

Initially this course reinforces an understanding of the operations of the national economy. Subsequently attention is focused on evaluating the economy’s performance, primarily in terms of attaining price stability, full employment, and a satisfactory level of real economic growth. A major objective is to provide a managerial view of the way economic conditions affect the environment of the firm and community. Prerequisite: basic economics.

BA 715 Applied Microeconomic Theory

This course incorporates the tools and logic of microeconomic analysis together with quantitative and statistical methods. The principal focus is on understanding and predicting economic behavior of consumers, firms, and industries through product line and industry modeling and model estimation. The use of current statistical software and computer technology is promoted throughout the course. May include a segment on microeconomics that focuses on policy issues. Prerequisites: basic economics and basic statistics.

BA 720 Applied Managerial Accounting

This course is designed to provide a broad awareness of the interrelated concepts of systems, information, decision making, controls and accounting. The course covers the related reports and documents generated by the information system and provides an understanding of computerized and non-computerized information and control system tasks. Students will develop the ability to analyze, plan, design, implement and manage accounting information and control systems. Prerequisite: financial accounting principles.

BA 725 Applied International Economics

This course focuses on changing trade patterns as they affect import and export decisions by the firm. The study includes a review of strategic planning, organization of multi-national firms, foreign exchange rate markets and variables, the WTO, factors influencing demand and supply, cartels, and barriers to trade. Prerequisite: basic economics.

BA 730 Organizational Effectiveness

This course provides an overview of the emerging field of organizational effectiveness. It examines the necessity for an organizational effectiveness strategy and the appropriate and competent use of such a strategy in the context of a business firm. It presents ways to increase the probabilities of accomplishing successful change, maximizing desired results, and improving competitive position on a sustainable basis. This course will not only enable its participants to define organizational effectiveness, but also to develop a model most appropriate to an organization's unique characteristics and situational realities, incorporate organizational effectiveness concepts into the management practices and culture of the organization, and use organizational effectiveness as an organizational learning strategy. Prerequisite: management concepts.

BA 735 International Trade and Finance

This course deals with the environmental and functional differences between the United States and international business, including international financial planning and cash management, foreign exchange, and the financial context of business decision making. Prerequisites: basic economics and basic finance.

BA 740 Management Information Systems

This course focuses on the management of information as an integral part of the decision-making process. The objectives include developing ways of thinking and acquiring skills and knowledge needed by

managers for evaluating information for decision-making purposes, specifying information requirements, using information in developing plans and programs, and evaluating the effect of information management decisions. Prerequisite: basic computer skills.

BA 745 Cultural Understanding and International Business

This course provides a forum for better understanding the different cultural values inherent in international markets; it shows how understanding impacts successful entry and the doing of business in those markets. Prerequisite: none.

BA 750 Applied Marketing Management

This course provides an overview of the integration of pricing, distribution, promotion and product differentiation policies used in planning and decision making. The integration of marketing with other business functions is emphasized, along with its socio-economic implications. The emergence of e-commerce as a marketing strategy is also considered. Prerequisites: management and marketing concepts.

BA 755 Buyer Behavior

This course is an advanced study of the behavior of buyers of goods and services. Topics include the following: buyer wants and needs; purchasing patterns; buyer decision making; shopping behavior; relationships between buyers and product brands; market segmentation; cultural, social and psychological, and economic influences on behavior. Prerequisite: none.

BA 760 Production and Operations Management

At an advanced level this course deals with the basic concepts, the interrelationships of math models, and design and process capability. It is further concerned with flow processes as related to material flows, location of facilities, and product-line design. The design and management of capacity; standards in work design; production and quality, including total quality management, production and inventory control; and management planning models are also covered. Prerequisite: basic statistics.

BA 765 Financial Decision Making

This course is concerned with the allocation of resources in the business firm. It includes consideration of the nature of funds drawn from financial markets and the commitment of those funds to productive investments. A major objective is to enhance the understanding of financial management concepts and the ability to apply those concepts. Topics include analysis of financial performance, operations planning, capital budgeting, capital structure, financial institutions, and instruments. Prerequisite: finance principles.

BA 770 Legal and Regulatory Environments of Business

This is a study of the impact of a firm's social, legal, regulatory, political, ethical and international environments upon its objectives. The specific course objectives are to provide a general understanding of the major relationships between business firms and their stakeholders, to develop key concepts and principles that can be used by managers as they cope with the various stakeholders, and to provide some practice in using analytical tools by applying them to selected current problems and issues confronting business. Prerequisite: none.

BA 771 Advanced Industrial Accounting I

This is the first of two courses involving intensive and comprehensive study of industrial/managerial accounting principles, concepts, and practices. This course

addresses the Financial Planning, Performance, and Control section of the CMA exam. The course entails case studies, directed participation in classroom discussions based on extensive readings of pertinent literature dealing with industrial/managerial accounting, and periodic examinations. The course content includes an array of advanced topics typically only introduced in advanced undergraduate courses, including budgeting, cost management and allocation techniques, cost and variance measures, responsibility accounting, internal controls, and ethics. Prerequisite: completion of an undergraduate degree with a major in accounting, or its equivalent in terms of courses, or instructor consent.

BA 772 Advanced Industrial Accounting II

This is the second of two courses involving intensive and comprehensive study of industrial/managerial accounting principles, concepts, and practices. This course specifically addresses the Financial Decision Making section of the CMA exam. The course entails case studies, directed participation in classroom discussions based on extensive readings of pertinent literature dealing with industrial/managerial accounting, and periodic examinations. The course content includes an array of advanced topics typically only introduced in advanced undergraduate courses, including statement analysis, financial performance metrics, profitability issues, risk and portfolio management, cost of capital, corporate restructuring, international finance, risk management, and ethical considerations. Prerequisite: completion of an undergraduate degree with a major in accounting, or its equivalent in terms of specific courses, or instructor consent.

BA 775 Human Resources Management

This course examines human resources management as currently practiced, and future roles for human resource management. Specific attention will be placed on the practical use of human resource management concepts to line leadership roles. Prerequisite: none.

BA 780 Managerial Finance

Application of financial theory and advanced techniques to the managerial decisions of the business firm. Topics covered may include risk, valuation, capital structure, mergers and acquisitions, investment decisions and international finance. Prerequisite: basic finance.

BA 781 Fundamentals of Project Management

This course is an introduction to the theory and practice of project management in the rapidly changing business environment. It explores the roles of project managers in rapidly changing business environments operating under increasingly competitive forces and higher expectations for the successful delivery of projects in organizations. It exposes the student to the “hard” and “soft” skills of project management. Prerequisite: none.

BA 782 Managing the Project Team

This course focuses on the competencies needed to apply management skills to project leadership and to create positive project environments. Students complete a project leadership assessment tool and explore a variety of leadership methods and how these methods interact to create project dynamics and lead project resources to successful project completion. Prerequisite: none.

BA 783 Project Procurement and Contract Management

This, the third course in the Project Management series, exposes its students to the various contracts and legal documentation encountered in managing projects. The critical duties performed by contracting personnel and project managers during the contract negotiation and contract administration phases of the acquisition process are emphasized. Prerequisite: none.

BA 785 Special Topics and Issues

The content and format of this course varies with the topic. It provides for formal coverage and study in special topic areas such as e-commerce, tax planning, not-for-profit

operations, entrepreneurship, human resource management, financial planning, communication and information technology, insurance, and utilities. Prerequisite: none.

BA 786 Cash Management and Investments

A study of money management strategies, portfolio and capital market theory, security valuation, and study of equity, fixed income, options and futures markets, and international money management theory. Prerequisite: BA 780 Managerial Finance.

BA 787 Capital Budgeting and Risk Analysis

A study of present value and risk-adjusted methods of capital allocation, evaluation of project risk for domestic and foreign capital projects, basic project management techniques, and post audit implications of capital projects. Prerequisite: BA 780 Managerial Finance.

BA 788 Mergers and Acquisitions

A study of business valuation techniques, target evaluations, techniques for integrating cultures to obtain maximum shareholder value, financing mergers and acquisitions, and evaluation of venture capital markets. Prerequisite: BA 780 Managerial Finance.

BA 789 Corporate Financial Management

This course is an intensive and comprehensive study of business principles, concepts, and practices and their application to subjects and topics normally introduced in advanced undergraduate courses in finance, managerial accounting, quantitative methods, risk management, working capital management, banking relationships, employee benefit plans, economics, and financial analysis and reporting. Prerequisite: Undergraduate business major. (Open to degree candidates only.)

BA 790 Corporate Strategy and Decision Making

This is a capstone course designed to allow the student to integrate knowledge obtained from previous courses with personal experience. A student-centered approach provides opportunity for practice and experimentation in the strategy formulation. Emphasis is on the conversion of the vision of executive intuition into definite plans that can be operationally implemented. Strategy support systems will be used to assist the student in making the transition from a change-resistant operations approach to the change-oriented and future-oriented approach. Prerequisite: a minimum of twenty-four semester hours of M.B.A. credit.

BA 795 Special Studies Project

This course provides the means through which a student under the guidance of an assigned faculty member may pursue subjects or projects of individual interest. The subject/project proposal must be submitted to and approved by the M.B.A. program director prior to course enrollment. Prerequisite: none.

BA 796 Advanced Public Accounting I

This course is one of three courses involving intensive and comprehensive study of accounting principles, concepts, and practices and their application to subjects and topics normally dealt with by practicing public accountants. The course addresses the Regulation section of the CPA examination. The basic pedagogy for this course is the widely respected Becker CPA self-study program. This course, however, entails much more in that it involves case studies, directed participation in classroom discussions based on extensive readings of accounting in pertinent literature, and periodic examinations. The course content includes a full array of advanced topics including taxation for individuals, sole proprietorships, partnerships, corporations, S corporations, C corporations, estates, and trusts. Also covered are the Sarbanes-Oxley Act of 2002, contracts, sales, commercial paper, real property, agency, bankruptcy,

property insurance, and CPA legal liability. Prerequisite: completion of an undergraduate degree with a major in accounting, or its equivalent in terms of specific courses, or instructor consent.

BA 797 Advanced Public Accounting II

This course is one of three courses involving intensive and comprehensive study of accounting principles, concepts, and practices and their application to subjects and topics normally dealt with by practicing public accountants. It prepares the student for the Financial Reporting section of the CPA examination. The basic pedagogy for this course is the widely respected Becker CPA self-study program. This course, however, entails much more in that it involves case studies, directed participation in classroom discussions based on extensive readings of accounting in pertinent literature, and periodic examinations. The course content includes a full array of advanced topics including concepts and standards for financial statements, recognition, measurement, and valuation of typical items and specific types of transactions and events, and accounting and reporting for governmental, non-governmental, and not-for-profit entities. Prerequisite: completion of an undergraduate major in accounting, or its equivalent in terms of specific courses, or consent of the instructor.

BA 798 Advanced Public Accounting III

This course is one of three courses involving intensive and comprehensive study of accounting principles, concepts, and practices and their application to subjects and topics normally dealt with by practicing public accountants. It prepares the student for the Auditing and Business Environment section of the CPA examination. The basic pedagogy for this course is the widely respected Becker CPA self-study program. This course, however, entails much more in that it involves case studies, directed participation in classroom discussions based on extensive readings of accounting in pertinent literature, and periodic examinations. The course content includes a full array of advanced topics including extensive treat-

ment of the subject of auditing, internal as well as external, accounting for the various forms of businesses, their cycles, market influences, economic measures, modeling, and their strategies for short-term and long-term financing, and liquid asset management. Prerequisite: completion of an undergraduate major in accounting, or its equivalent in terms of specific courses, or consent of the instructor.

BA 800 Master's Thesis (6 semester hours)

This course enables qualified and interested students to propose and carry out research projects in their areas of interest under the mentorship of an assigned faculty advisor. The student must meet with, submit a thesis proposal to, and receive the approval of the M.B.A. program director prior to enrolling in this course. The student must then prepare and present an appropriate treatise, and defend the research and findings before a panel of professionals. This course carries six semester hours of M.B.A. credit. Prerequisite: approval of the M.B.A. program director.

COUNSELING (CN)

CN 710 Introduction to Counseling and Ethics

This course provides an overview of many dimensions of counseling including the following broad topics: definition, history, regulation and licensing, counseling settings, the therapeutic relationship, approaches to counseling (technique and theory), assessment and diagnosis, and client characteristics, including diversity issues. The course will examine the codes of ethics and standards of practice of the American Counseling Association, the Association of School Counselors, and the American College Counseling Association, as well as other relevant ethical codes, and licensing/regulatory agencies. General ethical constructs such as informed consent and privacy will be discussed, as well as the role of ethics across client populations (e.g.,

children vs. adults), situations (e.g., individual counseling and supervision) and settings (e.g., schools, agencies). Prerequisite: none.

CN 714 Multiculturalism and the Practice of Counseling

Everyone, including counselors, holds certain beliefs and opinions about their own and others' particular group. These beliefs, biases, or unintentional prejudices influence the counselor's ability to establish therapeutic relationships with clients of different genders, races, ethnicities, sexual orientations, religions, social classes, ages, etc. Membership in a minority group influences not only the life experiences and perceptions of the members, but it also impacts the individuals' willingness and ability to seek help, participate in therapy, and, for children, to learn and achieve in school. This course provides an introduction to the theory, research, and practices which underlie and inform competent and ethical therapeutic interventions and assessments with a diverse population. Throughout the course, students will have the opportunity to explore their own identities, world views, and attitudes and how they might influence the helping process. Co-requisite or prerequisite: CN 710 Introduction to Counseling and Ethics.

CN 716 Lifespan Development and Counseling: An Integration

This course provides an in-depth review of the classic and modern theories of human development. Theories will be evaluated in terms of their utility and pragmatism, strengths and weaknesses, and empirical validation. These theories will be applied to the various challenges that clients of all ages and cultural backgrounds bring to the counseling situation. In addition to the theories and case application, the course will also explore the development of psychopathology, and the role of a wellness perspective in the conceptualization of human development. Prerequisite: none.

CN 718 Psychopathology

This course examines the assessment, classification, and diagnosis of mental disorders. The framework of the course will be the utilization of the multi-axial diagnostic system of the Diagnostic and Statistical Manual of Mental Disorders IV Text Revision (DSM-IV-TR). The description, etiology, treatment, and prognosis of mental disorders will be explored according to current theoretical models and empirical research (e.g., biological/medical, cognitive-behavioral, diathesis-stress). The prevalence of the disorders and the constellation of symptoms will be explored across diverse groups of individuals. Prerequisites: CN 710 Introduction to Counseling and Ethics, CN 714 Multiculturalism and the Practice of Counseling, and CN 726 Counseling Theories.

CN 724 Counseling Methods and Ethics

This course is an introduction to the principles, procedures, and techniques of the intentional interviewing that occurs in professional counselor-client interactions. Through experiential exercises (mock counseling sessions) and within the context of a wellness approach to psychological health, beginning counselors will learn specific interviewing skills, the goals and stages of interviewing, as well as strategies for therapeutic change. Beginning counselors will explore the importance of non-verbal behaviors, values, perspectives, the role of emotions and cognitions, as well as cultural factors in counselor-client communication. Throughout the course, beginning counselors will have the opportunity to reflect upon their own beliefs, skills, and values, as well as assess their competence in the specific interviewing skills. Prerequisite: CN 714 Multiculturalism and the Practice of Counseling.

CN 726 Counseling Theories

This course will focus on the various systems of psychotherapy from the older, traditional theories to the more modern approaches, including family systems, cross-cultural approaches, and construc-

tivist and integrative strategies. Understanding the foundation of the theories (their views of human nature and personality) will allow comparative analysis of the theories' explanations of psychopathology, and the goals, assessment, therapeutic relationships, techniques, and mechanisms of change. Empirical validation, gender and multicultural issues, and indications and contraindications of the various approaches will be explored. Prerequisite: none.

CN 728 Psychometrics and Assessment

This course explores the fundamental principles of psychological testing and assessment. It is designed to present information and strategies for selecting, administering, and interpreting qualitative and quantitative assessment instruments that may be helpful in the counseling process. Topics include the basic concepts of psychometrics and measurement, types of appraisals, issues related to special populations, diversity, and ethical guidelines relevant to psychological assessment. Prerequisites: CN 714 Multiculturalism and the Practice of Counseling and CN 718 Psychopathology.

CN 734 Research Methods and Program Evaluation

The focus of this course is the basic concepts and processes of psychological and counseling research, including qualitative and quantitative approaches. Topics include the research process, research design, basic measurement (reliability, validity, normal curve, norms, score interpretation), statistical concepts (frequency distributions, measures of central tendency and variability, correlation, hypothesis testing, and significance tests). This course also explores the basic methodology for planning, conducting, and interpreting research and evaluating counseling programs. Special consideration will be given to ethics in research including informed consent, institutional review boards for the protection of human subjects, and vulnerable populations. Prerequisite: CN 728 Psychometrics and Assessment.

CN 736 Counseling Children and Adolescents

The purpose of this course is to provide a comprehensive overview of the theories, practices, and techniques necessary for working with children, adolescents, and their families in therapeutic settings and schools. Not only will the traditional theories of counseling children be examined, but evidence-based treatment programs with specific populations of children will be added to the discussion. The combination of theory and evidence-based practice will facilitate students' ability to utilize the knowledge and skills learned in this and other courses. This course will address the unique presenting complaints of children in counseling settings, multicultural concerns, consultation, play and group therapy, and professional, ethical guidelines required for work with children. Prerequisites: CN 716 Lifespan Development and Counseling: An Integration, CN 724 Counseling Methods and Ethics, and CN 726 Counseling Theories.

CN 738 Group Therapy

This course will focus on the theory, principles, and practice of group therapy. Beyond reading, lecture, and discussion, this course involves a significant experiential component. Class members will participate in an actual therapy group so that the concepts and practice of group therapy will be illuminated in the here-and-now. Therapeutic factors, interpersonal learning, and group cohesiveness will provide the foundation for understanding the role of the group counselor in selecting clients for participation, and creating, preparing, and leading the group. Additional topics which will be considered are the stages of the group, the tasks and roles of the clients, outcome research regarding the mechanism of change in groups, and the effectiveness of group therapy. Specialty groups and issues concerning specific populations (e.g., adults, children, mandated participants) and ethical issues as they relate to working in groups will be explored. Prerequisite: CN 724 Counseling Methods and Ethics.

CN 739 Career Counseling and Development

This course is designed to provide an overview of career counseling and development including the history and future of work, theories, assessments, informational resources, employability skills, program planning, computer applications, and career management. The role of diversity and ethics in career counseling, planning and development will be explored. Particular focus will be placed on understanding the importance of professional boundaries and confidentiality in the beginning professional counselor's usage of social media. Prerequisites: CN 716 Lifespan Development and Counseling: An Integration and CN 724 Counseling Methods and Ethics.

CN 744 Crisis Intervention and Conflict Resolution

The purpose of this course is to address two distinct but related topics within the field of counseling and human services. The first topic is crisis intervention. The course will explore the current theory and practice models related to trauma and crisis intervention. The nature and types of crises, methods of intervention, consequences of trauma (cognitive, behavioral, emotional, neurological), and the role of psychosocial factors (age, gender, culture, etc.) will be explored. Students will develop the knowledge and skills necessary to intervene in various types of crises. The second topic is conflict resolution. This course will explore the nature of conflict and methods to resolve conflict by emphasizing collaborative problem solving and mediation. Students will develop the knowledge and skills necessary to mediate in various types of conflict situations. Prerequisites: CN 716 Lifespan Development and Counseling: An Integration and CN 724 Counseling Methods and Ethics.

CN 752 Psychopharmacology for Counselors

The purpose of this course is to introduce students to psychotherapeutic drugs and how they are used to treat various mental disorders. At the outset, the course presents the basic structures of the nervous system necessary to understand the pharmacokinetics and pharmacodynamics of psychoactive drugs. Many psychoactive drugs are used for therapeutic purposes. Other psychoactive drugs, even those prescribed for therapeutic purposes, become the objects of addiction. The major classes of drugs used for therapeutic purposes: antidepressants, anxiolytics, antipsychotics, mood stabilizers, and stimulants as well as the actions, side effects, and risks will be considered. Prerequisite: CN 718 Psychopathology.

CN 765 Seminar: Structure and Organization of School Counseling

The primary purpose of this course is to investigate the roles and responsibilities of school counselors and the profession of school counseling. The secondary purpose is to allow each student the opportunity to refine his/her portfolio of competencies. The topics addressed in the course include the philosophies of school counseling, and the history and role of schools as social institutions. Qualities of Comprehensive School Counseling Programs, the Wisconsin Comprehensive School Counseling Model (WCSCM) and models of delivery systems will be explored as students learn how to develop, manage, and evaluate comprehensive school counseling programs. The course will also devote time to explore the activities of school counselors within comprehensive school counseling programs—such as student transition skills from level to level; classroom management; the design of development guidance lessons; special education; response to intervention (RTI); positive behavior intervention systems (PBIS); Alcohol Tobacco and Other Drug Association (ATODA) issues; the Wisconsin Department of Public Instruction's PI34 and licensing; individual

and group counseling; peer facilitating; assessment; counseling with families; education and advocacy; consultation; leadership; and coordination with students, parents, and colleagues in the school and community. Students will continue their study of the ethical codes for school counseling, the licensing requirements, and the legal and professional issues pertinent to the field of school counseling. Prerequisites: CN 716 Lifespan Development and Counseling: An Integration, CN 718 Psychopathology, and CN 724 Counseling Methods and Ethics.

CN 766 Practicum in School Counseling

The practicum in school counseling is a one-semester, 125-hour minimum, supervised counseling experience within the context of an approved school placement. The course is designed to help students integrate and apply the knowledge, skills, and dispositions learned in previous program coursework to implement comprehensive, developmental, and collaborative school counseling programs. Students will both observe and serve in individual and group counseling sessions with a minimum of 40 hours of direct service with students involving assessment, intervention, and evaluation. Audio or audio-visual recordings are used to develop skills in conceptualizing cases and selecting and implementing appropriate interventions. The application of ethical and legal issues in counseling is reviewed. The course culminates in an evaluation of each student's counseling performance throughout the practicum. Prerequisites: CN 716 Lifespan Development and Counseling: An Integration, CN 728 Psychometrics and Assessment in Counseling and one of the following: CN 736 Counseling Children and Adolescents or CN 738 Group Therapy.

CN 767 Internship I: School Counseling

The School Counseling Internship I is a one-semester, 300-hour minimum, supervised counseling experience within the context of an approved school placement. The course is designed to build extensively on a student's practicum experience by involving him/her in all aspects of the role and functioning of a professional school coun-

selor. Interns will integrate and apply the knowledge, skills, and dispositions learned in previous program coursework to implement comprehensive, developmental, and collaborative school counseling programs. Interns will serve in individual and group counseling sessions with a minimum of 120 hours of direct service with students involving assessment, intervention, and evaluation. Audio or audio-visual recordings are used to develop skills in conceptualizing cases and selecting and implementing appropriate interventions. The application of ethical and legal issues in counseling is reviewed. The course culminates in an evaluation of the intern's counseling performance throughout the internship. Co- or Prerequisite: CN 739 Career Counseling and Development; and the following prerequisites: CN 736 Counseling Children and Adolescents, CN 738 Group Therapy, CN 766 Practicum in School Counseling, a passing score on the PRAXIS II exam, a cumulative GPA of at least 3.0, or consent of program director.

CN 768 Internship II: School Counseling

The School Counseling Internship II is a one-semester, 300-hour minimum, supervised counseling experience within the context of an approved school placement. The course is designed to help interns master all aspects of the role and functioning of a professional school counselor. Interns will integrate and apply the knowledge, skills, and dispositions learned in previous program coursework to implement comprehensive, developmental, and collaborative school counseling programs. Interns will serve in individual and group counseling sessions with a minimum of 225 hours of direct service with students involving assessment, intervention, and evaluation. Audio or audio-visual recordings are used to develop skills in conceptualizing cases and selecting and implementing appropriate interventions. The application of ethical and legal issues in counseling is reviewed. The course culminates in the graduate student's portfolio presentation and an evaluation of

his/her counseling performance throughout the internship. Prerequisites: CN 744 Crisis Intervention and Conflict Resolution, a grade of B or better in CN 767 Internship I: School Counseling, a cumulative GPA of at least 3.0, and positive recommendations from the Internship I instructor and onsite supervisor.

CN 775 Seminar: Structure and Organization of Community Counseling

This purpose of this course is to prepare students for careers as counselors in community and agency settings. The course will examine the historical and socio-cultural foundations of community counseling, the settings in which community counselors practice, and organizational/business concerns. The course will examine the roles and responsibilities of community counselors, client characteristics and needs, including diversity issues, and supervision. The course will address ethics, credentialing, licensing, and professional identities of counselors. Prerequisites: CN 716 Lifespan Development and Counseling: An Integration, CN 718 Psychopathology, and CN 724 Counseling Methods and Ethics.

CN 776 Practicum in Community Counseling

This practicum is a one-semester, 125-hour minimum, supervised counseling experience within the context of an approved community placement. The course is designed to help students integrate and apply the knowledge, skills, and dispositions learned in previous program coursework. Students will both observe and serve in individual and group counseling sessions with a minimum of 40 hours of direct service with actual clients involving assessment, intervention, and evaluation. Audio or audio-visual recordings are used to develop skills in conceptualizing cases and selecting and implementing appropriate interventions. The application of ethical and legal issues in counseling is reviewed. The course culminates in an evaluation of each student's counseling performance throughout the practicum. Prerequisites: CN 716

Lifespan Development and Counseling: An Integration, CN 728 Psychometrics and Assessment in Counseling and one of the following: CN 736 Counseling Children and Adolescents or CN 738 Group Therapy.

CN 777 Internship I: Community Counseling

This internship is a one-semester, 300-hour minimum, supervised counseling experience within the context of an approved community placement. The course is designed to build extensively on a student's practicum experience by involving him/her in all aspects of the role and functioning of a professional counselor in a community context. Interns serve in individual and group counseling sessions with a minimum of 120 hours of direct service with clients involving assessment, intervention, and evaluation. Audio or audio-visual recordings are used to develop skills in conceptualizing cases and selecting and implementing appropriate interventions. The application of ethical and legal issues in counseling is reviewed. The course culminates in an evaluation of the intern's counseling performance throughout the internship. Co- or Prerequisite: CN 739 Career Counseling and Development; and the following prerequisites: CN 736 Counseling Children and Adolescents, CN 738 Group Therapy, CN 776 Practicum in Community Counseling, a cumulative GPA of at least 3.0, or consent of program director.

CN 778 Internship II: Community Counseling

The Community Counseling Internship II is a one-semester, 300-hour minimum, supervised counseling experience within the context of an approved community placement. The course is designed to help interns master all aspects of the role and functioning of a professional counselor in a community context. Interns serve in individual and group counseling sessions with a minimum of 120 hours of direct service with clients involving assessment, intervention, and evaluation. Audio or audio-visual recordings are used to develop skills in conceptualizing cases and selecting and implement-

ing appropriate interventions. The application of ethical and legal issues in counseling is reviewed. The course culminates in an evaluation of the intern's counseling performance throughout the internship. Prerequisites: CN 744 Crisis Intervention and Conflict Resolution, a grade of B or better in CN 777 Internship I: Community Counseling, a cumulative GPA of at least 3.0, and positive recommendations from the Internship I instructor and onsite supervisor.

CN 785 Seminar: Structure and Organization of Higher Education Counseling

This course will bridge the theory and practice of the counseling profession to the college setting. Counselors employed by universities and colleges operate typically within the domain of Student Affairs. The historical and philosophical foundation of the profession of student affairs will be explored. The characteristics of college students including demographic and diversity issues, developmental and academic concerns, and mental health and wellness needs will inform the study of the provision of counseling services. Students will learn how to develop and evaluate college counseling programs. The course will also devote significant time to the activities of college counselors—such as individual and group counseling, prevention, peer facilitating, assessment, wellness education, advocacy, consultation, leadership and coordination with students, parents, and colleagues in the college and community. Students will continue their study of the ethical codes for college counseling, the licensing requirements, and the legal issues pertinent to the field of college counseling. Prerequisites: CN 716 Lifespan Development and Counseling: An Integration, CN 718 Psychopathology, and CN 724 Counseling Methods and Ethics.

CN 786 Practicum in Higher Education Counseling

This practicum is a one-semester, 125-hour minimum, supervised counseling experience within the context of a higher education placement. The course is designed to help students integrate and apply the knowledge, skills, and dispositions learned in previous program coursework. Students will both observe and serve in individual and group counseling sessions with a minimum of 40 hours of direct service with actual clients involving assessment, intervention, and evaluation. Audio or audio-visual recordings are used to develop skills in conceptualizing cases and selecting and implementing appropriate interventions. The application of ethical and legal issues in counseling is reviewed. The course culminates in an evaluation of each student's counseling performance throughout the practicum. Prerequisites: CN 716 Lifespan Development and Counseling: An Integration, CN 728 Psychometrics and Assessment in Counseling, and CN 738 Group Therapy.

CN 787 Internship I: Higher Education Counseling

The Higher Education Counseling Internship I is a one-semester, 300-hour minimum, supervised counseling experience within the context of an approved higher education placement. The course is designed to build extensively on a student's practicum experience by involving him/her in all aspects of the role and functioning of a professional counselor in a higher education context. Interns serve in individual and group counseling sessions with a minimum of 120 hours of direct service with clients involving assessment, intervention, and evaluation. Audio or audio-visual recordings are used to develop skills in conceptualizing cases and selecting and implementing appropriate interventions. The application of ethical and legal issues in counseling is reviewed. The course culminates in an evaluation of each student's counseling performance throughout the internship. Prerequisites: CN 736 Counseling Children

and Adolescents, CN 786 Practicum in Higher Education Counseling, a cumulative GPA of at least 3.0, or consent of the program director.

CN 788 Internship II: Higher Education Counseling

The Higher Education Counseling Internship II is a one-semester, 300-hour minimum, supervised counseling experience within the context of an approved higher education placement. The course is designed to help interns master all aspects of the role and functioning of a professional counselor in a higher education context. Interns serve in individual and group counseling sessions with a minimum of 120 hours of direct service with clients involving assessment, intervention, and evaluation. Audio or audio-visual recordings are used to develop skills in conceptualizing cases and selecting and implementing appropriate interventions. The application of ethical and legal issues in counseling is reviewed. The course culminates in an evaluation of each student's counseling performance throughout the internship. Prerequisites: CN 739 Career Counseling and Development, a grade of B or better in CN 787 Internship I: Higher Education Counseling, a cumulative GPA of at least 3.0, and positive recommendations from the Internship I instructor and onsite supervisor.

EDUCATION (ED)

ED 701 Contemporary Philosophies of Education

This study of contemporary and traditional theories of education and their application to the American school raises the question of why we do what we are doing, introduces students to the conceptual analysis of current practice, and encourages critical analysis of current practice and individual style. Prerequisite: none.

ED 702 Organization and Operation of American Education

The course is designed to provide teachers with the theoretical foundations and basic skills of elective professional leadership while examining the formal structure of American education. Prerequisite: none.

ED 703 Learning and Cognition

This course is an advanced study of human growth and development exploring contemporary issues in learning and brain research. Prerequisite: none.

ED 706 Differentiating Instruction

This course is designed to assist teachers and other professionals in the development of integrated lessons and units suitable for all levels of instruction. Prerequisite: none.

ED 707 Gifted Education

This course is a survey of current educational programs and research methodology for enhancing the total cognitive, social, and emotional development of the gifted and talented student. The purposes of this course are to (1) acquaint students with the major theories, principles, and facts about gifted and talented children and recommend appropriate educational and counseling strategies to meet their needs; (2) promote first-hand knowledge of contemporary issues and controversies in the study of gifted students; and (3) stimulate discussion and upgrade the thinking skills of graduate students in the area of gifted education. Prerequisite: none.

ED 708 Classroom Management Strategies

This course is designed to support and facilitate a successful beginning of the school year which transitions into a learning environment characterized by the development of organizational and instructional routines, effective behavior management strategies and instruction based on communicating and reinforcing clear expectations. The focus of the course will be on developing teacher behaviors which produce high levels of student involvement in classroom activities, minimal amounts of disruptive

student behavior and efficient use of instructional time. Prerequisite: none.

ED 712 Multicultural Education

This course will focus on awareness of various cultural groups, their success stories, stereotypes and areas of bias toward these groups. Students will examine their personal cultural values and how they impact the classroom. Issues and trends in our society will be used to address the concerns of the classroom where multiple cultures are present and interacting within the educational process. Prerequisite: none.

ED 714 Curriculum and Classroom Dynamics

A seminar in curriculum planning and implementation, this course is designed to share what works in the classroom and how to plan and effect change to improve student interest and response. Prerequisite: none.

ED 716 Special Education: Meeting Exceptional Educational Needs

This course is a study of developmental disorders and disabilities of children with exceptional educational needs including learning, emotional, and behavioral disabilities, and how these disabilities affect parents, families, students, and teachers. The objectives of this course are to assist teachers to (1) acquire information on definitions, characteristics, and causes of exceptionality; (2) develop knowledge and skills for educational diagnosis and assessment strategies for instructional planning and programming; and (3) relate educational and psychological methods and approaches in special education to the most effective educational practices at the preschool, elementary, and secondary levels. Prerequisite: none.

GRADUATE PROGRAMS

ED 717 Political and Legal Aspects of Education

A study of the political aspects of the educational process from state and federal programs to individual school districts and building politics. The role of various interest groups will be explored as will the impact of referenda passage and school board roles and reactions. Prerequisite: none.

ED 720 Assessment in the School and Classroom

This course will familiarize students with state requirements for assessment, portfolio development, rubrics and construction of viable assessment devices for the classroom. Prerequisite: none.

ED 741 Reading in the Content Area

This course will assist teachers in the selection of appropriate techniques for teaching reading skills through the use of subject area materials. An emphasis will be placed on teaching students to read technical materials as well as techniques useful for conducting research. Prerequisite: none.

ED 751 Supervision of Student Teachers (1 semester hour)

This course is a two-day graduate workshop designed for practicing teachers who wish to meet the State of Wisconsin requirements for supervision of student teachers. Prerequisite: none.

ED 780 Special Topics in Education (1–3 semester hours)

A seminar-style course in which the content changes in response to current trends in education and/or to meet certification requirements. Prerequisite: none.

ED 790 Tutorial I: Focused Individualized Reading/Research Topic (1–3 semester hours)

The tutorial is an area of concentrated study selected by the student with the approval of the Director of the M.Ed. program. For early childhood/middle childhood and middle childhood/early adolescence teachers, the concentration is usually in the humani-

ties, social science, or natural science; for early adolescence/adolescence teachers, it may be disciplinary. A specific study of educational theory may also be selected. (Open to degree candidates only.) Prerequisite: none.

ED 791 Tutorial II: Focused Individualized Reading/Research Topic (1–3 semester hours)

See course description above.

ED 792 Tutorial III: Focused Individualized Reading/Research Topic (1–3 semester hours)

See course description above.

ED 800 Educational Research and Evaluation

Students will examine component parts and optimum methodologies for formulation and design of a research project. The focus of the course is on classroom research-in-action and includes formulating research questions, designing to test research hypotheses, data gathering, analysis of data, and conclusions. Prerequisite: none.

ED 810 Master's Thesis or Project

Theoretical or applied research in an area of the student's choice under the supervision of the student's graduate mentor. Students must receive the approval of the Director of the M.Ed. program prior to submitting their proposal for the master's thesis or project. Prerequisite: Completion of all other M.Ed. course requirements.

ENGLISH (ENG)

ENG 780 The English Language

A general introduction to the field of linguistics, presenting a variety of topics from the history of the language to contemporary theories of grammar. Prerequisite: An undergraduate course in research writing.

ENGLISH AS A SECOND LANGUAGE (ESL)

ESL 721 English Grammar

An in-depth analysis of English grammar in preparation for teaching English as a Second Language. Topics to be studied include morphology, syntax, and contrastive analysis, as well as grammar teaching methods and error correction approaches. Prerequisite: An undergraduate course in research writing.

ESL 722 Second Language Acquisition and Applied Linguistics

This course is a study of linguistics to prepare students for teaching English as a Second Language. Topics include theories of first and second language acquisition, contrastive analysis, error analysis, discourse analysis, and ESL/bilingual education. Prerequisite: An undergraduate course in research writing.

ENGLISH AS A SECOND LANGUAGE/EDUCATION (ESLE)

ESLE 724 Teaching Methods in ESL

This is one of the courses required for preparation for ESL certification. The first half of this course includes study and demonstration of general methods for teaching English as a Second Language. The second half includes study and demonstration of methods for teaching academic content to ESL students. Both sections focus on instructed language acquisition (early childhood through adolescence) and include assessment methods, curriculum development, and materials evaluation. Prerequisites: Admission to the Education Division or consent from the Program Director, ENG 380/780 English Language, ESL 321/721 English Grammar, ESL 322/722 Second Language Acquisition and Applied Linguistics, and foreign language study.

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DEBORAH BILZING
Director of the Counseling Program

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Lakeland College is particularly proud of its faculty. Their devotion to teaching and concern for their students is at the heart of what makes the Lakeland experience so valuable. Courses in the Kellett School (evening, weekend, and online) are taught by both on-campus instructors and adjunct faculty members. Lakeland's on-campus faculty consider teaching to be the center of their profession. Research is relegated to a secondary, supportive role. For this reason, students receive the faculty's full attention. Lakeland's adjunct instructors are practitioners whose academic credentials would qualify them for full-time appointments. While teaching is not their primary vocation, their extensive professional experience and their vitality in the classroom make them superb instructors. With this combination of full-time and adjunct teaching personnel, students benefit from the best of both worlds.

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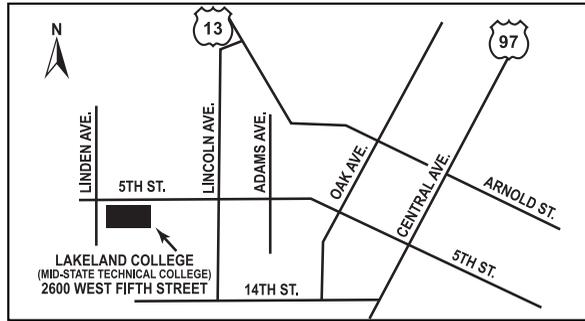
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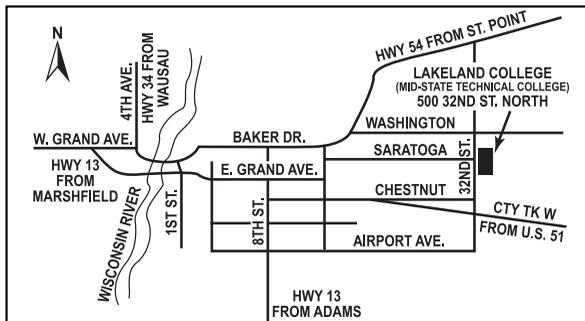
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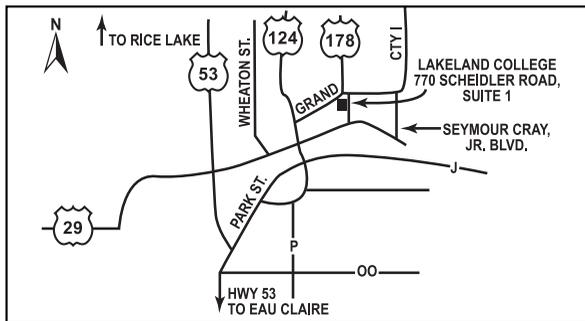
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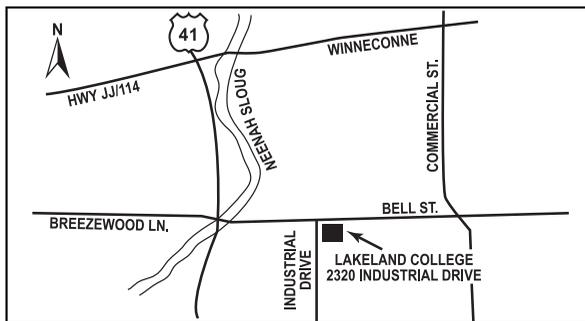
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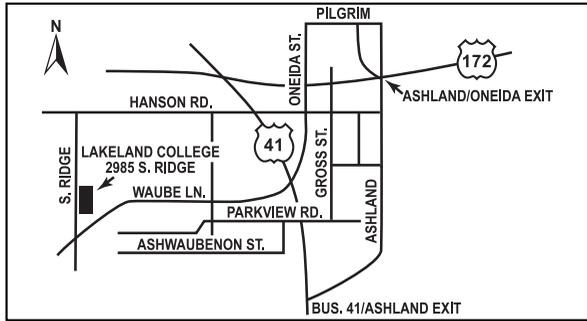
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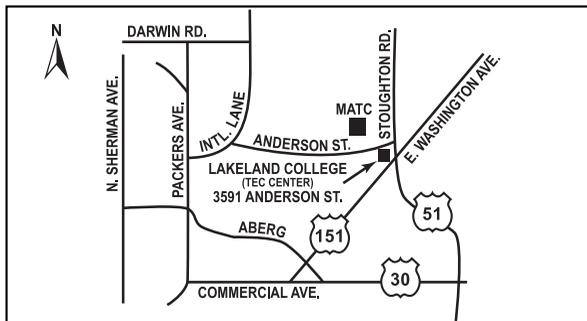
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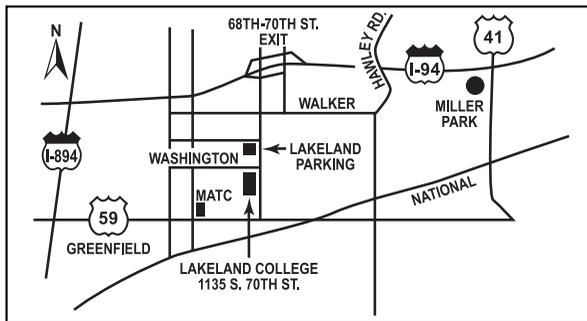
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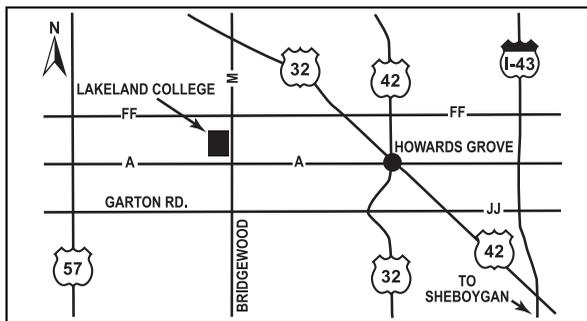
Green Bay Center



Madison Center



Milwaukee Center



Sheboygan Center at the Main Campus

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